

# School Accountability Report Card Reported for School Year 2004-05

*Published During 2005-06*

## Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) template are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

## I. General Information

### Contact Information

Information about school and district contacts.

School Information		District Information	
<b>School Name</b>	Valhalla High	<b>District Name</b>	Grossmont Union High
<b>Principal</b>	Larry Martinsen	<b>Superintendent</b>	Dr. Terry Ryan
<b>Street</b>	1725 Hillsdale Rd.	<b>Street</b>	1100 Murray Dr.
<b>City, State, Zip</b>	El Cajon, CA 92019-3742	<b>City, State, Zip</b>	La Mesa, CA 91944-1043
<b>Phone Number</b>	(619) 593-5300	<b>Phone Number</b>	(619) 644-8000
<b>FAX Number</b>	(619) 588-9713	<b>FAX Number</b>	(619) 465-1349
<b>Web Site</b>	valhalla.guhsd.net	<b>Web Site</b>	www.guhsd.net
<b>E-mail Address</b>	lmartins@guhsd.net	<b>E-mail Address</b>	tryan@guhsd.net
<b>CDS Code</b>	37-68130-3730066	<b>SARC Contact</b>	agrulich@guhsd.net

### School Description and Mission Statement

Information about the school, its programs, and its goals.

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.

### Opportunities for Parental Involvement

Information about the contact person for parental involvement and a description of organized opportunities for parental involvement at the school.

<b>Contact Person Name</b>	Jo Willson	<b>Contact Person Phone Number</b>	(619) 593-5300
AVID Parent Advisory Committee Instrumental Music Booster Club Vocal Music Booster Club Theatre Booster Club Grad Night Parent Visitation Day Back to School Night Various Athletic Booster Clubs WASC Leadership Committee			

## II. Demographic Information

### Student Enrollment -- Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	0	Grade 9	576
Grade 1	0	Grade 10	518
Grade 2	0	Grade 11	422
Grade 3	0	Grade 12	418
Grade 4	0	Ungraded Secondary	0
Grade 5	0		
Grade 6	0		
Grade 7	0		
Grade 8	0		
Ungraded Elementary	0	Total Enrollment	1934

## Student Enrollment -- Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	71	3.7	Hispanic or Latino	261	13.5
American Indian or Alaska Native	17	0.9	Pacific Islander	15	0.8
Asian	46	2.4	White (Not Hispanic)	1,364	70.5
Filipino	24	1.2	Multiple or No Response	136	7.0

## III. School Safety and Climate for Learning

### School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

Date of Last Review/Update	06/01/06	Date Last Discussed with Staff	08/07/06
<p>Key elements in the School Safety Plan include having a recently revised school behavior code, which is provided to every student; an assistant principal to address discipline problems; a conspicuously uniformed (orange) team of five campus supervisors who carry radios for quick communication; a full-time school nurse who is an LVN; a full-time receptionist; a School Crisis Team; regular disaster drills (fire, earthquake, lockdown), with established procedures; regular visits by a drug-sniffing dog; and a sign-in process for visitors. Valhalla High School has developed a close working relationship with the County Sheriff's Department.</p> <p>A school resource officer (a deputy sheriff) was assigned to the school campus beginning in 2001-2002. This officer works closely with our administration and staff to insure a safe campus and effective learning environment. The Safe School Plan was revised and updated during June 2005. Our School Resource Sheriff's Deputy, Safe School Coordinator, Administration, Guidance Staff, parents, and students were involved in the process. The plan will be distributed to staff and discussed during Fall 2005. If you would like a copy of this plan, please call the Principal's Office at (619) 593-5312.</p> <p>Additionally, Valhalla employs a fulltime, lead campus supervisor as well as five aides.</p>			

### School Programs and Practices That Promote a Positive Learning Environment

Information about the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies.

