

# VALHALLA HIGH SCHOOL

1725 Hillsdale Road, El Cajon, CA 92019 • (619) 593-5300

Larry Martinsen, Principal

## School Accountability Report Card

Report 2005-06 Published in 2006-07

### General Information



Parents play a very important role in the success of the school and its students. Read more about how parents can get involved ...

### Curriculum

The curriculum that students are taught is determined by the content standards adopted by the California State Board of Education. Read more ...



### Policies & Statistics

Providing a positive and safe school environment is crucial to students' success. Read more about our school's policies and statistics...



### Educational Team



In order for a school to succeed it must have quality teachers and support programs in place. Read more ...

### Assessments



Each year students are given multiple assessments to measure their understanding of the standards-based curriculum in which they were taught. Find out how our students are doing...

## Principal's Message

The vision of the staff and administration at Valhalla High School includes quality instruction and curriculum designed to meet the diverse needs and interests of all students. There also exists at Valhalla an ongoing commitment on the part of all stakeholders to continually assess the core curriculum to assure that, through academic offerings, the standards established by the State of California, the Valhalla Expected Schoolwide Learner Results, and our school's Core Values are met.

Valhalla has received numerous awards for academic programs including two California State Golden Bell Awards, Outstanding California High School Science Program, and recognition as a California Distinguished School in 2001. Our strong academic program is enhanced by a comprehensive offering of electives in co-curricular areas (Performing Arts, Yearbook, etc.), related career studies (engineering, culinary arts, computer technology, etc.) and extra-curricular (athletics) opportunities.

During the Fall of 2002 a Western Association of Schools and Colleges Accreditation Team visited Valhalla, conducting a thorough examination of our instructional program. At the conclusion of this process Valhalla High School received a six-year accreditation with a three-year progress report. Our School Site Plan reflects the growth needs for improvement in Assessment and Accountability, Instructional Program Development, and improvement in communication and access to student support. Two working committees have been established, Assessment and School Leadership, to recommend strategies and implement improvements during the next three years. These committees are composed of students, teachers, classified staff, parents, and administrators.

## Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Jo Willson at (619) 593-5300.

## School Profile

Valhalla is one of 11 comprehensive high schools in the Grossmont Union High School District. Curriculum is focused on the California State Standards in all core areas. The mission of Valhalla High School is "success for all students." Our core values, Expected Schoolwide Learning Results (ESLR's), and instructional program are designed to improve student achievement on an annual

basis. The school supports cultural awareness on a daily basis through its diverse literature selections and its diverse literature selections and integrated English and social science curriculum in the humanities program (grades 9, 10, and 11) as well as in the foreign language, culinary arts, and visual and performing arts instructional sequence.

During the 2005/06, 1942 9th -12th grade students were enrolled at the school, with classes arranged on a traditional schedule calendar.

School Profile	
Student Enrollment by Ethnic Group	
2005-06	
	Percentage
African American	4.9
American Indian	1.1
Asian	2.3
Caucasian	70.4
Filipino	1.8
Hispanic	14.2
Pacific Islander	0.7
Multiple or No Response	4.7

### Parent Involvement

Valhalla greatly benefits from its supportive parents who give of their time and resources through athletic booster clubs participation, performing arts program support, "supply day" donations, Parent Teacher Organization leadership and membership, as well as their attendance at a variety of athletic and co-curricular venues. The school has a strong base of parent volunteers who work many hours in our school library assisting with such tasks as book repair and re-stacking shelves. Parents are also welcome to join the Valhalla Parent Teacher Organization (PTO) which, unlike PTSA, keeps 100% of the membership dues at Valhalla to directly support students, the instructional program, and teachers. The school also benefits from several community partnerships, including Taylor Guitar Company, The Matt Magagna Foundation, The East County Economical Development Council, The Valhalla Foundation, and County Supervisor Diane Jacob. The Physiology Anatomy Program visits the hospitals of Scripps, Kaiser, UCSD, Thorton and the medical examiners office to observe hip and knee replacements, research on cadavers, and programs in sports medicine, paramedics, radiology, physical therapy, nursing, and emergency room protocols/procedures.

### Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment By Grade			
Enrollment Trend by Grade Level			
	2003-04	2004-05	2005-06
9th	518	576	510
10th	476	518	551
11th	439	422	499
12th	342	418	417

### Enrollment By Program

During the 2005/06 school year 1984 students were enrolled at Valhalla High, of which 11% were students with disabilities, 7% were English Learners, and 12% were socioeconomically disadvantaged.

