Valhalla High School

2012-2013
SINGLE PLAN for STUDENT ACHIEVEMENT

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TABLE OF CONTENTS

Mission Statement 3

EXPECTED **S**TUDENT **L**EARNING **R**ESULTS 4

SCHOOL COMMUNITY DESCRIPTION 5-6

- School Demographics

SUMMARY OF ACCOMPLISHMENTS 7-25

- California Standards Test Results (CST) – Subgroups reported as percent proficient and above
- CAT/6 Test Results
- Academic Performance Index (API)
- **Adequate Yearly Progress (AYP)**
- California English Language Development Test (CELDT)
- A-G Requirements ◆ AP Test Results ◆ SAT Scores ◆ACT Scores
- California High School Exit Exam (CAHSEE)
- Grade Distribution Report
- Needs Assessment Survey: Staff, Parents, Community

SUMMARY OF FINDINGS - NEXT STEPS 26-28

Site Budget Allocations ◆ Comprehensive Site Plan Summary (Program Description)

MULTI-YEAR IMPROVEMENT GOAL/INTERVENTION 29-34

PARENT INVOLVEMENT ACTIVITIES 35

PARENT GROUP COMMITTEE/SCHOOL SITE COUNCIL 36

TEAM LEADERSHIP COMMITTEE 37

GOVERNANCE AND FUNDING ..... TBD

SUPPLEMENTAL PROGRAMS/PERSONNEL ..... TBD

CATEGORICAL BUDGETS ..... TBD

CENTRALIZED SERVICES ..... TBD

RECOMMENDATIONS AND ASSURANCES 38

Mission Statement
Valhalla High School

SUCCESS FOR *ALL* STUDENTS!

Valhalla High School will encourage all students to become **Lifelong Learners, Healthy Individuals, Responsible Citizens**, and **Productive Members of a Multicultural Society**.

Valhalla High School maintains the philosophy of keeping an orderly learning environment in which students can gain the preparation necessary for their future. Our expectations of excellence are communicated to students, parents, and the community through a caring staff with strong site leadership.

Developed By: VHS Faculty and Staff ***Reviewed: 2011***

Expected Student Learning Results (ESLRs)

Valhalla High School

Valhalla High School students are expected to know and be able to do the following five **C**'s when they graduate:

1. **Critical** thinkers, problems solvers, and effective communicators.

2. **Curious** and successful learners who are challenged in an appropriately rigorous curriculum.

3. **Collaborative** learners who belong to a diverse community.

4. **Conscientious** planners and goal setters.

5. **Comprehensive** researchers who utilize a variety of resources.

School and Community Description

The striking eastern mountains of San Diego lay at the feet of Valhalla High School (VHS) situated in the suburban community of Rancho San Diego, fifteen miles east of downtown San Diego and only a few miles north of the Mexican border. Of the eleven comprehensive high schools in the Grossmont Union High School District spanning 475 square miles in Eastern San Diego County and serving 24,000 students, Valhalla, the greatest of all halls in Norse Mythology, was reserved for Odin's heroes and never lacked space for newcomers. Valhalla High School is also a great hall for heroes, educating over 2,000 dynamic and ardent Norsemen in grades nine through twelve since 1974.

The Valhalla student population is becoming increasing more diverse. Approximately 57% of our students are white, 20% Hispanic and Latino, 12% Middle Eastern, 5% African American, 2% Filipino, 2% Asian, 1% Native American and 0.2% Pacific Islander. Valhalla High School's motto of **"Success for *all* Students"** influences its social and academic culture as faculty and staff expect all students to be prepared for college, government service and life as a contributing member of society upon graduation. A variety of programs are offered to contribute to the academic culture, including **AVID** (Advancement via Individual Determination)

Limited English Proficiency (LEP)
VHS currently provides services to approximately 228 Limited English Proficiency (LEP) students. In order to meet their needs, 100 percent of our staff have their CLAD certificate and are SDAIE-trained and well-versed in instructional methodologies that support these students' academic growth. In addition, for those learning a second language (English Language Learners), we offer three sections of ELD and ESL as well as sheltered instruction classes in the following subject areas: algebra, geometry, biology, government, world geography and U.S. History. The school allocates a .2 FTE for a one release period given to an EL resource specialist for program monitoring. This includes the monitoring of students who are not being successful and provide assistance for those students who ere redesignated or recently mainstreamed. This support person also runs the English Language Advisory Committee which meets regularly throughout the year. These and other mechanisms are in place in order to provide a rigorous academic culture and assistance for our EL population. It should be noted that Valhalla has experienced a growth of LEP students primarily from the Middle East region and it is expected that Valhalla will continue to realize an increase over the next few school years.

Special Education-Specialize Academic Instruction (SAI)
There are currently 238 students who receive Special Education services. These students receive support from the Specialize Academic Instruction Department. The department consists of eight certificated faculty and fifteen instructional aides and a full time counselor. The number of students in these classes has grown considerably over the past two years. Students are also served by a speech therapist and a school psychologist. Valhalla is adjacent to the Viking Center where students with severe disabilities are served. These students participate and are included as much as possible with the general education population.

School Demographics – Students

Year	Enrollment Total	Male	Female
2007	1989	1021	968
2008	2115	1076	1039
2009	2190	1068	1122
2010	2134	1084	1050
2011	2104	1050	1054
2012	2112	1060	1052

Ethnicity (percentage)

	Amer. Indian/ Alaskan Native	Asian	Filipino	Hispanic	Black, not of Hispanic origin	White, not of Hispanic origin	Middle Eastern
2007	1.1%	2.1%	0.4%	16.7%	4.0%	68.8%	n/a
2008	1.4%	2.7%	2.4%	17.2%	4.4%	67.8%	n/a
2009	1.0%	2.0%	2.1%	20%	4.0%	54%	12%
2010	< 1.0%	2.2%	2.3%	19%	4.6%	55%	11%
2011	< 1.0%	2%	< 1 %	21%	5%	52%	12%
2012	<1%	2%	1%	22%	4%	57%	13%

Student Data	2006/07	2007/08	2008-09	2009-10	2010-11
EL	128	130	98	250	224
Redesignated Students	6	12	4	n/a	5
Fluent English Proficient (FEP)	236	273	177	n/a	10
GATE Students	770	751	611	600	
Free and Reduced Lunch Students	263	210	204	213	255
AVID Students	116	115	103	110	115

Dropout Rate (Grades 9-12)

Year	*Number*	*Rate*
2005/06	29	1.5
2006/07	15	.8
2007/08	17	.8
2008/09	n/a	n/a
2009/10	n/a	n/a
2010/11	54	n/a

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Graduation Rates

Year	Number	Percentage
2006	356	94.9
2007	397	96.4
2008	432	95.6
2009	n/a	n/a
2010	430	n/a

Summary of Accomplishments

Select three goals and/or objectives that reflect positive results based on last year's plan. *List below additional accolades your school received, such as Golden Bell, Distinguished School Awards, etc.

Goal 1: (2010-2011)
By June 2011, Valhalla will increase the passing rate of the California High School Exit Exam from 93% to 96% on the ELA portion and from 96% to 99% on Math portion.

What were the positive results:

With the persistent work of the Professional Learning Communities, our Humanities II English teams continued to generate a consistent instructional plan. The teams developed lessons with formative assessments to adjust teaching to help all students reach levels of proficiency or above. The High School Exit Exam standards were intergraded into the curriculum. Teachers had at least two additional release days to work as a team to develop common assessments that were aligned with the California State Standards, the CAHSEE and the CSTs. The Humanities teachers used *Measuring UP* materials to prepare for the test.

Algebra I and Geometry teachers continued to work together to align curriculum and provide equity to students. With the use of Monday collaboration days, teachers were able to develop a common syllabus and common assessment that aligned with the California State Standards, the CAHSEE and the CSTs. Algebra teachers gave the EMAP to target students who may not be likely to pass.

At the ninth grade and sophomore grades students failing Humanities I and Humanities II English were placed in an "Intensification" program concurrently with their regular classes to provide additional support. Regular attendance in the program is a critical factor in a students' ability to succeed. Students attended this class two days a week and were tracked and monitored by an intensification coordinator. Ninth grade math students were placed in a math support class.