<p>From its inception in 1974, Valhalla has built its research-based curriculum around a strong library, staffed by one certificated library media teachers and additional support staff. The Valhalla library media program supports and enhances student learning, and has received national recognition for its emphasis on collaborative projects among its library media teachers and its classroom teachers</p> <p>Before and after school tutoring by certificated teachers is offered in all core academic programs.</p> <p>Other school program features include an open learning facility, interdisciplinary team teaching, a solid behavior code, an active ASB with "Norse" traditions, accessibility of staff to students, shared decision-making with administration, active parent support—PTO (Parent Teacher Organization), Boosters, School Site Council, and Parents Advisory Committee to the ESL Program.</p> <p>In addition, our special education inclusion program and our proximity to Viking Center, a facility for severely handicapped young people, give our students opportunities to develop compassion as they serve others.</p>
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## Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

	School			District		
	2003	2004	2005	2003	2004	2005
<b>Number of Suspensions</b>	146	218	144	3803	4607	4000
<b>Rate of Suspensions</b>	7.59	10.62	7.28	15.56	18.84	18.06
<b>Number of Expulsions</b>	3	8	6	178	215	160
<b>Rate of Expulsions</b>	.16	.39	.30	.73	.88	.72

## IV. School Facilities

### School Facility Conditions -- General Information

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

After 30 – 50 years of constant use the Grossmont Union High School District's facilities are aging. Most of the GUHSD's high schools are old, deteriorating, overcrowded, and in need of repair and renovation. Based on the input of parents, teachers, staff and community, a specific plan to rehabilitate aging schools and relieve overcrowding was developed. Proposition H was placed on the ballot to authorize implementation of the plan to renovate and upgrade all of our local high schools.

Proposition H is a local school bond measure that was passed in March 2004. The ballot authorized \$274,000,000 for critically needed repairs and upgrades to our local high schools. The district is in year two of infrastructure upgrades and modernization. Proposition H allows the High School District to:

- Replace aging roofs
- Upgrade deteriorated plumbing and restrooms
- Improve electrical capacity for safety and better access to technology
- Upgrade fire alarms, sprinklers and emergency safety systems
- Renovate old, outdated classrooms, science labs and libraries
- Replace inadequate heating and ventilation with energy efficient systems
- Upgrade security systems, building exteriors, outdoor lighting, walkways and school grounds for safety and security

At its May, 2005 meeting, the GUHSD Governing Board awarded bids as part of Phase 1 of the Proposition H bond projects. This allowed the District to address the critical safety and infrastructure needs at our oldest campuses. Construction at El Cajon Valley High School, Granite Hills High School, Grossmont High School and Helix High School has resulted in significant improvements. These schools received electrical wiring, plumbing and all other underground infrastructure upgrades. The individual buildings on each of these campuses are now scheduled for renovation. In summer 2006, Santana High School, Monte Vista High School and El Capitan High School will receive infrastructure upgrades with building renovations to follow.

In addition to Prop H projects referenced above, almost every district facility has had some combination of bond, maintenance, community or student-supported projects underway, with more to come.

Source: GUHSD School Construction and Building Services

## School Facility Conditions -- Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other	X		

Source: GUHSD School Construction and Building Services

## V. Academic Data

### Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

### California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

## CST -- All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	55	51	52	39	39	40	35	36	40
Mathematics	21	14	20	20	16	20	35	34	38
Science	45	34	39	31	21	23	27	25	27
History-Social Science	43	43	49	32	30	34	28	29	32

## CST -- Racial and Ethnic Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	39	38	61	47	38	45	56
Mathematics	8	18	19	24	15	0	22
Science	19	*	40	62	27	*	41
History-Social Science	38	*	61	*	41	45	52

## CST -- Other Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
English-Language Arts	45	59	8	23	11	
Mathematics	22	18	6	11	9	
Science	38	39	7	15	9	
History-Social Science	50	48	18	20	10	

## Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

## NRT -- All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading	62	61		48	49		43	43	41
Mathematics	65	64		52	51		50	51	52

### NRT -- Racial and Ethnic Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading							
Mathematics							

### NRT -- Other Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
Reading						
Mathematics						

### Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

Subject	Site			District		
	2003	2004	2005	2003	2004	2005
Algebra I	49.64	47.21	44.28	57.33	55.61	49.44
Geometry	76.80	71.18	76.73	75.25	72.79	67.20
Algebra II	69.09	61.99	60.52	69.16	68.39	67.88
American Government	68.76	66.58	70.43	66.33	68.51	70.63

### California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5							24.5	26.7	22.3
7							28.8	30.9	26.8
9	12.3	13.3	11.4	20.9	19.7	22.8	26.7	25.8	27.5

## Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 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.

