

# VALHALLA HIGH SCHOOL

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

Larry Martinsen, Principal

## School Accountability Report Card

### Principal's Message

The vision of the staff and administration at Valhalla High School includes quality instruction and curriculum designed to meet the diverse needs and interests of all students. There also exists at Valhalla an ongoing commitment on the part of all stakeholders to continually assess the core curriculum to assure through academic offerings, the standards established by the State of California, and the Valhalla Expected Schoolwide Learner Results, that 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 and again in 2007 – the only Grossmont District High School to earn this recognition twice. 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. We are currently involved in the accreditation process, reviewing and assessing all facets of our curricular, co- and extra-curricular programs. We have solicited opinions from teachers, students, support staff, and parents through committee involvement, online surveys, and our School Site Council. Our School Site Plan reflects our growth need plan in the three areas of (1) improved Academic Performance Index (our goal is an 800+ number to be achieved by increased scores on the California Standards Tests), (2) a 100% pass rate on the California High School Exit Exam (currently about 93%), and (3) a significant decrease on our overall D/F rate (currently about 23%) to a single digit percentage number through intervention and student support programs. A mandatory intensive study program was implemented in the spring semester of 2008 for all grade 9 students failing English 1C and/or Algebra 1C. Additionally, Valhalla teaching staff implemented our Professional Learning Community culture in the fall of 2006 with weekly meetings held every Monday morning for subject matter teams at all grade levels to improve teaching by sharing best practices, to create consistent and congruent instruction, and to develop common lessons and assessments in order to evaluate the effectiveness of the instructional program. These efforts will be ongoing with the specific purpose and use of S.M.A.R.T. (specific, measureable, attainable, results-oriented, time-bound) focused on improving student achievement for all students.

### School Profile

Valhalla is one of 11 comprehensive high schools in the Grossmont Union High School District. Curriculum is focused on the California State Standards in all core areas. The mission of Valhalla High School is "success for all students." Our core values, Expected Schoolwide Learning Results (ESLR's), and instructional program are designed to improve student achievement on an annual basis. The school supports cultural awareness on a daily basis through its diverse literature selections and integrated English and social science curriculum in the humanities program (grades 9, 10, and 11) as well as in the foreign language, culinary arts, and visual and performing arts instructional sequence.

During 2007-08, 2143 9th -12th grade students were enrolled at the school, with classes arranged on a traditional schedule calendar.

#### Student Enrollment by Ethnic Group

2006-07

	Percentage
African American	4.0%
American Indian	1.1%
Asian	2.1%
Caucasian	68.8%
Filipino	2.1%
Hispanic	16.7%
Pacific Islander	0.4%
Multiple or No Response	4.8%

### Discipline & Climate for Learning

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

#### Suspensions & Expulsions

	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	144	261	258	4000	4230	0
Suspension Rate	7.4%	13.2%	13.0%	16.0%	17.3%	0.0%
Expulsions	6	6	5	160	186	0
Expulsion Rate	0.3%	0.3%	0.3%	0.6%	0.8%	0.0%

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

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

## Enrollment By Grade

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

Enrollment Trend by Grade Level			
	2004-05	2005-06	2006-07
9th	576	510	525
10th	518	551	475
11th	422	499	508
12th	418	417	481

## Enrollment By Program

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

## Class Size

Average class sizes vary by grade level and subject area taught. However, the District provides staffing resources at a ratio of 34 students to 1 teacher.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	05	06	07	05	06	07	05	06	07	05	06	07
English	25	25	23	37	43	47	21	9	21	26	31	27
Mathematics	22	30	21	41	20	47	17	12	15	20	25	20
Science	30	31	31	4	7	8	17	18	16	18	30	30
Social Science	32	30	29	9	14	11	21	12	17	37	45	33

## Instructional Time (includes Minimum days)

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

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
9th-12th	64,800	72,803

## School Facilities

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

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

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

## Safe School Plan

Safety of students and staff is a primary concern of Valhalla. The school complies with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated during September of 2007 by the School Safety Committee. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held twice a year. Certificated staff and classified staff help with supervision before and after school and during break periods and lunch. There is a designated area for student drop off and pick up. Valhalla High School is a closed campus. Non-students are not allowed on campus during the school day. We must minimize disruptions to the learning environment. Adult visitors must check in at the receptionist desk at the main office entrance in order to state who they wish to see and why. For persons with school business, an individual pass with name(s) clearly written will be issued for the visitor in order to proceed. Any person wishing to observe a class or visit with a teacher needs to arrange the visit 48 hours in advance.

## Counseling & Support Staff

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

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Librarian/library media teacher	1	1.00

## At Risk Interventions

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

## Dropout & Graduation Rates

Valhalla believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation.

In hopes of preventing and reducing dropouts, the following programs are made available to students: The Phoenix Contract Program, Regional Occupation Programs in a variety of fields, electives in our regular education program in the fields of technology, industrial technology, family and consumer science, and the visual and performing arts.