Students in grades eleven and twelve that did not pass the CAHSEE exam were provided opportunities during the school day to take CAHSEE preparation classes in English and/or mathematics. These courses were taught by content area teachers and used CAHSEE aligned curriculum. Additionally, SAI students attended after school tutorials a month before the test.

Previously, students took the test in the gym. Over 500 students took the test with several proctors. The environment was not conductive for test taking. This year, college preparatory classes took the test in classrooms with their Humanities teacher. This enhanced the environment for all students.

Challenges to reaching the goal:

The CAHSEE scores remained about the same with a pass rate of 86% on the ELA portion of the test and 93% on the math portion.

With the elimination of "remedial" and "applied" courses, all students were enrolled in college preparatory courses to allow for participation in a rigorous and challenging course of study. This provided a challenge for teachers as they worked to differentiate the curriculum and meet the needs of all of their students. Teachers found that students had difficulty with content and reading grade-level texts. Therefore, teachers and staff need to become more knowledgeable of strategies that assist students with making the curriculum and texts more accessible.

We offer after school tutoring; however, it is difficult to make attendance mandatory. Another challenge is to find time for an additional intervention class in students' impacted schedules.

The testing environment for struggling students including EL may be an issue. For some students this environment may lend to test anxiety and poor testing conditions.

Our SAI department makes passing the CAHSEE apart of students' IEPs. The department feels that students with IEPs will not take the CAHSEE as serious, since the law was changed exempting students with disabilities from passing the test.

Mathematics needs additional guidance and support in developing their Professional Learning Communities. The implementation of using EMAP (a CAHSEE diagnostic) needs to be addressed so that struggling students can be targeted.

Goal 2: (2010-2011)
By June 2011, Valhalla will improve the API from 809 to 825.

What were the positive results:

Although Valhalla's API has remained approximately the same, Valhalla's API of 809 still exceeds the state standard; therefore there is no state growth target. Additionally, Valhalla has the highest API in the Grossmont District. The Valhalla staff is committed to excellence and improvement.

Lin Kuzmich, a literacy consultant, spent time visiting classrooms and meeting with the Instructional leaders. She also reviewed our instructional practices and materials as they related to engagement and rigor. Administration made classroom visitations a priority and established a classroom rotation schedule. Valhalla has made literacy a priority for the next school year and Lin will be making more visits to check on our progress.

Challenges to reaching the goal:

Valhalla's API has remained the same. As we continue to strive to increase our API, the staff had numerous discussions as to how we can bring value and "buy-in" to the student body of Valhalla. Individualized student CST reports were generated and distributed to students in their classes. Administration visited all ninth-eleventh grade classes to review their individualized reports. Students were asked to make individual growth goals. Incentives such as a minimum day celebration and a pizza party were offered to students. Other incentives were left to teacher discretion.

As a site we struggle with the best methods to "keep the momentum" going. Individual departments will continue to work on developing and modifying common assessments as well aligning the curriculum to state standards to improve learning for all students.

Additionally, it appears that the sophomore CAHSEE scores significantly impact the API. As our API seems to match the results of the CAHSEE. For example, the year that the API jumped to 821, our CAHSEE scores increased as well. Similarly, the years that our API remained the same, our CAHSEE scores remained the same.

To assist in the testing, we continued with a schedule which allows for each teacher to test their own students for their exam (i.e. Biology teacher will administer the California Standards Test in Biology to his/her students). By rearranging the daily schedule, the hope is that students will perform better for their teachers during the test and that teachers will better be able to administer and monitor the students taking the exam.

Goal 3: (2010-2011)
Valhalla High School will reduce its average "D" and "F" rate from 18% to 15% in core content areas.

What were the positive results:

Because of Valhalla's school-wide collaboration efforts, there has been change and the dialogue and discussions have continued in all courses. The Monday collaboration days have provided time to analyze and discuss grading policies, course expectations and curriculum. This resulted in decreases in D/F rates in core academic areas of: Earth Science, Consumer Math, Chemistry, AP World History, AP ComGov/Pol, ELD Beg 1, and Sp Stdy Eng. This collaboration schedule will continue through the 2010-11 school year. By comparison with the previous years "D" and "F" rate average these core subjects, the percentage of students receiving Ds/Fs realized changes ranging from 19 % to 5%.

Teams received Edusoft training at the beginning of the year. Additionally, collaboration days provide teachers time to develop common assignments and common assessments, along with looking closely at item analysis of assessments to areas of need for students to allow for re-teaching opportunities.

Valhalla's three-week progress monitoring has created an awareness to provide students and parents a notice of concern regarding those who are failing or are in danger of failing.

The ninth grade "Intensification" classes in English, based on the three-week progress report, have developed fluidity that allows students to enter the course for additional support and exit the course if progress in the class improves.

A centralized tutoring center was established Monday-Thursday from 3:00-4:00. Tutoring was available in math, English, social science, and science. Over 40 students utilized the center on a daily basis.

Many English teachers went to Cal-Pass training. The teachers are working to integrate the curriculum with the current state adopted curriculum. Teachers will continue with the training the next school year.

Challenges to reaching the goal:

Valhalla's overall D/F rate in the core academic areas stayed approximately the same at 17%. There have been efforts in collaboration and alignment; there is still a great need to further align all mathematics courses in developing common grading policies, course expectations, curriculum, and assessments. The four core content areas still need to continue to strive to reduce the "D" and "F" rate.

Instructional leader PLC's, as part of our collaboration expansion, will provide instructional support to build leadership capacity at the site for students who fall into the "D" and "F" range.

It is difficult to make tutoring mandatory for students who are failing. While the tutoring center is busy, it may not be used by those who need it most.

While we have made efforts our D/F rates remain about the same.

Due to the number of students to be served, not all students could be placed in the support classes. Valhalla looks to expand the availability of additional support classes. However, limited resources have restricted our ability to reach beyond the ninth grade level.

VALHALLA CST SUMMARY						
Grade/Test	Year	Total Students Tested	% Adv or Prof	1 Year Change	% Below Basic or Far Below Basic	1 Year Change
9th Grade English/ Language Arts	2007	503	66	6	13.5	-1
	2008	572	72	6.	10.	-3
	2009	557	67	5	13	2
	2010	497	69	2	14	1.3
	2011	520	73	4	13	-1
10th Grade English/ Language Arts	2007	487	48	3	24	1
	2008	481	61	13	16	8
	2009	549	62	+2	15	-1
	2010	531	58	-4	19	4
	2011	493	58	0	18	-1
11th Grade English/ Language Arts	2007	473	45	-2	34	-3
	2008	482	54	8.5	20	-14
	2009	481	62	9	18	-2
	2010	515	62	.4	18	.3
	2011	476	59	-3	18	0
Algebra I Grades 9th-11th	2007					
	All	409	13.4	-.7	67.7	11.2
	9th	240	22	2	54	6
	10th	105	3	-1	86	10
	11th	64	0	-8	91	-9
	2008					
	All	437	18.8	5.4	51.3	-16.4
	9th	287	24	2	69	15
	10th	119	9	6	62	24
	11th	34	6	6	79	-12
	2009					
	All	532	30.5	11.7	45.1	-6.2
	9th	348	36	12	33	36
	10th	141	12	3	60	-2
	11th	43	0	-6	72	-7
	2010					
	ALL	420	19	-11.5	58	13
	9th	272	26	-10	49	16
	10th	116	7	5	76	16
	11th	32	3	3	75	3
	2011	457	34	15	30	-18
	9th	301	48	14	24	-14
	10th	120	8	3	65	-11
	11th	36	8	5	88	13
		Total	% Adv/Prof	1 Year	%Below or	1 Year

	Year	Students		Change	Far Below	Change
Geometry-All	2007	436	40.1	9.7	37	35
	2008	461	40.1	0	27.7	9.3
	2009	392	38.5	-1.6	32.4	4.7
	2010	511	38	-.5	30	-2.4
	2011	397	46	8	27	-3