### Safe School Plan

Safety of students and staff is a primary concern of Valhalla. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated during September of 2006 by the School Safety Committee. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a (monthly/regular) basis throughout the school year. Lockdown drills are held (once a year/twice a year/as needed). Students are supervised before and after school by (certificated staff/classified staff/principal), and (certificated staff/classified staff/principal) supervise students during lunch. (Parent volunteers/certificated staff/classified staff help) with supervision during lunch and break periods. There is a designated area for student drop off and pick up. Valhalla High School is a closed campus. Non-students are not allowed on campus during the school day. We must minimize disruptions to the learning environment. Adult visitors must check in at the receptionist desk at the main office entrance in order to state who they wish to see and why. For persons with school business, an individual pass with name(s) clearly written will be issued for the visitor in order to proceed. Any person wishing to observe a class or visit with a teacher needs to arrange the visit 48 hours in advance.

## Discipline & Climate for Learning

Students at Valhalla are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Valhalla discipline program is to modify unacceptable behaviors to an appropriate and acceptable level. Parents and students are informed of school rules and discipline policies through the student behavior code, information sessions conducted for students by our administrative team, administrative classroom visits, informational inserts mailed home in the progress and semester report cards, the Valhalla Line (PTO newsletter), and student planners given out to each student at the beginning of the each school year.

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include: fall, winter, and spring sports with varsity, junior varsity, and freshmen programs in some sports; co-curricular programs in dance, drama, vocal and instrumental music; Regional Occupational Programs (ROP); yearbook, journalism, and over forty clubs (i.e. Key Club) for student involvement; and a comprehensive offering of electives in our regular education program in the areas of technology, visual arts, industrial technologies, family and consumer science, physical education, and advanced placement courses.

The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area. Athletic programs include: girls' and boys' cross country, girls' and boys' volleyball, girls' and boys' golf, girls' and boys' tennis, girls' and boys' soccer, wrestling, girls' and boys' basketball, girls' and boys' track, football, girls' softball, boys' baseball, girls' field hockey, girls' and boys' lacrosse, girls' and boys' waterpolo, girls' and boys' swimming and diving, and gymnastics. Valhalla recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during sports and co-curricular awards banquets, department recognition activities, senior awards night as well as our graduation ceremony.

### Discipline & Climate for Learning

Suspensions & Expulsions						
	Valhalla High			Grossmont Union High		
	03-04	04-05	05-06	03-04	04-05	05-06
<b>Suspensions</b>	219	144	261	4,607	4,000	4,230
<b>Suspension Rate</b>	10.620%	7.280%	13.160%	18.840%	18.060%	17.300%
<b>Expulsions</b>	8	6	6	215	160	186
<b>Expulsion Rate</b>	0.390%	0.300%	0.300%	0.880%	0.720%	0.760%

\* District numbers are for entire district.

## School Facilities

Valhalla opened to students in the fall of 1974. Our facility is comprised of 76 classrooms/labs/shops of varying sizes and purposes including 14 portable classrooms, a full size gymnasium, and aquatics facility, a food preparation facility, a 65,000 volume library with computer lab opened and dedicated in the 2001-02 school year, three computer labs for use by various instructional programs, a theater, a multi-purpose room for dance and wrestling, a weight training facility, an indoor lunch area, a staff lounge, and a multi-use stadium with athletic facilities to meet the needs of girls and boys competitive C.I.F. sports programs.

**Cleaning Process:** The principal works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school.

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

**Deferred Maintenance Budget:** The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2005/06 school year the district allocated \$2.4 Million for deferred maintenance program.

### School Facilities

School Facility Conditions		
Date of Last Inspection: Unknown		
<b>Overall Summary of School Facility Conditions:</b>		
Interim Evaluation Instrument Guidelines	Facility in Good Repair	Deficiency & Remedial Actions Taken or Planned
<b>Gas Leaks</b>	Yes	

Mechanical Systems	Yes	
Windows/Doors/Gates (Interior/Exterior)	Yes	
Interior Surfaces (Walls, Floors, and Ceilings)	Yes	
Hazardous Materials (Interior/Exterior)	Yes	
Structural Damage	Yes	
Fire Safety	Yes	
Electrical (Interior/Exterior)	Yes	
Pest/Vermin Infestation	Yes	
Drinking Fountains (Inside/Outside)	Yes	
Restrooms	Yes	
Sewer	Yes	
Playground/School Grounds	Yes	
Other	Yes	

## Teacher Assignment

Grossmont Union High recruits and employs the most qualified credentialed teachers. Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2005/06 school year, the most current data are reported.