Graduation & Dropout Rates			
	03-04	04-05	05-06
Dropout Rate	0.06%	0.31%	1.47%
Graduation Rate	92.10%	93.60%	94.90%

## Completion of High School Graduation Requirements

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

## College Entrance Info

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit [www.ucop.edu/pathways](http://www.ucop.edu/pathways). To prepare for entrance to a CSU school, visit [www.csumentor.edu](http://www.csumentor.edu).

## Career Technical Education (CTE) Programs

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

## School Leadership

Leadership at Valhalla is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. For the past 8 years, leadership duties were assumed by Principal Larry Martinsen.

Principal Martinsen has 38 years of experience in education with positions as teacher of industrial technologies and visual arts, coaching, ASB activities director, yearbook advisor, cheer advisor, and assistant principal. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. Leadership teams include: administrative team of the principal, two assistant principals, dean of students; School Site Council; Guidance Department; Department Chair Council; Team Leads in the disciplines of Humanities I and II, American Studies, Algebra, and Geometry; and our Parent Teacher Organization.

## Advanced Placement Classes

Valhalla High encourages students to continue their education past high school. Valhalla High offers Advanced Placement (AP) courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Classes		
	# of Courses	Enrollment
English	2	188
Fine and Performing Arts	1	29
Foreign Language	1	27
Mathematics	1	99
Science	3	74
Social Science	4	284
Totals	12	701
Percent of Students in AP Courses		35.2%

## UC/CSU Course Completion

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

UC/CSU Course Enrollment	
	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	72.9%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	45.2%

\* Duplicated Count (one student can be enrolled in several courses).

## CAT-6

The CAT-6 is not offered at the high school level.

## California Standards Test

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

## Physical Fitness

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

Percentage of Students in Healthy Fitness Zone	
2006-07 Test Results	
9th Grade	
School	
School Overall	N/A
School (Boys)	N/A
School (Girls)	N/A
District	
District Overall	0.8%
District (Boys)	0.5%
District (Girls)	1.2%
State	
State Overall	29.3%
State (Boys)	30.1%
State (Girls)	28.4%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.	

## Academic Performance Index

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

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

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics.

## California Standards Test (CST)

### Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts						Social Science								
	9			10			11			10			11		
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07
All Students															
School	56	59	66	51	51	47	47	47	45	43	42	38	56	48	54
District	46	48	53	38	37	39	33	34	37	33	30	32	35	33	34
State	43	44	47	36	37	37	36	36	37	31	30	29	37	35	35
Males															
School	51	57	61	42	48	43	41	39	36	44	42	44	55	44	53
District	40	44	46	31	30	35	29	28	31	36	32	35	35	33	36
State	38	40	43	32	33	33	33	33	33	34	33	34	37	37	37
Females															
School	62	63	71	60	54	54	52	54	55	41	42	30	57	53	56
District	54	53	60	45	45	44	38	39	45	30	28	28	35	32	34
State	48	48	53	41	42	41	39	39	41	28	27	26	36	34	33
Socioeconomically Disadvantaged															
School	30	41	34	19	28	31	15	20	23	19	23	14	22	27	30
District	27	31	33	18	19	24	17	16	21	19	16	18	18	16	21
State	26	27	32	20	21	21	21	21	22	18	17	17	23	21	22
African American															
School	47	55	50	32	29	53	41	20	43	41	20	42	35	24	50
District	27	33	37	23	18	26	19	19	23	22	17	18	26	21	23
State	27	28	33	22	22	23	21	21	22	15	15	15	22	19	19
Asian															
School	*	62	*	*	*	43	46	58	*	*	*	57	69	58	*
District	67	67	58	60	66	61	44	52	53	60	51	57	48	53	50
State	64	65	71	56	58	58	53	55	57	52	53	51	56	54	54
Filipino															
School	*	60	*	*	*	40	*	*	*	*	*	35	*	*	*
District	54	61	62	40	39	55	50	27	42	33	42	41	55	30	38
State	60	62	65	48	51	51	44	46	49	40	39	38	46	45	43
Hispanic															
School	41	48	53	44	33	43	26	41	26	42	31	28	40	46	34
District	34	33	37	23	23	24	21	21	24	24	19	19	24	23	21
State	26	28	32	20	21	23	21	21	23	17	17	18	23	21	22
Caucasian															
School	62	64	70	54	57	49	51	49	50	43	46	39	61	50	59
District	55	57	62	45	45	48	39	39	45	38	36	38	40	37	41
State	61	63	66	53	54	55	50	50	52	44	45	44	48	48	48
Students with Disabilities															
School	10	7	26	3	10	7	0	12	6	11	18	17	9	13	12
District	8	9	14	5	5	8	4	7	6	9	8	9	6	7	8
State	8	9	10	5	6	7	5	6	6	7	8	8	8	8	9
English Learners															
School	3	6	10	3	3	6	12	0	0	6	3	12	30	10	3
District	6	5	8	5	4	2	6	4	4	9	6	7	10	7	5
State	7	7	10	3	4	4	4	4	4	6	5	6	7	7	6

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

Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

## California Awards & Interventions

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

## Adequate Yearly Progress

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

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

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

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

## SAT-1

Each year, students have the opportunity to participate in the SAT, which is designed to assess many of the skills that are important to a student's success in college and their general educational development. Valhalla (offers/does not offer) a college admission test preparation course.