Grade/Test	Year	Total Students Tested	% Adv or Prof	1 Year Change	% Below Basic or Far Below Basic	1 Year Change
Algebra II	2007	381	18.1	2.9	47	9
	2008	360	27.5	9.4	35	12
	2009	375	31.7	4.2	34	1
	2010	332	30	-1.7	32	-2
	2011	379	26	-4	34	2
Biology	2007	515	46	4.6	17.5	1.5
	2008	545	69.5	9.6	9.6	-7.9
	2009	537	56.5	14.5	14.5	4.9
	2010	530	68	11.5	9	-5.5
	2011	523	75	7	8	-1
Chemistry	2007	378	40.5	5	13	-12.8
	2008	289	50.2	9.7	9.7	-3.3
	2009	349	51	1	3.5	-6.3
	2010	295	53	2	6	2.5
	2011	334	55	2	5	-1
Earth Science	2007	139	31.7	1.2	33.1	3.1
	2008	137	39.4	7.7	18.3	14.8
	2009	117	50	-	21	-2.7
	2010	173	33	-17	37	16
	2011	125	50	17	18	19
Life Science	2007	477	49.1	.6	28.1	3.4
	2008	479	61.2	12.1	18.8	-9.3
	2009	550	62	1	14.4	-4.4
	2010	520	55	7	23	8.6
	2011	491	61	6	20	-3
Integrated Coordinated 1	2007	297	30	17.4	20	-13
	2008	405	21	-9	30.1	10.1
	2009	424	30.7	9.7	22.7	-7.4
	2010	383	33	2.3	19	-3.7
	2011	434	43	10	24	5
World History	2007	493	36.9	-5.1	30.6	-1.6
	2008	501	52	15	22.4	-8.2
	2009	524	60.5	8.6	15.1	-7.3
	2010	527	57	-3.5	20	5.1

	2011	495	59	2	22	2
US History	2007	470	54.5	5.8	23.6	-4.7
	2008	468	63	8.5	16.3	-6.7
	2009	476	68	5.1	14.1	-2.1
	2010	514	71	3	14	.1
	2011	471	65	6	18	4

Academic Performance Index (API)

2007/08 API Base		2008API Base		2009 API Base		2010 API Base	
2007 API (Base)	760	*2008 API (Base)*	800	*2009 API (Base)*	820	*2010 API (Base)*	808
2007 Statewide Rank	8	*2008 Statewide Rank*	9	*2009 Statewide Rank*	9	*2010 Statewide Rank*	8
2007 Similar Schools Rank	3	*2008 Similar Schools Rank*	8	*2009 Similar Schools Rank*	9	*2010 Similar Schools Rank*	7
2007-08 Growth Target	5	*2008-08 Growth Target*	A	*2009-10 Growth Target*	A	*2010-11 Growth Target*	n/a
2008 API Target	765	*2008 API Target*	A	*2009 API Target*	A	*2010 API Target*	n/a
API Growth		***API Growth***		***API Growth***		***API Growth***	
2008 Growth	800	*2009 Growth*	821	*2010 Growth*	808	***2011 Growth***	**809**
2007-08 Growth	40	*2008-09 Growth*	21	*2009-2010*	-11	*2010-2011*	1
Met Growth Target/Schoolwide	YES	*Met Growth Target/Schoolwide*	YES	*Met Growth Target/Schoolwide*	Yes	*Met Growth Target/Schoolwide*	YES
Comparable Improvement	YES	*Comparable Improvement*	YES	*Comparable Improvement*	Yes	*Comparable Improvement*	YES
Both School wide and CI	YES	*Both School wide and CI*	NO	*Both School Wide and CI*	No	*Both School Wide and CI*	No
Awards Eligible	Yes	***Awards Eligible***	YES	***Awards Eligible***	Yes	***Awards Eligible***	Yes

API Subgroups (Growth Report)

	2008 Subgroup API (Base)	2008-09 Subgroup Growth Target	2009 Subgroup API (Growth)	2008-09 Subgroup Growth	Met Subgroup Growth Target	2009 Subgroup API (Base)	2009-10 Subgroup Growth Target	2010 Subgroup API (Growth)	2009-10 Subgroup Growth	Met Subgroup Growth Target	2010 Subgroup API (Base)	2010-11 Subgroup Growth Target	2010-11 Subgroup API (Growth)	2010-11 Subgroup Growth	Met Subgroup Growth Target
Amerian Indian/Alaska Native											704				
Asian											819		800		
Black/African American											753		733		
Filipino/Filipino American											904		909		
Hispanic/Latino	740	5	785	45	Y	783	5	759	-24	N	757	5	769	12	Yes
White (non Hispanic origin)	818	A	832	14	Y	832		827	-5	Y	827	A	822	-5	Yes
English Learners						742	5	665	-77	N	663	5	668	5	No
Socioeconomically Disadvantaged	689	6	737	48	Y	736	5	702	-34	N	699	7	689	-10	No
Students with Disabilities	576	11	570	-6	N	563	12	535	-28	N	520	14	535	15	Yes

Adequate Yearly Progress (AYP) Report

School Met All AYP Criteria for Phase I?	2008	2009	2010	2011
	YES	YES	YES	NO

English Language Arts												
2008					2009				2010			
Participation[1]			Proficient or Above[2]		Participation		Proficient or above		Participation		Proficient or above	
Groups	Rate	Met 2006 AYP Criteria	Percent	Met 20056 AYP	Rate	Met 2007 AYP Criteria	Percent	Met 20067 AYP	Rate	Met 2008 AYP Criteria	Percent	Met 2008 AYP Criteria
Schoolwide	99	YES	71	YES	100	YES	77	YES	99	YES	66	YES
African American	100	YES	61.1	YES	97	YES	73		100	YES	66	YES
American Indian	100								100			
Asian	100	YES	61.5	YES	100	YES			100		67	
Filipino	100	YES	80	YES	100	YES			100		91	
Hispanic/Latino	97	YES	55.8	YES	100	YES	58	YES	98	YES	53	YES
Pacific Islander	100								100			
White	99	YES	75.2	YES	100	YES	83	YES	98	YES	71	YES
Socioecon. Disadv.	98	YES	45.2	YES	100	YES	48	YES	98	YES	48	YES
English Learner	98	YES	29.6	YES	100	-	32		96	YES	38	YES
Students w/ Disability	92	NO	18.6	NO	100	-	48		95	YES	21	YES

[1]**Participation rate (school-wide and subgroups) – <u>all schools</u>: 95.0% (ELA).**
[2]**Percent proficient or above in selected assessments (school-wide and subgroups) – <u>high schools</u>: 33.4%**

Grossmont Union High School District
2012-2013 Single Plan for Student Achievement
Valhalla High School

	2011 English Language Arts				2011 Mathematics			
	Participation[1]		Proficient or Above[2]		Participation		Proficient or above	
Groups	Rate	Met 2008 AYP Criteria	Percent	Met 2008 AYP Criteria	Rate	Met 2008 AYP Criteria	Percent	Met 2008 AYP Criteria
Schoolwide	99	Y	73	Y	99	YES	69	YES
African American	100		56		100	YES	32	
American Indian	100				100			
Asian	100				100	YES		
Filipino	100		94		100	YES	100	
Hispanic/Latino	98	Y	64	N	99	YES	54	N
Pacific Islander	100				100			
White	99	Y	77	Y	99	YES	74	YES
Socioecon. Disadv.	100		40	N	99	YES	43	N
English Learner	99	Y	40	Y	99	YES	41	YES
Students w/ Disability	95	Y	34		99	YES	29	

[1]**Participation rate (school-wide and subgroups) – <u>all schools</u>: 95.0% (ELA).**

Grossmont Union High School District
2012-2013 Single Plan for Student Achievement
Valhalla High School

Adequate Yearly Progress (AYP) Report

Mathematics												
2008					2009				2010			
Participation[1]			Proficient or Above[2]		Participation		Proficient or above		Participation		Proficient or above	
Groups	Rate	Met 2005 AYP Criteria	Percent	Met 2005 AYP Criteria	Rate	Met 2006 AYP Criteria	Percent	Met 2006 AYP Criteria	Rate	Met 2007 AYP Criteria	Percent	Met 2007 AYP Criteria
Schoolwide	99	YES	65.7	YES	99	YES	69	YES	100	YES	65	YES
African American	100	YES	14.3	NO	100	YES	55.6	YES	100		55	
American Indian												
Asian	100				100	YES	84.6	YES	100		67	
Filipino	100				100	YES	80	YES	100			
Hispanic/Latino	99	YES	42.9	YES	97	YES	54	YES	100	YES	52	YES
Pacific Islander	100				100				100			
White	98	YES	73.8	YES	100	YES	72.4	YES	100	YES	70	YES
Socioecon. Disadv.	99	YES	36.4	YES	98	YES	44.7	YES	100	YES	49	YES
English Learner	96	YES	29.4	YES	99	YES	31.9	YES	99	YES	36	YES
Students w/ Disability	94	NO	20	NO	100	YES	19.1	NO	99		25	--

[1]Participation rate (school-wide and subgroups) – <u>all schools</u>: 95.0% (Math).
[2]Percent proficient or above in selected assessments (school-wide and subgroups) – <u>high schools</u>: 32.2% (Math).