Teacher Assignment				
Teacher Credential Status				
	School			District
	03-04	04-05	05-06	05-06
Fully Credentialed	93	75	75	972
Without Full Credentials	0	5	7	58

Teacher Assignment				
Teacher Credential Status				
	04-05	05-06	06-07	
Working Outside Subject				N/A
Vacant Teacher Positions				
Misassignments of Teachers (other)	0	0	0	
Total Misassignments of Teachers	26	26	0	
Misassignments of Teachers of English Learners	26	26	0	
Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.				

## Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Highly Qualified Teachers		
NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
Valhalla High	79.5	20.5
Grossmont Union High	88.1	11.9
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	87.0	12.0

## Substitute Teachers

The Grossmont Union High district has an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at Vahalla High. Generally, the district does not experience any problems finding qualified substitute teachers.

## Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program.

Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the Vice-Principal who has been trained and certified for competency to perform teacher evaluations. Teachers are evaluated against the California teaching standards.

### **At Risk Interventions**

Valhalla provides after-school tutoring in English/Language Arts and Mathematics for those students performing below grade-level standards or who are at risk of retention. Intersession courses are offered during vacation periods when necessary. Other intervention programs offered at Valhalla include: California High School Exit Exam remediation sessions and Phoenix Contract classes.

### **Counseling & Support Staff**

It is the goal of Valhalla High to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The table lists the support service personnel available at Valhalla High.

### **Counseling & Support Staff**

### **Curriculum Development**

All curriculum development in the Grossmont Union High is based on the California State Content Standards and Frameworks. Curriculum is reviewed monthly at subject matter council meetings in order to insure alliance with the state standards, district goals, and the statewide assessment program. The following changes to curriculum have been added during the 2005/06 school year:

Completion of chemistry curriculum guide

Revised First Aid curriculum

Alignment of AP/IB course titles with College Board

English Language Development courses receive English graduation requirement credit

English as a Second Language courses receive elective credit

Addition of the following courses to the Master Course Catalog:

- CAHSEE English Intervention

- Bible as Literature, 2A

- IB Theatre Arts 1st Year, 1-2HL

- IB Theatre Arts 2nd Year, 3-4 HL

- IB Film 1st Year, 1-2

- IB Film 2nd Year, 3-4

- CAHSEE Math Intervention

- AVID Junior Seminar

- IB/CAS International Baccalaureate/Community Action Service

### **Instructional Materials**

Grossmont Union High School District held a Public Hearing on September 14, 2006, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The link below displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

### **District Expenditures**

Grossmont Union High spent an average of \$8,290 to educate each student, based on 2005-06 FY audited financial statements. The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

## District Revenue Sources

In addition to general state funding, Valhalla receives state and federal funding for the following categorical funds and other support programs:

Advanced Via Individual Determination (AVID).....	\$5,410.00
Gifted And Talented Education Program (GATE).....	\$5,844.00
10thGrade Conferencing.....	\$13,700.00
English Language Learners.....	\$24,609.00

## Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

## California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test															
California Standards Test (CST)															
Combined % of Students Scoring at Proficient and Advanced Levels															
	Language Arts									Social Science			Social Science		
	9			10			11			10			11		
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07
<b>All Students</b>															
Valhalla High	56	59		51	51		47	47		43	42		56	48	
GUHSD	46	48	53	38	37	39	33	34	37	33	30	32	35	33	34
California	43	44	47	36	37	37	36	36	37	31	30	29	37	35	35
<b>Males</b>															
Valhalla High	51	57	61	42	48	43	41	39	36	44	42	44	55	44	53
GUHSD	40	44	46	31	30	35	29	28	31	36	32	35	35	33	36
California	38	40	43	32	33	33	33	33	33	34	33	34	37	37	37
<b>Females</b>															
Valhalla High	62	63	71	60	54	54	52	54	55	41	42	30	57	53	56
GUHSD	54	53	60	45	45	44	38	39	45	30	28	28	35	32	34
California	48	48	53	41	42	41	39	39	41	28	27	26	36	34	33
<b>Socioeconomically Disadvantaged</b>															
Valhalla High	30	41	34	19	28	31	15	20	23	19	23	14	22	27	30
GUHSD	27	31	33	18	19	24	17	16	21	19	16	18	18	16	21
California	26	27	32	20	21	21	21	21	22	18	17	17	23	21	22
<b>African American</b>															
Valhalla High	47	55	50	32	29	53	41	20	43	41	20	42	35	24	50
GUHSD	27	33	37	23	18	26	19	19	23	22	17	18	26	21	23
California	27	28	33	22	22	23	21	21	22	15	15	15	22	19	19
<b>Asian</b>															
Valhalla High	*	62	*	*	*	43	46	58	*	*	*	57	69	58	*
GUHSD	67	67	58	60	66	61	44	52	53	60	51	57	48	53	50
California	64	66	71	56	58	58	53	55	57	52	53	51	56	54	54
<b>Filipino</b>															
Valhalla High	*	60	*	*	*	40	*	*	*	*	*	35	*	*	*
GUHSD	54	61	62	40	39	55	50	27	42	33	42	41	55	30	38
California	60	62	65	48	51	51	44	46	49	40	39	38	46	45	43
<b>Hispanic</b>															
Valhalla High	41	48	53	44	33	43	26	41	26	42	31	28	40	46	34
GUHSD	34	33	37	23	23	24	21	21	24	24	19	19	24	23	21
California	26	28	32	20	21	23	21	21	23	17	17	18	23	21	22
<b>Caucasian</b>															
Valhalla High	62	64	70	54	57	49	51	49	50	43	46	39	61	50	59
GUHSD	55	57	62	45	45	48	39	39	45	38	36	38	40	37	41
California	61	63	66	53	54	55	50	50	52	44	45	44	48	48	48