**Growth Targets:** The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

**Subgroup APIs and Targets:** In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

**Percent Tested:** In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

**Statewide Rank:** Schools receiving an API Base score are ranked in 10 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 schools most like it.

API criteria are subject to change as new legislation is enacted. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

### API -- Schoolwide

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
<b>Percent Tested</b>	98	99	99	<b>Percent Tested</b>	99	99	100
<b>API Base Score</b>	721	743	724	<b>API Growth Score</b>	736	734	739
<b>Growth Target</b>	4	3	4	<b>Actual Growth</b>	15	-9	15
<b>Statewide Rank</b>	9	9	8				
<b>Similar Schools Rank</b>	4	6	3				

## API -- Racial and Ethnic Subgroups

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
<b>African American</b>				<b>African American</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>American Indian or Alaska Native</b>				<b>American Indian or Alaska Native</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Asian</b>				<b>Asian</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Filipino</b>				<b>Filipino</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Hispanic or Latino</b>				<b>Hispanic or Latino</b>			
API Base Score	655	691	671	API Growth Score	684	679	698
Growth Target	3	2	3	Actual Growth	29	-12	27
<b>Pacific Islander</b>				<b>Pacific Islander</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>White (Not Hispanic)</b>				<b>White (Not Hispanic)</b>			
API Base Score	737	754	735	API Growth Score	747	746	756
Growth Target	3	2	3	Actual Growth	10	-8	21

## API -- Socioeconomically Disadvantaged Subgroup

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
API Base Score			578	API Growth Score		575	596
Growth Target			3	Actual Growth			18

## State Award and Intervention Programs

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

## Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

### AYP All Criteria -- Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
All Students	Yes	Yes	Yes	No	No	Yes

### AYP Participation Rates and Proficiency Levels -- Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "N/A" means that the student group is not numerically significant.*

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	Yes	Yes	Yes	No	Yes	Yes
African American	N/A	N/A	N/A	No	Yes	Yes
American Indian or Alaska Native	N/A	N/A	N/A	N/A	Yes	Yes
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	No	Yes	N/A
Hispanic or Latino	N/A	N/A	Yes	No	Yes	Yes
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	Yes	Yes	Yes	No	Yes	Yes
Socioeconomically Disadvantaged	N/A	N/A	Yes	No	Yes	Yes
English Learners	N/A	N/A	N/A	Yes	Yes	Yes
Students with Disabilities	N/A	N/A	N/A	No	No	Yes

## Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by contacting the district office or speaking with the school principal.

	School	District
<b>First Year of Program Improvement Implementation</b>		2004-2005
<b>Year in Program Improvement (Implementation Level)</b>		Year 1
<b>Year Exited Program Improvement</b>		
<b>Number of Schools Currently in Program Improvement</b>	---	1
<b>Percent of Schools Currently in Program Improvement</b>	---	5.6

## VI. School Completion (Secondary Schools)

### California High School Exit Examination (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

*These data are not required to be reported until 2006, when they can be reported for the entire potential graduating class. At that time, the data are expected to be disaggregated by special education status, English learners, socioeconomically disadvantaged status, gender, and ethnic group.*

### Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include grade 9 through 12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9 through 12 dropouts divided by grades 9 through 12 enrollment) multiplied by 100. The graduation rate, included as one of the requirements of California's definition of Adequate Yearly Progress as required by the federal No Child Left Behind (NCLB) Act, is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
<b>Enrollment (9-12)</b>	2,052	1,923	1,775	23,975	24,434	24,456	1,772,417	1,830,903	1,876,927
<b>Number of Dropouts</b>	54	45	1	685	506	250	47,871	58,189	61,253
<b>Dropout Rate (1-year)</b>	2.6	2.3	0.1	2.9	2.1	1.0	2.7	3.2	3.3
<b>Graduation Rate</b>	96.1	93.8	92.1	89.8	90.1	90.2	87.0	86.7	85.3

## VII. Class Size

### Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

**No data are available for this section**

### Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2003				2004				2005			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.9	37	1	30	24.9	38	6	25	25.3	36	18	23
Mathematics	27.6	14	22	19	27.2	15	19	23	21.6	41	16	18
Science	28.7	7	11	17	28.3	9	11	18	30.8	3	15	18
Social Science	25.0	36	2	26	26.6	33	4	30	32.1	8	17	34

### Class Size Reduction Participation

Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

**This section not applicable**

## VIII. Teacher and Staff Information

### Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	98.1
All Schools in District	81.6
High-Poverty Schools in District	0.0
Low-Poverty Schools in District	81.9

## Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
<b>Total Teachers</b>	74	93	77
<b>Teachers with Full Credential</b>	73	93	75
<b>Teachers Teaching Outside Subject Area</b> (full credential teaching outside subject area)			
<b>Teachers in Alternative Routes to Certification</b> (district and university internship)	0	0	0
<b>Pre-Internship</b>	0	0	0
<b>Teachers with Emergency Permits</b> (not qualified for a credential or internship but meeting minimum requirements)	3	0	5
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)	2	0	1

## Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
<b>Misassignments of Teachers of English Learners</b>			
<b>Total Teacher Misassignments</b>			

## Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
<b>Doctorate</b>	1.3	1.1
<b>Master's Degree plus 30 or more semester hours</b>	35.1	27.2
<b>Master's Degree</b>	15.6	12.1
<b>Bachelor's Degree plus 30 or more semester hours</b>	22.1	24.2
<b>Bachelor's Degree</b>	26.0	35.1
<b>Less than Bachelor's Degree</b>	0.0	0.3

## Vacant Teacher Positions

Data reported are 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 or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
<b>Vacant Teacher Positions</b>	---	---	---

## Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

Permanent Teachers are evaluated every two years. Probationary and temporary teachers are evaluated up to two times each year. The evaluations are standards based. Evaluations are sent to Human Resources for review and filing in the official personnel file.

## Substitute Teachers

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

Whenever a teacher is absent, the District provides a qualified substitute teacher to ensure continuity of instruction. The GUHSD has increased the amount they pay substitute teachers from \$95 to \$105. This move puts our district in a more competitive arrangement with surrounding school districts.

## Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
<b>Counselor</b>	3.0
<b>Library Media Teacher (Librarian)</b>	1.0
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	1.0
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

## Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
3.0	644.7

## IX. Curriculum and Instruction

### School Instruction and Leadership

Information about the structure of the school's instructional program and the experience of the school leadership team.

Larry Martinsen, Valhalla's current principal and instructional leader, helped design and open Valhalla High School, and taught in the fields of visual arts and industrial technologies for 24 years. He served for five years as assistant principal, and has been principal for 7 years.

Valhalla High School offers a full range of academic and activity programs designed to meet the diverse needs of all our students. Valhalla High School is fully accredited by the Western Association of Schools and Colleges (WASC), and maintains a WASC Leadership Team, composed of classified and certificated staff, administrators, parents, and community members.

Valhalla enjoys an enviable position among the District's schools when student performances on advance placement exams, SAT/ACT test scores, and Golden State Exam results are measured. In all areas, Valhalla students consistently score above the District, County and State averages.

Our college preparatory, honors, and advanced placement courses fulfill the requirements necessary for admission to universities and colleges throughout the United States. We have high quality programs in humanities, visual and performing arts, science, technology, career opportunities, and athletics.