API and Graduation Rate	Met 2007 AYP Criteria	Met 2008 AYP Criteria	Met 2009	Met 2010
API (Additional Indicator) <u>Criteria</u>: Schools and school districts must meet at least one of the criteria to meet the AYP criteria and receive a "Yes".	**800: YES**	**821: YES**	**808: Yes**	**809: Yes**
Graduation Rate (CBEDS report) <u>Criteria:</u> Schools and school districts must meet at least one of the criteria to meet the AYP criteria and receive a "Yes."	**96.4: YES**	**95.6: YES**	**95: Yes**	**96.1: Yes**
AMOs and Participation Rate *Annual Measurable Objectives	**YES**	**YES**	**Yes**	**Yes**

High School
California English Language Development Test Report (CELDT)
All Assessments – All Students

Overall Proficiency	2007				2008				2009				2010			
	9th	**10th**	**11th**	**12th**	**9th**	**10th**	**11th**	**12th**	**9th**	**10th**	**11th**	**12th**	**9th**	**10th**	**11th**	**12th**
Advanced	1	3	3	2	1	1	2	0	8	3	3	7	7	1	0	1
Early Advanced	7	10	18	10	3	6	12	8	12	11	10	13	9	0	0	1
Intermediate	13	13	8	9	12	8	8	6	13	8	5	6	5	5	0	2
Early Intermediate	2	3	2	5	3	9	7	3	1	1	0	6	1	1	0	4
Beginning	0	1	0	0	1	0	1	1	0	1	0	1	8	8	0	1
Number Tested	**23**	**30**	**31**	**26**	**20**	**24**	**30**	**18**	**34**	**24**	**18**	**33**	**26**	**15**	**3**	**9**

Students Meeting A-G Requirements

Year	Total Grads	A-G Passed All (UC/CSU Required Courses)	(%) Passed
2005	326	149	45.
2006	397	187	47
2007	356	161	45.2
2008	430	157	36.5
2009	422	168	40
2010	427	190	44
2011	488	180	37

Advanced Placement Test Results

Per Enrollment Rates						
Year	Grade 12 Enrollment	11 + 12 Enrollment	Number of Test Takers	Number of Exams >=3	AP>=3 Rate (Grade 12)	AP>=3 Rate (Grade 11+12)
2003-04	342	781	306	334	97.0	42.0
2004-05	418	840	294	386	92.0	46.0
2005-06	417	916	262	320	77.0	35.0
2006-07	481	989	267	368	n/a	n/a
2007-08	513	1,011	303	400	n/a	n/a
2008-09	498	998	337	422	n/a	n/a
2009-10	538	1117	375	375	n/a	n/a

SAT Participation and Scores

Year	Number Tested	% Seniors Tested	Mean Scale			
			Verbal	Math	Writing	V/M/W
2004-05	204	48.8	543	544	--	1087
2005-06	170	40.77	533	543	530	1606
2006-07	195	40.54	525	530	522	1577
2007-08	198	38.60	538	544	541	1623
2008-09	207	41.57	536	549	529	1614
2009-10	197	36.6	537	541	534	

ACT Participation and Scores

Year	*Grade 12 Enrollment*	*Number Tested*	*Percent Tested*	*Average Score*
2005/06	417	100	23	23
2006/07	481	100	20.79	23.2
2007/08	513	119	23.2	24.45
2008/09	498	118	23.69	23.96
2009/10	538	109	20.0	23.38

CAHSEE Results – Mathematics

	2009			2010			2011		
	# Tested	# Passed	Total % Passed	# Tested	# Passed	Total % Passed	# Tested	# Passed	Total % Passed
Test Takers	559	499	96	549	505	92	461	432	94
Gender									
Male	252	246	98	270	221	82	255	241	95
Female	266	253	95	279	237	85	205	190	93
Ethnicity									
Am. Indian	4	--	--	5	--	--	2		
Asian	22	22	100	21	--	--	10		
African Am.	18	13	72	17	--	--			
Filipino	11	11	100	12	--	--	19	19	100
Hispanic	101	98	97	105	--	76	89	80	90
Pac. Islander	--	--	--	--	--	--			
White	352	341	97	355	--	--	313	295	94
Unknown/Declined	--	--	--	--					
Language									
ELL	36	33	92	58	--	43	64	44	69
IFEP	32	32	100	35	--	--	9		
RFEP	78	77	99	58	--	--	86	85	99
EO	372	357	96	350	--	--	300	292	97
Economic Status									
Econ disadvantaged	104	98	94	110	97	87	110	87	79
Non-econ disadvantaged	396	385	97	400	385	88	342	336	98
Spec. Ed. Prog.									
Spec. Ed	8	--	--				11	10	91
Tested with Modifications							34	Invalid	Invalid

CAHSEE Results – English/Language Arts

	2009			2010			2011		
	# Tested	# Passed	Total % Passed	# Tested	# Passed	Total % Passed	# Tested	# Passed	Total % Passed
Grade 10	559	518	93	549	466	85	492	423	86
Gender									
Male	282	256	91	270	229	85	275	237	86
Female	277	262	95	279	237	85	216	186	86
Ethnicity									
Am. Indian	6	--	--	--	--	--	2		
Asian	23	21	91	--	--	--	10		
African Am.	20	17	85	--	--	--	32	25	78
Filipino	11	11	100	--	--	--	18	18	100
Hispanic	108	100	93	76	--	--	95	78	82
Pac. Islander	1	--	--	--	--	--	1		
White	380	355	93	300	--	--	332	290	87
Unknown/Declined	--	--	--	--	--	--			
Language									
ELL	39	26	67	81	--	--	68	33	49
IFEP	33	31	94	55	--	--	9		
RFEP	79	78	99	50	--	--	85	84	99
EO	408	383	94	400	--	--	332	297	91
Economic Status									
Econ disadvantaged	104	98	94	69	93	80	121	75	62
Non-econ disadvantaged	396	385	97	425	408	96	360	338	94
Spec. Ed. Prog.									
Spec. Ed							42	20	48

Grade Distribution Report

SEMESTER GRADE	2008	2009	2010	2011
Total Count				
% D/F	18.07	17.57	17.8	19

COURSE	2008 %D/F	2009 % D/F	2010 % D/F	2011 % D/F
Art	8.4	9.7	8.5	9.9
English	19.6	19.7	20.1	23.6
Family/Consumer	17.6	15.6	16.1	8.6
Foreign Language	11.7	11.2	13.1	12.9
Industrial Arts	8	7.1	6.2	8.4
Mathematics	23.6	24.8	24.4	26.1
Non-Departmental	6.9	6.5	5.8	2.7
Performance Arts	7.5	7.3	6.8	3.2
Physical Education	10.2	7.4	6.1	7.5
ROP	14.7	12.5	10.6	5.6
Science	23.3	21.4	20.6	22.2
Social Science	23.3	21.4	25	24.7
Special Education	61	59	52	n/a

Needs Assessment Survey

Conclusions from Students, Staff and Parents:

Student Surveys show:

Positive Responses

- 79.6% of the students feel teachers have high expectations for them and care about their success.
- 78.7% of the students feel teachers are available for extra help when needed.
- 87.9% of the students feel they know what is expected of them to earn they grade they want.
- 89.4 % of the students feel they know what classes are required for graduation.
- 65.6% of the students feel their counselors are readily available to talk to them.
- 60.6% of the students feel they have an adult at Valhalla they can talk to when a problem arises.
- 79.4% of the students responded they do their best when they take the CST tests.
- On average, 80.8% of the students feel the assignments they receive develop their skills as they relate to the ESLRs.