Students with Disabilities															
Valhalla High	10	7	26	3	10	7	0	12	6	11	18	17	9	13	12
GUHSD	8	9	14	5	5	8	4	7	6	9	8	9	6	7	8
California	8	9	10	5	6	7	5	6	6	7	8	8	8	8	9
English Learners															
Valhalla High	3	6	10	3	3	6	12	0	0	6	3	12	30	10	3
GUHSD	6	5	8	5	4	2	6	4	4	9	6	7	10	7	5
California	7	7	10	3	4	4	4	4	4	6	5	6	7	7	6

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Therefore, students at Valhalla did not participate in the California Achievement Test.

## CAT-6

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## Physical Fitness

In the spring of each year, schools are required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

## Physical Fitness

Percentage of Students in Healthy Fitness Zone			
Test Results			
	5th Grade	7th Grade	9th Grade
Valhalla High			
School Overall	0.0%	0.0%	1.0%
School (Boys)	0.0%	0.0%	1.2%
School (Girls)	0.0%	0.0%	0.8%
Grossmont Union High			
GUHSD Overall	0.0%	0.0%	11.9%
GUHSD (Boys)	0.0%	0.0%	12.8%
GUHSD (Girls)	0.0%	0.0%	10.9%
California			
State Overall	25.6%	29.6%	27.4%
State (Boys)	23.3%	27.6%	28.3%
State (Girls)	28.0%	31.7%	26.4%

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

## Academic Performance Index

API School Results							
All Students	Base			Growth			
	02-03	03-04	04-05	API Growth Score	03-04	04-05	05-06
API Score	743	724	739	API Growth Score	734	739	763
Growth Target	3	4	3	Actual Growth	-9	15	24
Statewide Rank	9	8	8	Eligible for Awards	B		

<b>Similar Schools Rank</b>	6	3	2	Eligible for II/USP	No	No	No
<b>Subgroups</b>							
<b>Socioeconomically Disadvantaged</b>							
<b>Base API Score</b>		578	596	API Growth Score	575	596	660
<b>Growth Target</b>		3	2	Actual Growth		18	64
<b>Caucasian</b>							
<b>Base API Score</b>	754	735	756	API Growth Score	746	756	775
<b>Growth Target</b>	2	3	2	Actual Growth	-8	21	19
<b>Hispanic</b>							
<b>Base API Score</b>	691	671	698	API Growth Score	679	698	718
<b>Growth Target</b>	2	3	2	Actual Growth	-12	27	20
<b>A - Schools and subgroups with scores 800 and above have met the statewide target and are expected to maintain that level of achievement.</b>							
<b>Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.</b>							

### California Awards & Interventions

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this SARC, therefore, there is no data to report.

### Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. NCLB requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation.

Results of school and district performance are displayed in the chart.

Adequate Yearly Progress				
Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	Yes		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	No	No
Percent Proficient	Yes	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	Yes		Yes	

### Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Program					
Federal Intervention Programs					
	Program Improvement (PI) Status	First Year in PI	Year in PI	# of Schools Currently in PI	% of Schools Identified for PI
Valhalla High				-	-
Grossmont Union High	-	-	-	1	3.85

### Dropout & Graduation Rates

Valhalla believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, the following programs are made available to students: The Phoenix Contract Program, Regional Occupation Programs in a variety of fields, electives in our regular education program in the fields

of technology, industrial technology, family and consumer science, and the visual and performing arts.