The Instructional Leadership model is unique. The Humanities program, a program of integrated Language Arts and Social Sciences in grades 9-11, has a Team Leader at each grade level. Other subject areas are coordinated by Team Leaders, one in each of thirteen separate curricular areas. In addition to subject area leaders, the Team Leader Council is composed of PTSA Leaders, Administrators, ASB Activity Director, Athletic Director, and Classified Staff who meet twice a month to discuss issues and decide policy relating to Valhalla High School specifically. Beginning in the Fall of 2003, as a result of our action plan for the WASC Accreditation process, two standing committees were created and meet monthly to (1) address the issues of using assessment to improve student achievement, and (2) to continually evaluate the structure in which our instructional program is delivered and how the delivery can be improved. The school also maintains a School Leadership Team that helps plan schoolwide staff development activities.

### Curriculum and Graduation Requirements

In each subject area, teachers strive to provide a standards-based curriculum that meets current demands as described in California curriculum frameworks, college guidelines, and the accreditation standards of the Western Association of Schools and Colleges. Teachers generally have considerable flexibility in planning their courses. However, major changes in courses and instructional programs typically must be reviewed and approved by District councils of teachers within the relevant discipline before being adopted by the Governing Board. Course sequences are offered in Pre-engineering, Culinary Arts, Technology, and Performing Arts.

All students graduating from our school must complete the following:

- 4 years of English
- 3 years of Math
- 3 years of Science
- 1 year each of World History and U.S. History
- 1 semester each of Geography, American Government, Economics, and Life Management Skills
- 2 years of Physical Education
- 1 year of Visual/Performing Arts or Foreign Language Technology Foundation Requirement
- Minimum Competency Requirements

### **Programs To Meet Diverse Needs**

Valhalla High School provides many programs that extend beyond classroom instruction. The following are a few examples of the programs and services we offer to supplement basic instruction. Some services are provided off campus:

Adaptive Physical Education  
AVID Program (Advancement Via Individual Determination)  
Adult School Program  
Bilingual Program  
Career Center  
Gifted and Talented Education  
High-Risk Student Programs  
Home Schooling Options  
Job Shadowing  
Library-Evening Study Program  
Programs for Limited English Proficient Students  
Regional Occupational Program (ROP)  
Resource Specialist Program  
SAT Prep Course  
School-to-Careers  
Special Education Programs and Services:  
Hearing Impaired  
Homestead Program  
Mainstreaming  
Physically Disabled  
Psychological Services  
Resource Specialist Program  
Services for Severely Handicapped  
Special Day classes  
Speech Therapy  
Tutoring (after school)  
Work Training Center  
Special Study Skills Program  
Work Experience Program

We assess our students regularly to measure their progress and to evaluate the school's effectiveness. Students take assessments in required courses for diagnostic and placement purposes, for college entrance, and to qualify for special recognition. Assessment strategies include: Essay writing, multiple choice tests, teacher and peer ratings, and standardized tests (CAHSEE, CST, etc.). During the tenth week of each semester, we mail academic progress reports to homes. At the end of the semester, parents/guardians receive a transcript of grades, course work completed, test scores, and progress toward graduation.

### **Professional Development**

Information about the program for training the school's teachers and other professional staff.

Due to increasing accountability, addressing issues, which impede a student's progress toward meeting graduation requirements, and our constant work in improving teaching and learning, staff development opportunities are more needed and critical to a student's success. Listed below are some of the workshops and professional development activities in which our staff has participated:

American History Society Conference  
AVID  
Summer Institute

Beginning Teacher Support and Assessment (BTSA)  
CABE Conference  
CATE (English conference)  
Clinical Teaching and Cooperative Learning  
College Board workshops  
Counselor Workshops-College Admissions  
Financial Aid  
CPR  
Critical Thinking Skills  
CUE Conference  
Cultural Awareness  
Cyber Guide Training  
Educational Theater Teachers Association workshop  
Emotional Intelligence and Student Success  
Greater San Diego English Teachers Workshop  
Greater San Diego Math Teachers Workshop  
Greater San Diego Science Teachers Workshop  
Information/Discussion on Student Behavior  
Integrated  
Curriculum Development  
Learning Styles Workshop  
Mac Academy Workshop  
Management Skills  
Peer Coaching  
Peer Mediation  
Physical Education conference  
Physical Science Curriculum workshop  
PL 504 Workshop  
Preparing Students for a Technological  
Information-based Society  
Promising Practices  
Quantum Learning Strategies  
Quality Teaching (TOPS)  
San Diego Area Writing/Literature Projects  
San Diego County Mentor Workshop  
San Diego County Theater Teachers Conference  
School to Career Workshops  
School Safety Conferences  
Sheltered English  
English as a Second Language  
Study Skills Workshops  
Strengthening Teaching Skills in Science  
Summer Institute  
Teaching Through The Learning Channels  
Teaching the Skills of the Twenty-first Century  
Tech Prep Workshops  
UC Davis Algebra and Geometry Training  
Use of Educational Technology  
Valuing Diversity  
Vocal Music Conference  
Watering Up the Curriculum  
Working with Difficult Students

## Quality and Currency of Textbooks and Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

Core Curriculum Areas	Quality and Currency of Textbooks and Instructional Materials
Reading/Language Arts	Locally adopted textbooks and other instructional materials are first reviewed by a teacher committee coordinated by Educational Services. The textbook is evaluated according to Board-approved guidelines. Teachers analyze coverage of State and District Curriculum standards, as well as the needs of students. Textbooks and other instructional materials are submitted to the Governing Board by September for final approval.
Mathematics	
Science	
History-Social Science	

Source: GUHSD Curriculum 04/24/06

## Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
Reading/Language Arts	All students have access.
Mathematics	All students have access.
Science	All students have access.
History-Social Science	All students have access.
Foreign Language	All students have access.
Health	N/A
Science Laboratory Equipment (grades 9-12)	All students have access.

Source: GUHSD Curriculum 04/24/06

### Instructional Minutes

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K		36,000
1		50,400
2		50,400
3		50,400
4		54,000
5		54,000
6		54,000
7		54,000
8		54,000
9	72,592	64,800
10	72,592	64,800
11	72,592	64,800
12	72,592	64,800

### Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	180 days	180 days
10	180 days	180 days
11	180 days	180 days
12	180 days	180 days

### Minimum Days in School Year

Information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Minimum days provide opportunities for staff development, WASC preparation, School Leadership Team meetings, Assessment Committee meetings, presentations and discussions of whole-school polices, and team planning sessions. There were ten minimum days in the 2004-2005 school year.

## X. Postsecondary Preparation (Secondary Schools)

### Advanced Placement and International Baccalaureate Courses

Data reported are the number of Advanced Placement (AP) and International Baccalaureate (IB) courses and classes offered, and the enrollment in various classes. The data for fine and performing arts include AP Art and AP Music, and the data for social science include IB Humanities.

Subject	Number of Courses Offered	Number of Classes Offered	Enrollment
Fine and Performing Arts	1	1	31
Computer Science			
English	2	7	191
Foreign Language	1	2	49
Mathematics	2	3	106
Science	3	3	74
Social Science	5	11	336

### Student Enrollment in Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of student enrollment in courses required for University of California (UC) and/or California State University (CSU) admission. The percent of student enrollment is calculated by dividing the total student enrollment in courses required for UC and/or CSU admission by the total student enrollment in all courses. *Note: Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the student enrollment in all courses will, and the student enrollment in courses required for UC and/or CSU admission may, exceed the actual student enrollment figure for the school.*

Student Enrollment In All Courses	Student Enrollment In Courses Required For UC and/or CSU Admission	Percent of Student Enrollment In Courses Required For UC and/or CSU Admission
8448	6610	78.2

### Graduates Who Have Completed All Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for University of California (UC) and/or California State University (CSU) admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
326	149	45.7