Concerning Responses

- 56.2% of the students feel they receive feedback from their teachers about homework and class work in a timely matter.
- 57.4% of the students feel they receive feedback on their homework and class work that is meaningful to their learning.
- 51.6% of the students feel the CST tests accurately reflect the material they studied in their classes.
- 31.5% of the students think friendly when they think about the Valhalla.
- 27.7% of the students think safe when they think about the Valhalla.

Staff Surveys show:

Positive Responses

- 82% of the teachers feel ownership for the school and its successes
- 83% of the teachers feel safe at Valhalla.
- 82% of the teachers think students will be productive members of the community.
- 89% of the teachers have used collaboration time to work with colleagues to improve courses in their department.
- 82.5% of the staff feels their assignments focus of student's development as related to the ESLRs.

Concerning Responses

- 92% of the staff receives emails about student progress and 59% email parents frequently.
- 62% of the teachers are not sure, disagree, or strongly disagree that CST scores accurately represent their student's knowledge and skills.
- 46.6% of the staff feels students are disciplined in a fair manner.
- 60.6% of the staff feels their students have the requisite skills to be successful in their courses.

Parent Surveys show:

Positive Responses

- 76.9% of parents feel their child has regular coursework related to the ESLRs.
- 67.3 % of the parents feel their child is safe at Valhalla.
- 63.3% of the parents feel the teachers have high expectations for their child.
- 67.7% of the parents have been informed about expectations, policies, and assignments.
- 69.3% of the parents feel the school's goals and purpose are focused on student learning.

Concerning Responses

- 42.3% of the parents feel they are informed of daily/weekly class assignments through a course calendar, teacher website, or other instrument.
- 56.4% of the parents feel the counselors are readily available.
- 50% of the parents feel the school succeeds at preparing their student for future work.
- 44.7% of the parents feel they are valued at the school.

Analysis of Data – *Next Steps

1. a)	**Academic Performance Index (API):** Valhalla's target API for 2010/2011 was 825. Unfortunately, Valhalla did not reach this goal.
b)	**Next Steps:** In hopes of maintaining growth, Valhalla plans to continue to target students that are on the cusp of moving up a stanine. The continued goal for the 2012 is to increase the API to 825. • Administrators will work with classes at grades nine, ten, and eleven to give students their scores from last year's tests and to have students make individual goals. • Increase communication with parents and students. The API goal will be communicated with students in the fall. • The Instructional Leaders and the administration team will continue to meet to monitor and track growth and provide feedback. • Teachers will continue to work in PLC teams to make smart goals around proficiency rates for their content areas. • Teachers will continue to use release CST questions to help prepare students. • Teachers will use of literacy strategies as suggested by Lin Kuzmich. • Administration will continue with celebrations in the form of minimum days, pizza, and prizes to recognize student and staff achievement. • Collaboration days will be slightly adjusted to have teams meet as a department, then meet as PLC. • PLC teams will develop smart goals and share at the fall staff development days.
2. a)	D/F Rate in Core Classes: Valhalla's D/F rates continue to remain the same ranging from 20% in English and Science to 24% percent in mathematics. Some content areas have made dramatic progress in decreasing their D/F rates such as algebra IC, and English 7C. Other D/F rates remain high, despite the interventions used.
b)	**Next Steps:** Valhalla will continue to work in PLCs to adjust curriculum and to develop common assessments. We will continue to implement literacy interventions in curriculum. Valhalla will continue with its blocked classes to provide for continuity of best instructional practices. We will continue with intervention programs as needed. Also, counseling will continue to promote tutorials as they help to track and monitor students who are not on track to graduate due to failing grades. Provide more communication with parents about interventions.

	Valhalla English teachers will continue with Cal-Pass training and integration into the curriculum.
3. a)	**California Standardizes Test (ELA and Math):** School-wide, 77% of students scored "Proficient or Above" in English Language Arts. In Mathematics 73 % of students scored "Proficient or Above."

b)	**Next Steps:** The data verifies the need to provide a rigorous, standards-based mathematics and English Language Arts curriculum that incorporates differentiated instruction, research-based teaching strategies, and provides on-going formative assessment. In mathematics, additional support services need to be available to students at risk of failure, including special education, English Learners and GATE students. In English Language Arts, intensive and strategic readers will be provided with systematic support, including special education and English Learners. Additional support services also need to be available to English Learners to assist in their language development, their core academic classes and their completion of "a-g" requirements. Valhalla will continue with "sheltered instruction" courses. Valhalla will continue with our literacy consultant as it relates to rigor and student engagement.
4. a)	**CAHSEE:** In both mathematics and English language arts, teachers had three to four week review sessions with students prior to the exam. With specific time dedicated focused practice and review on skills, students passed the English portion of the test with a 86 percent pass rate and a 94 percent pass rate in math. Overall, Valhalla approximately 120 eleventh and twelfth grade students, including special education and EL students, retook the CAHSEE during the 2010-2011 school year. These students are monitored and offered additional support to pass the CAHSEE.
b)	**Next Steps:** Valhalla is targeting the students that may not pass the CAHSEE on the first attempt. We will use EMAP to identify students that need support in mathematics. For the ELA portion we will use the ELA district diagnostic to identify students who may need support in English. After school support/tutoring classes will be established to assist students with help as identified on the diagnostic tests.

	Support materials such as Measuring Up, released questions, and computer software will be purchased. Special education students are receiving CAHSEE preparation in class with focused practice in mathematics and language arts courses including being enrolled in a first period CAHSEE Study Skills course if needed. EL students that did not pass are working one hour a day during their block ELD course on language arts skill sets in regards to the CAHSEE in addition to a study skills course offered to provide support. Other students not in these demographics are receiving additional assistance with after school tutoring and workshops targeted on CAHSEE skills. Study Island will be used to assist students who are at-risk of not passing. Assessment Office has provided CAHSEE readiness reports to assist with the identification of these students. Additionally, support is offered in summer school courses specifically designed to assess individual needs. Currently, SAI and some EL students are tested in a smaller environment. We will continue to test in classrooms to provide a better testing environment for students who might need extra support. Additionally, the school will adopt a CAHSEE bell schedule to help students focus.

Comprehensive Site Plan Summary
(Program Description)

Gifted and Talented Education (GATE):	**Funding: TBD**
Gifted and Talented program provides supplemental resources for those students identified as gifted through a screening process. The GATE program is designed to extend the learning opportunities for these students with additional instructional activities and classes that are more rigorous and challenging than the regular core curriculum. All GATE funds are used to support these programs.	
Special Education:	**Funding: District**
Students with special need resulting from a handicapping condition or achievement levels significantly below those of the majority of students, have equal access to the core curriculum provided for all students. The special services received by these students provides support and extension activities which enhance their participation in the regular program. The lessons and assignments received by the students with special needs are as rigorous and challenging for their diagnosed level as those received by all students.	
AVID	**Funding: TBD**
AVID is an acronym that stands for Advancement Via Individual Determination. AVID is an in-school academic support program for grades 5-12 that prepares students for college eligibility and success. AVID places academically average students in advanced classes. AVID levels the playing field for minority, rural, low-income and other students without a college-going tradition in their families. AVID is for all students, but it targets those in the academic middle. AVID is implemented school-wide and district-wide. The majority of AVID funds are used to provide in-class college tutors to assist during twice weekly tutorial work.	
Medi-Cal Administrative Activities (MAA) Funds	**Funding: TBD**
The MAA funds allow individual school claiming units to promote access to health care for students in the public schoo system, preventing costly or long-term health care problems for at-risk students, and coordinating students' health care needs with their providers. The primary purpose of the MAA program is to reimburse school claiming units.	
Tobacco-Use Prevention Program (TUPE)	**Funding: .10 FTE**
The TUPE program provides funding through an application process for tobacco-specific student instruction, reinforcement activities, special events, and intervention and cessation programs for students. Programs in grades nine through twelve and six through eight are funded through a competitive Request for Applications process. Programs are locally developed, but they are expected to align with the federal Principles of Effectiveness, the recommended California guidelines for tobacco prevention in Getting Results (Outside Source) and the Health Framework for California Public Schools.	