### Dropout & Graduation Rates

Graduation & Dropout Rates			
	02-03	03-04	04-05
<b>Dropout Rate</b>	2.34%	0.06%	0.31%
<b>Graduation Rate</b>	96.1%	93.8%	92.1%

### CAHSEE

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

### CAHSEE

Completion of High School Graduation Requirements			
School	District	State	

### Career Technical Education (CTE) Programs

Valhalla career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at Valhalla have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. Advisors/Guidance Counselors offer additional support through various programs, including: the Career Center, ASVAB, Explore, and PLAN Testing Assessment, sophomore conferencing, and participating in the District-wide "Got Plans?" event.

### Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

### Career Technical Education Participation

Enrollment & Program Completion in Career/Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	Response
How many of the schools pupils participate in CTE?	1,459
What percent of the schools pupils complete a CTE program and earn a high school diploma?	5.9
What percent of the schools CTE courses are sequenced or articulated between the school and institutions of post secondary education?	44.1

### UC/CSU Course Completion

Students at Valhalla High are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

### UC/CSU Course Completion

UC/CSU Course Enrollment	
% of Student Enrollment in Courses Required for UC/CSU Admission	% of Graduates Who Completed All Courses Required for UC/CSU Admission
72.9%	47.1%
* Duplicated Count (one student can be enrolled in several courses).	

### SAT-1

Each year, students have the opportunity to participate in the SAT, which is designed to assess many of the skills that are important to a student's success in college and their general educational development. Valhalla (offers/does not offer) a college admission test preparation course. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site.

### SAT-1

SAT I Test Results					
Grade 12 Enrollment	% Seniors Tested	Average Verbal	Average Math	Average Writing	
Valhalla High					

03-04	342	53.2%	542	548	0
04-05	418	48.8%	543	545	0
05-06	417	40.8%	533	543	530
<b>Grossmont Union High</b>					
03-04	4,849	35.1%	508	524	0
04-05	4,986	35.5%	514	527	0
05-06	5,395	33.6%	497	511	493
<b>California</b>					
03-04	395,194	35.2%	496	519	0
04-05	409,576	35.7%	500	522	0
05-06	383,460	40.5%	495	516	496

## Advanced Placement Classes

Valhalla High encourages students to continue their education past high school. Valhalla High offers Advanced Placement (AP) courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges. During the 2005/06, 262 students participated in taking the exams. Of the 262 students, 320 exams were scored as "3" or better.

### Advanced Placement Classes

Advanced Placement Classes		
	# Classes	Enrollment
English	14	366
Foreign Language	4	92
Mathematics	6	216
Science	4	118
Social Science	18	586
All Courses	46	1378

## School Leadership

Leadership at Valhalla is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. For the past 8 years, leadership duties were assumed by Principal Larry Martinsen. Principal Martinsen has 38 years of experience in education with positions as teacher of industrial technologies and visual arts, coaching, ASB activities director, yearbook advisor, cheer advisor, and assistant principal. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. Leadership teams include: administrative team of the principal, two assistant principals, dean of students; School Site Council; Guidance Department; Department Chair Council; Team Leads in the disciplines of Humanities I and II, American Studies, Algebra, and Geometry; and our Parent Teacher Organization.

## Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district dedicated 62 days to staff development annually for the past three years. Topics for staff development during the 2005/06 school year included:

- Conflict Management
- Conscious Classroom Management
- Designing Effective Assessments
- Differentiating Instruction for the Teenage Brain
- Equity & Diversity
- Evidence-Based Coaching for Peer Support
- Handling the Paper Load through Improved Student Writing
- Helping English Learners Acquire Academic Literacy
- Improved Secondary Literacy Interventions
- Motivating Reluctant Learners
- Outrageous Teaching
- PLC English Workshops
- PLC Math Workshops
- PLC Social Science Workshops
- PLC Visual & Performing Arts Workshops
- Poverty Workshop

Powerful Teaching & Learning  
 Rewards Training  
 Scaffolding Literacy in Honors & AP Classes  
 Site Team Lead Training  
 Special Ed in the Regular Ed Classroom  
 Strategies for Great Teaching  
 Strategies to Promote Academic Language in E/LA  
 Using Data & Common Sense to Raise CST Scores in History  
 Using Data to Improve Instructional Practice  
 Working With Challenging Students

**Instructional Time (includes Minimum days)**

For the 2005/06, Valhalla offered 180 days of instruction, comprised of 168 regular days. The additional 12 minimum days were utilized for teacher curricular teams to collaborate on equity and consistency of instruction along with common assessments, Parent Visitation Day (one day), Back to School night, and final exam days (six days, three at the conclusion of each semester). All instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code.

Instructional Time (includes Minimum days)		
Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
9th-12th	64,800	72,803