### SAT Reasoning Test

Data reported are the average verbal and math scores for Grade 12 students at the school, district, and state level who voluntarily take the SAT Reasoning Test for college entrance. Data are also reported for total grade 12 enrollment and percent of grade 12 enrollment taking the test. Students may take the test more than once, but only the most recent score is reported at the year of graduation. The test may or may not be available to students at a given school. Detailed information regarding SAT results may be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
<b>Grade 12 Enrollment</b>	583	342	418	4979	4849	4986	385,356	395,194	409,576
<b>Percent of Grade 12 Enrollment Taking Test</b>	50.6	53.2	48.8	37.3	35.1	35.5	36.7	35.3	35.9
<b>Average Verbal Score</b>	538	542	543	510	508	514	494	496	499
<b>Average Math Score</b>	538	548	544	522	524	527	518	519	521

## College Admission Test Preparation Course Program

Information about the school's college admission test preparation course program.

Test preparation is addressed in a number of core courses. The Guidance Department continually publishes information about privately offered preparation courses, and it is not unusual for a private company to offer a class on our premises.

## Workforce Preparation Programs

Information about the school's career technical education programs and classes.

In the near past, Valhalla's focus was rather exclusively academic. Our principal, Mr. Martinsen, himself an industrial arts and visual arts specialist, has added a School-to-Career program that now enhances our academic tradition. Students with diverse abilities gather together to learn Culinary Arts, Guitar Making, Automotive Engineering, Woodworking, Photography, Computer Graphics and Programming, Theatre Technology, and Human Anatomy. Mr. Chuck Jordan, a retired Vice President of Design for General Motors Corporation, regularly assists with automotive design, helping students win many awards. Valhalla is in its third year of the Project Lead the Way four-year course curriculum, providing courses in principles of engineering, engineering design, digital electronics, and computer integrated manufacturing. These courses include national and state standards found in algebra, geometry, physics, and technology. Articulation agreements with our community college district are in place for automotive technology and drafting students. Students who focus on six semesters of related course work (industrial technology, visual and performing arts and technology) who maintain a 3.5 GPA in those courses and an overall GPA of 2.0 are recognized in our Distinguished Student Award program. An alliance with a locally-based, nationally renowned guitar company, Taylor Guitar Co., has created students who possess the skills of a dying art--making guitars by hand--and who become immediately employable. Graduates of Valhalla's Culinary Arts program, taught by a Cordon Bleu-trained chef, are readily hired by our area's food and restaurant industry. Valhalla's theatre technicians are quickly hired in theatre venues throughout the county. Anatomy students regularly visit local hospitals to observe surgeries; they also visit the Medical Examiner's Office to learn about forensics. These students often find jobs in the health industry. In addition, Film as Literature students experience job shadowing in the film industry.

## Career Technical Education (CTE) Programs

Data reported are enrollment and program completion from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2003-2004 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Grade 9-12 CTE Students			Grade 12 CTE Students			
	Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate
	15,526	5,180	2,295	44.00%	728	498	68.00%

## XI. Fiscal and Expenditure Data

### Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code Section 41409*. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. *Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.*

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$32,626	\$36,464
Mid-Range Teacher Salary	\$56,970	\$61,925
Highest Teacher Salary	\$74,826	\$77,260
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$97,157
Average Principal Salary (High)	\$108,694	\$109,001
Superintendent Salary	\$142,500	\$158,638
Percent of Budget for Teacher Salaries	39.0	38.1
Percent of Budget for Administrative Salaries	5.0	5.2

### District Expenditures (Fiscal Year 2003-04)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>. *Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.*

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars Expended	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)
\$151,915,177	\$6,957	\$7,007	\$6,919

### Types of Services Funded

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Valhalla provides core academic program and support for the following student populations;

- Free and Reduced Lunch
- English Language Learners
- Special Education
  - Special Day
  - Resource
  - Mildly Handicapped
  - Transition