Economic Impact Aid (EIA/LEP and EIA/SCE) ***FTE Support/Coordinator Monitoring***	**Funding: TBD** **FTE: .6**
Economic Impact Aid (EIA) is a state categorical program that provides supplemental funds, kindergarten through grade twelve, to support (1) additional programs and services for English learners (ELs) and (2) compensatory education services for educationally disadvantaged students, as determined by the district. Use of supplemental EIA funds for ELs at the school level is administered through the Single School Plan as approved by the Single Site Council and the local governing board. Applicable school advisory committees, such as the English Learner Advisory Committee, must also review and provide advice in the development of the Single School Plan as well as modifications to the plan. EIA funding is open to all public school districts that request participation using Part I of the annual Consolidated Application.	
Safe Schools	**Funding: $6,500.00**
The Safe school grant is a state program that provides extra funding to address campus safety and security.	
Intervention Funds	**Funding: TBD**
District funding for at-risk students to be used in tutoring in the four core content areas	
CAHSEE	**Funding: TBD**
CAHSEE intervention funds supports intensive instruction and services for eligible students who are required to pass the CAHSEE and have failed one or both parts of the examination.	
EIA Funds / Centralized Services	**Funding: TBD**
Centralized services provide budget oversight and monitoring, professional development training, and additional administrative support.	

Valhalla has a single goal of increasing student achievement. The following goals (A-D) will show the measureable progress towards that goal.

Multi-year School Improvement Goal/Intervention A:	**By June 2013, Valhalla will increase the passing rate of the California High School Exit Exam from 87% to 90% on the ELA portion and from 94% to 96% on Math portion.**
Rationale:	Targeted at improving the student academic achievement in English and mathematics and raising scores on the California High School Exit Exam. This goal reflects our school's focus on best teaching practices and curriculum coaching to support standards-based instruction and mastery learning. Achievement of this goal will be reinforced by continuing the implementation of systematic and precise uses of formative assessment to shape and modify instructional practices to tailor both the content and the method of instruction to students' needs. Thus, all of our diverse student populations will be assured access to opportunities afforded by participation in a rigorous course of study.
Target Objectives:	1. All students will be provided a rigorous, standards-based mathematics and English curriculum that incorporates differentiated instruction, research-based teaching strategies, and provides on-going formative assessment. 2. Specific interventions needed in ELA and mathematics for Special Education and ELL student populations will be designed, implemented and evaluated to include but not limited to CAHSEE preparation/remediation courses. 3. Parents will be provided with educational opportunities and involvement will be encouraged, reviewed and adjusted to students' needs during and after school hours.

No.	**Strategic Actions to Reach Goal**	**Implementers / Timeline**	**Progress Evidence/ Evaluation of Goal**	**Proposed Expenditures**	**Estimated Costs**	**Funding Source**
1	All students will be provided a rigorous, standards-based mathematics and English curriculum that incorporates differentiated instruction, research-based teaching strategies, and provides on-going formative assessment.					
a.	Provide teachers with time	Administrators/Dept. Chairs/Team Leaders/Alg. Support Teachers	Curriculum documents:	Staff Development	TDB	Site/CAHSEE

	and resources to develop support class at the sophomore level.	School Year 2013 Summer 2012	Syllabi, lesson plans, etc.			Funds/MAA/833
b.	Indentify students using EEMAP and ELA diagnostic who are not likely to pass and provide them with a study skills class.	Department Chairs/Administration	Practice CAHSEE Tests	EEMAP materials Tutoring/District	TBD	Supplemental Instruction/Tutoring/MAA
c.	Provide FTE support for the four core content area teachers as needed for credit deficient students	Administration	Assessment Data	FTEs	FTEs	Tutoring funds/FTE
d.	Use/purchase supplemental supplies/books and diagnostic assessments in math and English.	Support Teachers On-going	Student Work Samples, curriculum documents	Supplemental Materials/	TBD	Site/CAHSEE Funds
e.	Provide teachers with time and resources to continue alignment of course sequences and syllabi with State Content Standards and to differentiate instruction through PLCs.	Administration/Dept. Chair/Team leaders Continuing 2012-2013	Curriculum documents, syllabi, minutes	Curriculum Writing/Substitute	TBD	Site/CAHSEE Funds/MAA
f.	Provide three support classes to support ninth grade algebra I students as identified by teacher	Administration/Support Teachers Continuing 2013	D/F Rates Teacher recommendation	FTEs		EIA/SCE
2	Specific interventions needed in mathematics and English for Special Education and ELL student populations will be designed, implemented and evaluated to include but not limited to CAHSEE preparation/remediation courses.					
a.	CAHSEE Preparatory math and English classes provided to EL and Special Education students	Administration/EL Coordinator./SAI Coordinator On-Going 2012-2013	Scores, Curriculum	Supplies and Materials	FTEs	Special Ed/ CAHSEE Funds
b.	Use Computer Software to assess and monitor student progress and growth. Study Island Software	Teachers On-Going	Software Scores	Computer Software	TBD	Site/CAHSEE Funds EIA/LEP

c.	EL Support classes	Teachers On-going	CELDT Data	FTE	FTE	833/832
d.	Disseminate CAHSEE preparatory materials to be used in formative assessments to determine weakness and strengths.	Administration/ Teachers Fall 2012	Scores	District Preparatory materials	n/a	Site
e.	EL monitoring release period	EL Coordinator Administration 2012-2013	Students are monitored and released to mainstream classes with support or pulled into support or EL classes as needed based on need	Release Period	.2 FTE	833/832 Site Allocation
f.	Maintain summer support classes for incoming and current EL students	Administration/EL Coordinator	Final Grades and Assessments/CST scores	Teacher/Instructional Aids	FTE	District/Summer School/EIA/LEP
g.	Continue to contribute funds to support district program management, supplies and equipment, testing, interpreters, and administrative coordinator	District Administration/ Administration	Data	Coordinator/District Analyst	TBD	EIA Centralized Services
h	Provide ELD/Intermediate course to support students in the general program	District/On-Going 2012-2013	Final Grades/D/F rates	EL Coordinator	FTE	833/832
i.	Hire instructional aides/college tutors for additional support for EL students to be used as needed	EL coordinator and EL team On-Going	Aids used to support students	Personnel	TBD	EIA/LEP budget/MAA
3	Parents will be provided with educational opportunities and involvement will be encouraged, reviewed and adjusted to students' needs during and after school hours.					
a.	Parent education training regarding the use of Parent Portal and Grade Level focus to ensure all parents are well informed.	Administration/Dept. Chair/Team Leaders September 2012	Back to School Night	Computer Labs/Library	n/a	Not Applicable
b.	ELAC meetings supplies and refreshments	EL Coordinator/Admin On-Going	Parent meeting agendas	Supplies and refreshments	500	EIASCE

c.	Translation for EL parents	EL Coordinator/Administration On-Going	Phone log, Back to School night sign in sheets, ELAC meetings sign-in sheets	Translators	1,000	EIASCE
d.	Teacher websites to ensure parents receive timely feedback regarding their students progress	Administration/Dept. Chair/Team Leader/Teachers August 2012	Staff Development	On site Computer Labs/District	n/a	District Technology/IT

e.	Use of the Guidance Dept. to provide students with an opportunity to create and understand their four year plan and their Post Secondary Plan (PSP)	Administration/Guidance On-Going	Spring Conferencing/Articulation with Feeder Schools	n/a	n/a	Not Applicable
f.	Continue the Valhalla Line, a parent newsletter, Alertnow, and other various mailing to communicate vital information to parents and Valhalla constituents	Administration On-Going	Valhalla Line	Postage Paper/Supplies	2,000	Site Funds
g.	Through the use of Open House, Back to School Night and Parent Visitation, Wiglags Welcome, provided by the Guidance Department as well as PTO and SSC Meetings parents are provided with a broad scope of the school's function and provided the opportunity to give feedback.	Administration/Guidance/ Dept. Chair/Team Leaders/Faculty/Staff Fall/Spring 2012/2013	AlertNow, sign-in sheets, syllabi, surveys	Informational Pamphlets	TBA	Site
f.	Guidance will provide grade level parent night meetings to review A-G requirements/graduation requirements	Fall/Spring 2012-2013	Alertnow, Sign-in sheets		TBD	**Site funds**
g.	Guidance will conduct 1802 meetings with student and parent as needed	Counseling/Guidance	On-going			

