

Valhalla Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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, 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 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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Valhalla Elementary School
Street	530 Kiki Drive
City, State, Zip	Pleasant Hill, CA 94523
Phone Number	(925) 687-1700
Principal	Lisa Keck
Email Address	keckl@mdusd.org
Website	http://valhalla.mdusd.org/
County-District-School (CDS) Code	07-61754-6004337

Entity	Contact Information
District Name	Mt. Diablo Unified School District
Phone Number	(925) 682-8000
Superintendent	Dr. Robert Martinez
Email Address	martinezr@mdusd.org
Website	www.mdusd.org

School Description and Mission Statement (School Year 2019-20)

Valhalla Elementary School strives to provide a safe environment which supports all members of its community, both educationally and socially. We strive to prepare students to be successful lifelong learners and to be happy, contributing adults in a global society. We strive to foster mutual respect, appreciation of diversity, and high individual self-esteem. We strive to accomplish our goals by cultivating high levels of achievement and commitment by students, parents, staff, and the broader community.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	105
Grade 1	80
Grade 2	104
Grade 3	92
Grade 4	92
Grade 5	96
Total Enrollment	569

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.3
Asian	9.7
Filipino	3.2
Hispanic or Latino	20.9
White	38.8
Two or More Races	10.2
Socioeconomically Disadvantaged	22.1
English Learners	9.8
Students with Disabilities	12.3
Homeless	

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	28	26	23	1599
Without Full Credential	3	1	0	69
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill: Reading Wonders 2017 - Adopted 2017	Yes	0
Mathematics	Houghton Mifflin: Houghton Mifflin California Math - Adopted 2009	Yes	0
Science	Macmillian/McGraw-Hill: California Science - Adopted 2007	Yes	0
History-Social Science	Harcourt Brace: California Reflections 2006 - Adopted 2006	Yes	0
Visual and Performing Arts	Scott Foresman: Silver Burdett Making Music - Adopted 2005	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The District takes great efforts 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 through the Maintenance and Operations Department.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and 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.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 12/31/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	G2 HAS TWO BROKEN CEILING TILES
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	REPLACE LAMPS IN C3 & C4 - LOW LEVEL CUSTODIAL TASK; REPLACE LAMPS IN E3 & E4 (FOUR LIGHTS OUT) LOW LEVEL CUSTODIAL TASK
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	72	70	51	50	50	50
Mathematics (grades 3-8 and 11)	65	68	39	39	38	39

Note: 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.

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	267	266	99.63	0.37	69.92
Male	138	138	100.00	0.00	65.94
Female	129	128	99.22	0.78	74.22
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	27	27	100.00	0.00	77.78
Filipino	--	--	--	--	--
Hispanic or Latino	67	66	98.51	1.49	62.12
Native Hawaiian or Pacific Islander					
White	111	111	100.00	0.00	76.58

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	30	30	100.00	0.00	70.00
Socioeconomically Disadvantaged	59	59	100.00	0.00	55.93
English Learners	51	50	98.04	1.96	56.00
Students with Disabilities	33	33	100.00	0.00	24.24
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: 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.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	266	265	99.62	0.38	67.92
Male	138	138	100.00	0.00	66.67
Female	128	127	99.22	0.78	69.29
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	27	27	100.00	0.00	77.78
Filipino	--	--	--	--	--
Hispanic or Latino	66	65	98.48	1.52	64.62
Native Hawaiian or Pacific Islander					
White	111	111	100.00	0.00	71.17
Two or More Races	30	30	100.00	0.00	73.33
Socioeconomically Disadvantaged	58	58	100.00	0.00	55.17
English Learners	51	50	98.04	1.96	56.00
Students with Disabilities	33	33	100.00	0.00	21.21
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

Note: 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.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	17.7	19.8	15.6

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Valhalla has an extremely active Parent Faculty Association (VPFA). The VPFA holds regular monthly board meetings. The Executive Board has representatives from the faculty, elected parent officers, and classroom representatives who are responsible for disseminating information from the monthly meetings to all families in their student's classroom. The Parent Club provides updates on school events by use of a schoolwide communication program and app called Konstella. Konstella is an electronic format that contains school-wide information all in one place that allows communication to be done directly without divulging any identifying information of our families others however families can contact one another as well as the teacher through the app. In addition, our VPFA has also created grade level social media pages- a parent Facebook page to keep everyone up to date and informed through a different avenue.

The VPFA participates in the Pleasant Hill Community Service Day activities in September, where parents, grandparents, community businesses, neighbors, and students participate in campus improvements. We have now also added in the last few years our Edible Garden that is supported by parent volunteers. This year we have included a Family STEAM Family night as well as a Spring Multicultural evening event. One of the biggest VPFA contributions this year was to fund a STEAM lab instructional assistant twice a week.

Other VPFA activities include the first day of school Welcome Back Coffee, the annual Dinner and Dance, Valhalla Auction, Boosterthon Fun Run Fundraiser, Square one Art, Valhalloween Fall Festival, Read-a-thon, Scholastic Book Fair, Science, and Art Fairs, , and Welcome to Parents of Pre-Kindergartners Popsicle Playdate at the park in the Summer. The VPFA also provides the leadership for after school enrichment opportunities such as Chess Club, Art Classes, Cooking classes, an Lego Engineering STEM class, Music Classes, Drama and Dance.