Multi-year School Improvement Goal/Intervention B:	**By June 2013, Valhalla will improve the API from 809 to 825.**
Rationale:	Targeted at improving the student academic achievement and raising scores on the California Standards Tests and the California High School Exit Exam, this goal reflects our school's focus on the alignment of curriculum, standards-based instruction and mastery learning. Achievement of this goal will be reinforced by collaboration Mondays, in addition to consultant support in Humanities I and Humanities II English and mathematics, Algebra and Geometry. All courses will implement systematic and precise uses of formative assessment to shape and modify instructional practices to tailor both the content and the method of instruction to meet *all* students' needs and to ensure a rigorous curriculum. Thus, all of our diverse student populations will be assured access to opportunities afforded by participation in a rigorous course of study.
Target Objectives:	1. The average number of "Proficient or Above" students in grades 9, 10 and 11 will increase by 10% in English Language Arts. 2. The average number of "Proficient or Above" students in algebra and geometry will increase by 10%. 3. Collaboration will continue in all courses to align curriculum to state standards and to implement common assignments and common assessments.

No.	Strategic Actions to Reach Goal	Implementers / Timeline	Progress Evidence/ Evaluation of Goal	Proposed Expenditures	Estimated Costs	Funding Source
1	The average number of "Proficient or Above" students in grades 9, 10 and 11 will increase by 5% in English Language Arts.					
a.	Provide teachers with an opportunity for grade level pull-out days to align common calendars, lessons, and assessments.	Administration/Dept. Chair/Team Leaders/Faculty Fall 2012	Common Assessment/Edusoft Data/Common Grading Policies/SMART Goals	Substitute Coverage	2,000	Site Funds/MAA
b.	Provide teachers with curriculum writing time to instruction as it relates to State Standards	Administration On-going	Syllabi/Content Standards/Smart Goals	n/a	TBA	MAA

c.	CAL-PASS-Alignment of writing program 9th-12th through CAL-PASS Project	Administration/Department Team Leaders On-Going	Common Assessments	Curriculum Writing Collaboration	2,500	CAL-PASS Grant/District Funds
d.	Use of additional supplies appropriate for scaffolding materials in EL classes	EL Coordinator/Teacher	Smart Goals/Data	3,000	3,000	EIA/LEP
e.	Continue to provide teachers with Edusoft system to improve common instructional strategies for common formative assessments.	Administration/Dept. Chair/Team Leaders Continuing Fall 2012	Increase in number of teachers using Edusoft	n/a	n/a	Site
f.	Maintain summer bridge for incoming 9th grade students who have scored below basic on CST.	Department Chairs/ Teachers/Administration	Reading Scores/Grades	Teachers	FTEs	Summer School/District
g.	Accelerated Reader subscription and other supplemental materials	EL Coordinator & Team, ELA intensification teachers On-going	Improved reading scores on beginning, middle and end of the year reading tests	Subscriptions	TBD	EIASCE
h.	EL/ELA Edge Adoption	EL Coordinator, ELA Intensification School Year 2012/2013	Use of Daily Text	Materials	TBD	EIASCE
2	The average number of "Proficient or Above" students in algebra and geometry will increase by 10%.					
a.	Provide teachers with an opportunity for grade level pull-out days to align common calendars, lessons, and assessments.	Administration/Dept. Chair/Team Leaders On-Going	Common Assessment/Edusoft Data/Common Grading Policies/SMART Goals	Substitute Coverage	As funds permit	Site Funds/MAA
b.	Provide support class for EL students in the mainstream program	EL Coordinator/Administration	D/F Rates/Assessments	FTE	FTE	Site funds/EIA/LEP
c.	Provide teachers with curriculum writing time to align instruction as it relates to State Standards	Administration On-Going	Syllabi/Content Standards/SMART Goals	Substitute Funds	TDB	MAA/EIA
d.	Maintain summer school math bridge for students scoring below basic on CST	On-Going Administration	Grades/Teacher Recommendations	Teacher	TBA	Summer School/District

e.	Additional support for EL students in the SEI math class	EL coordinator and EL team On-Going	Aids used for break out groups in SEI Math classes	Instructional Aids	8,424	EIALEP budget
3	Collaboration will continue in all courses to align curriculum to state standards and to implement common assignments and common assessments.					
a.	Provide release days for EL teachers and coordinator as needed to evaluate student progress	EL Coordinator/Teachers /Counselors/	Data Assessment	833/832 Substitute Funds	2,000	MAA/EIALEP Budget
b.	Provide teachers with an opportunity for grade level pull-out days to align common calendars, lessons, and assessments.	Administration/Dept. Chair/Team Leaders On-Going	Common Assessment/Edusoft Data/Common Grading Policies/SMART Goals	Substitute Coverage	1,000	Site Funds
c.	Purchase of Science Books to supplement science curriculum	EL Coordinator and Team On-Going	Science Books		TDB	EIALEP
d.	Addition of technology to assist students with access to curriculum such as software, or items that enhance listening and visual aids.	EL Coordinator/ Administration	Assessment/Smart Goals	2,000	2,000	EIA/LEP
e.	Support materials for beginning EL to supplement materials used in various courses	EL Coordinator	Assessments	2,000	2,000	EIA/LEP

Multi-year School Improvement Goal/Intervention C:	**By June 2013, Valhalla will reduce its D/F rate in core classes from 24 percent to 20 percent.**
Rationale:	Targeted at aligning courses to provide a rigorous, standards-based curriculum, especially in mathematics and English language arts, which incorporates differentiated instruction, research-based teaching strategies, and provides on-going formative assessment.
Target Objectives:	1. All courses will examine grading criteria used by teachers in terms of percentages applied to class assignments, quizzes, tests, homework, etc. 2. Courses will develop a plan to implement a grade recovery program with notification at the 3-week time period of the semester for students at the D and/or F achievement level. 3. Develop supports and interventions for students at the D and/or F achievement level schoolwide.

No.	**Strategic Actions to Reach Goal**	**Implementers / Timeline**	**Progress Evidence/ Evaluation of Goal**	**Proposed Expenditures**	**Estimated Costs**	**Funding Source**
1	All courses will examine grading criteria used by teachers in terms of percentages applied to class assignments, quizzes, tests, homework, etc.					
a.	Provide teachers with Software Training	Administration/ Fall 2012	Edusoft Data	Substitute Coverage	TBD	Site/MAA
b.	Provide teachers with an opportunity for grade level pull-out days to align common calendars, lessons, and assessments.	Administration/Dept. Chair/Team Leaders On-going	Common Assessment/Edusoft Data/Common Grading Policies/Smart Goals	Substitute Coverage	1,000	Site Funds
c.	Continue with Professional Learning	Administration/Dept. Chair/Team Leaders	Common	Substitute	As needed	Site Funds/District

	Training for Administrators, Teachers, and Team Leads		Assessment/Edusoft Data/Common Grading Policies/Smart Goals	Coverage		
2	Courses will develop a plan to implement a grade recovery program with notification at the 3-week time period of the semester for students at the D and/or F achievement level.					
a.	Provide teachers with an opportunity for grade level pull-out days to align common calendars, lessons, and assessments.	Administration/Dept. Chair/Team Leaders	Common Assessment/Edusoft Data/Common Grading Policies/Smart Goals	Substitute Coverage	As funds permit	Site Funds/MAA
b.	Intensification classes will be offered twice a week for students in English at the Freshmen and Sophomore level	Administration On-Going	D/F data/Program Assessments	Teachers Hourly rates	9,000	MAA/Site EIA/SCE
c.	Additional support for ELs in the SEI general education classes	EL coordinator and EL team On-Going	Aids used for break out groups in SEI Math classes	Instructional Aides	3,000	EIALEP budget
d.	Maintain collaboration days for teachers to meet and review student progress and to determine student needs.	Teachers/Department chairs/Administration	3 week monitoring of D/F rates	n/a	n/a	District
e.	Provide on-line classes (Ed2020) and/or APEX for students who are credit deficient.	Teachers/Administration On-going	Grades/Completion of Course requirements	FTE	FTE	Site
f.	Develop a site leadership team to facilitate communication among the departments that continually monitor and track student progress and outcomes	Administration/Department Chairs On-Going	Grades/3 Week Monitoring	n/a	n/a	Site Funds
g.	EL Support class for those needing support in mainstreamed classes	EL coordinator 2012-2013	Identified students from last year, as identified they will are placed in this class	FTE	FTE	District
h.	Provide after school tutoring for at risk students in the core content areas	Administration/Teachers	3 Week Monitoring	5,000	FTE	Intervention Funds/Site