Parents are welcome daily in the classrooms where they help teachers with Friday Folders, Math Stations, Centers, field trips, and more. In addition, both parents and community members volunteer for math stations and in the Reading Lab, Computer Lab, and the Library.

Parents, in conjunction with the principal, faculty, and classified staff, participate in the School Site Council, a decision making body for school improvement. The Site Council meets once a month.

Contact information pertaining to organized opportunities for parental involvement: Contact School at (925) 687-1700.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.5	0.7	1.0	3.5	4.1	4.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The school has a Safety Plan for emergencies such as fire, earthquake, and disaster.

A cliffnote trifold version of the plan is provided to all staff for their Planning Books.

All classrooms have First Aid kits and Emergency Situation guides posted by the classroom exit door. Additional First Aid kits are located in the office, the custodial office, the Multi-Use room and in the ball shed on the playground.

All Classrooms have red backpacks that contain student emergency cards, mini-first aid kits, flashlights and other supplies which teachers carry to all drills.

As a matter of security, all visitors and parent volunteers on the school grounds are required to sign in at the office and to wear a visitor/volunteer badge while on campus. School staff is instructed to question any visitor they don't recognize. In addition, all classroom volunteers and field trip chaperones are fingerprinted and have provided negative evidence of tuberculosis. All classroom doors are kept locked during the day per the Superintendent's instruction.

A district Crisis Team is on-call as needed.

The Parent Club provides and coordinates the water, food and supplies for the Earthquake kits located in all the Pods. These kits are updated annually in September.

The school practices monthly drills including fire drills, earthquake drills, evacuation, shelter in place, and intruder/lock-down drills.

Staff has received training for seizure protocol, diabetic protocols as needed, and in the use of epi-pens. All staff also annually receives training for Bloodborne Pathogens and Mandated Reporting.

The Safety Committee meets annually to review and revise the plan as needed. The current School Safety Plan was approved by the School Site Council at a public hearing on 2/25/19.

An AED is located in the office and one is located in the custodial office. Personnel have been trained in how to use it.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23	1	4		20	2	3		26		4	
1	23		4		23		4		26		2	
2	26		3		21	1	3		24		4	
3	29		3		20	3	1		25	1	3	
4	25	1	3		28		3		29		3	
5	27	1	2	1	25	1	3		26	1	3	
Other**					12	1			27		1	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	1422.5

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.4
Library Media Teacher (Librarian)	.5
Library Media Services Staff (Paraprofessional)	
Psychologist	.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$ 11,350.26	\$ 3,452.52	\$ 7,897.74	\$75,362.00
District	N/A	N/A	\$8,328.50	\$78,217.00
Percent Difference - School Site and District	N/A	N/A	-200.0	-3.7
State	N/A	N/A	\$7,506.64	\$82,403.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and State	N/A	N/A	-200.0	-8.9

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Teachers provide differentiated instruction in all classrooms, (Response to Intervention (RTI) is provided by regular education staff and supported by special education staff to students who need it as well as enrichment classes for those who need opportunities to extend their learning. Valhalla has a full continuum (K-5) of Special Day Classes (SDC) for students who are identified as Learning Handicapped. We also have one full time Resource Specialist who provides services for students with IEPs as well as Regular Education students who need extra support/intervention. We have the free and reduced lunch program available for students who qualify and everyone supports Character Education and our Life Skills Program. English Learners are supported with SDAIE strategies throughout the day and ELD everyday including our ELA adoption WONDERS. We have funding for a .4 Counselor. Our counselor supports students individually as well as in social groups. We have an CARE team that meets weekly. Valhalla has library materials for our fully-automated Media Resource Library, classroom libraries, and a Technology lab for on-going computer instruction. We have one to one Chromebooks at fourth and fifth grades and 2:1 or better at third grade. There are iPads available for all grade levels. In addition, our Parent Club (VPFA) provides funding that supports four part-time Instructional Assistants who support our Reading Lab intervention program and our upper grade intervention programs as well as provide support to Kindergarten teachers.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,339	\$48,612
Mid-Range Teacher Salary	\$73,641	\$74,676
Highest Teacher Salary	\$98,346	\$99,791
Average Principal Salary (Elementary)	\$116,573	\$125,830
Average Principal Salary (Middle)	\$123,726	\$131,167
Average Principal Salary (High)	\$133,844	\$144,822
Superintendent Salary	\$280,000	\$275,796
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

The district coordinates a variety of staff development programs for teachers and administrators based on assessed needs and state mandates. Three days during the school year are dedicated to staff development. The content of part of each of these days is determined and provided by the District office.

Other staff development opportunities are based on need as determined by data analysis of our i-Ready scores, district assessments and CAASPP scores. Additional professional development opportunities are provided to teachers based on request and need. Teachers who attend trainings share information with their grade level teams and/or whole staff as appropriate. District curriculum and assessment liaisons also attend regularly scheduled meetings and then share information at staff meetings.

Valhalla teachers regularly participate in a variety of workshops/staff development activities. They include, but are not limited to:

Implementation of the reading adoption - Wonders

Reading Strategies

Restorative Practices

Singapore Math/Math Talks/SVMI

The new NGSS Science standards

EIE and STEM training

On-going technology training (Google/Cue Conferences)

ELD Training

ADEPT Training

i-Ready Diagnostics and Assessment

Aeries Data Base updates and training

Special Education and Classroom Modifications

Child Abuse Reporting

Sexual Harassment

Diabetes/Seizures/Epi-Pen/Bloodborne Pathogens