3	Develop support classes and interventions for students at the D and/or F achievement level schoolwide.					
a.	Continue Student Study Teams with identification by counselors, teachers and school psychologist	Counseling/Administration/ School Psychologist On-Going	Document of Meeting Notes On-going	n/a	n/a	n/a
b.	Parent Education Workshops for Student Study Skills/Provide refreshments for parents	Administration/PTO/Guidance On-Going	Agendas/Sign Ins	Materials/supplies/ Refreshments	500	Site Funds MAA/EIA/LEP
c.	EL Support Classes	EL Coordinator On-going	D/F Rates Assessment/Edusoft Data/Common Grading Policies/Smart Goals	Substitute Coverage	FTE	EIALEP Budget
d.	Continue with after school tutoring as offered by department	On-Going	3 Week Monitoring Teacher/ Counselor	9,000	As funds permit	Supplemental Instruction
e.	Continue to offer and support Saturday and after school attendance make-up	On-Going/Administration	Attendance Records	Staffing	As funds permit	District/Site Funds/Supplemental Instruction
f.	Offer program oversight administration and support for intensification classes to help identify and track student process	Administration Program Coordinator	3 Week Monitoring	FTE	TBD	District/MAA/EIA-SEC
g	Continue with training of AVID methods to be used in all content area instruction by going to the Avid Summer Institutes as well as additional training offered	Faculty/AVID Coordinator Summer 2012/On-Going	Syllabus	Avid Summer Institute	TBD	AVID Funds/EIA

Multi-year School Improvement Goal/Intervention D:	**By June 2013, Valhalla will increase the number of Advanced Placement exams taken from 705 exams to 735.**
Rationale:	To improve student participation in the College Board administered Advanced Placement exams.
Target Objectives:	1. All students will be provided a rigorous curriculum that includes supplemental resources, specific for the Gate program and AP specific content area. 2. Develop support and interventions to increase AP participation in the AVID program.

No.	Strategic Actions to Reach Goal	Implementers / Timeline	Progress Evidence/ Evaluation of Goal	Proposed Expenditures	Estimated Costs	Funding Source
1	All students will be provided a rigorous curriculum that includes supplemental resources, specific for the Gate program and AP specific content area.					
a.	Teachers will design and implement appropriate course curriculum	AP Teachers / School Year 2012/2013	AP Approved Course Syllabus	Supplemental Materials	TBD	Gate Funds
b.	AVID Teachers will attend AP training conferences	AP/AVID Teachers School Year	AVID Participation in AP exams	Conferences/ Substitutes	TBD	Gate Funds/833

PROPOSED PARENT INVOLVEMENT ACTIVITIES
2012-2013

In support of the No Child Left Behind guidelines and to promote parent involvement and maximize student achievement, please describe the parent involvement activities planned for the coming year.

Parent Activity: (i.e., meetings, trainings, workshops, speaker or consultant presentations)	Projected Number of Participants	How will the event enhance Parent Involvement at your site?	Date of Event	Funding Source	Estimated Costs
Monthly PTO parent meetings	20-50	Provides information to parent regarding school-wide issues	On-going	PTO	N/A
Freshmen Preview Day/Wiglaf Welcome	500+	Provides an opportunity for incoming students and parents to preview the school, participate in a simulation of a school day, and meet with upper-class mentor	August June	N/A	N/A
Back to School Night	1000+	Provides parents an opportunity to meet faculty and staff.	September	N/A	None
GOT PLANS? Sponsored by GUHSD & Valhalla	2000+	Provides information on college and post-graduate opportunities to both parents and students to help families make informed decisions.	October	TBD	TBD
Supply Day	2000+	Allows parents to assist with additional supplies needed for students to be successful in school.	Fall	TBD	TBD
Parent Visitation Day	200	Allows parents to come to school with the student and participate in a day of their education	November	N/A	N/A
Faculty and Staff Appreciation Events	25-30	Provides an opportunity for parents and staff to interact in a positive environment.	Period-ically	Donation	Donation
Parent/Counseling Workshops	25-30	Intervention to assist parents with their students needing additional supports in their education	Fall/ Spring	MAA	$100
Valhalla Line Publication	2000+	PTO Publication sent out five times a year to communicate with parents.	On-going	PTO	TBD
Site- and District-level Parent Meetings DELAC, DAC, ELAC, Curriculum & Instruction, SSC, FAC, PAC, GATE, New Directions	6-8	Allows for parents to become actively involved in shaping the direction of the school and district while providing a voice for concerns specific to the family and community.	On-Going	Title I ELL GATE Other	N/A
Parent Education	500	Provides classes for parent education in various areas such as Start Smart, Drug Abuse, and other topics.	On-Going	PTO	TBD

Single Plan for Student Achievement

2012/2013

School Site Council Members (Current 2011-2012)

The School Site Council recommends this school plan and its related expenditures to the District Governing Board for approval.

Name	*Position*	**Signature**
Adams, Shoshana	Teacher	
Canel, Emily (11)	Student	
Canel, Jan	Parent	
Edmonds, Kim	Parent	
Gannon, Katy (10)	Parent	
Gannon, Mary (12)	Teacher	
Gillen, Marilee	Student	
Halverson, Mike	Teacher	
Kastan, Mary Beth	Principal	
Miller, Jared (11)	Student	
Paxton-Smith, Anne	Teacher	
	Student	
Nowlen, Terri	Manager of School Facilities	
Pugh, Jeanie	Assistant Principal	
Wilson, Maddie (12)	Student	

TEAM LEADERS COMMITTEE (TL)

Departments	*Representatives*
American Studies	**Stephanie Sellers**
Athletic Director	**Robert Wilson**
AVID	**Sandra White**
ELD	**Anne Paxton-Smith**
English	**Tom Waldron**
Family/Consumer	**Karen Rogers**
Guidance	**Tom Pew**
Humanities I - ELA	**Christa Glavas**
Humanities I - SS	**Dave Hostetler**
Humanities II	**Melissa Hutchinson**
Industrial Tech	**Gary Mowrey**
Languages	**Deanna Potts**
Math	**Kent Houston**
Performing Arts	**Kirsten Giard**
Physical Education	**John Odom**
Social Studies	**Peggy Ormsby**
Science	**Dave Bradford**
Special Ed	**Marilee Gillen**
Technology	**Mike Skocko**
Visual Arts	**Roberta Arnold**
	Administration
Principal	**Mary Beth Kastan**
Vice Principal	**Sam Lund**
Vice Principal	**Jeanie Pugh**
Vice Principal	**Lance Yocom**
Facilities Manager	**Terri Nowlen**
Principal Secretary	**Jo Willson**

Recommendations and Assurances

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.

2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply).

   - _XX_ Team Leader Committee
   - _XX_ School Site Council

4. The school site council reviewed the content requirements for school plans of programs including in this Single Site Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.

5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This school plan was adopted by the school site council on: _____

Attested:

MARY BETH KASTAN	_____	_____
(School principal)	(Signature of school principal)	(Date)
JAN CANEL	_____	_____
(SSC chairperson)	(Signature of SSC chairperson)	(Date)

Recommendations and Assurances

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6. This school plan was adopted by the school site council on: 5~22~12

Attested:

MARY BETH KASTAN	Mary Beth Kastan	5~22~16
(School principal)	(Signature of school principal)	(Date)
JAN CANEL	Jan Canel	5/22/12
(SSC chairperson)	(Signature of SSC chairperson)	(Date)