SAT I Test Results					
	Grade 12 Enrollment	% Seniors Tested	Average Verbal	Average Math	Average Writing
School					
04-05	418	48.8%	543	545	0
05-06	417	40.8%	533	543	530
06-07	481	40.5%	525	530	522
District					
04-05	4,986	0.35%	514	527	0
05-06	5,395	0.34%	497	511	493
06-07	5,999	0.31%	484	502	483
State					
04-05	409,576	35.7%	500	522	0
05-06	383,460	40.5%	495	516	496
06-07	441,198	36.9%	493	513	492

## API School Results

	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	8	8	8	
Similar Schools Rank	3	2	4	
All Students				
Actual Growth	15	24	2	760
Socioeconomically Disadvantaged				
Actual Growth	18	64	-4	657
Hispanic				
Actual Growth	27	20	-31	690
Caucasian				
Actual Growth	21	19	9	777
Students with Disabilities				
Actual Growth	-	45	8	528

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 10 students with valid scores.

## Federal Intervention Program

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

## Federal Intervention Programs

	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2004-2005
Year in PI (2007-08)	-	Year 3
# of Schools Currently in PI	-	2
% of Schools Identified for PI	-	8.00%

Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site.

## California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

### CAHSEE By Subject

	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	69.1	52.2	49.0	73.4	55.4	51.1	71.2	49.9	48.6
Mathematics	61.1	53.1	45.2	66.0	55.3	46.8	69.0	55.8	49.9

The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period.

## Curriculum Development

All curriculum development in the Grossmont Union High School District is based on the California State Content Standards and Frameworks. Curriculum is reviewed monthly at subject matter council meetings in order to insure alliance with the state standards, district goals, and the statewide assessment program. The following changes to curriculum have been added during the 2006/07 school year:

New Courses Course Number(s) Department  
 Advanced Video  
 Production 1, 2 Y512/Y513 Non-Departmental  
 Beginning Video  
 Production 1, 2 Y510/Y511 Non-Departmental  
 Dental Introduction T195 ROP  
 French 1, 2 HL IB G035/G036 Foreign  
 Language  
 Human Anatomy 1C, 2C R400/R401 Science  
 Medical P.E. 1, 2 P700/P701 Physical  
 Education  
 Technical Theatre 3, 4 T501/T502 ROP

### CAHSEE By Student Group

	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	28.8	31.7	39.5	31.0	38.3	30.6
Males	29.6	34.4	36.0	28.0	39.2	32.8
Females	27.9	28.8	43.2	34.3	37.4	28.3
African American	38.9	22.2	38.9	44.4	33.3	22.2
Asian	38.5	15.4	46.2	15.4	30.8	53.8
Filipino	20.0	55.0	25.0	20.0	50.0	30.0
Hispanic	44.0	29.8	26.2	47.1	32.9	20.0
Caucasian	24.6	31.1	44.3	27.4	39.6	32.9
English Learners	70.0	22.9	7.1	67.6	22.5	9.9
Socioeconomically Disadvantaged	55.6	25.9	18.5	56.1	25.6	18.3
Students with Disabilities	84.6	12.8	2.6	86.0	14.0	0

## Instructional Materials

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

[http://edtech.guhisd.net/textbooks/textbook\\_adoption.php](http://edtech.guhisd.net/textbooks/textbook_adoption.php)

## Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located within their communities.

## Substitute Teachers

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

## Highly Qualified Teachers

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

### NCLB Compliant Teachers

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	73.3%	26.7%
District	74.0%	26.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	75.5%	24.5%

## Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the Vice-Principal who has been trained and certified for competency to perform teacher evaluations. Teachers are evaluated against the California teaching standards.

## Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district dedicated 62 days to staff development annually for the past three years. Topics for staff development during the 2007/08 school year included:

- A Kinder, Gentler Classroom
- AP Workshop
- Conscious Classroom Management
- Data Analysis
- Designing Effective Assessments
- Differentiating Instruction for the Teenage Brain
- Diversity Training – Toward Equity
- Educational Benefits of a Teacher Website
- Edu-Soft Training
- Effective EL Strategies
- Evidence-Based Coaching for Peer Support
- Gang Awareness
- Geometry Assessment
- Google for Educators
- Literacy Training
- Making Vocabulary Stick At Any Level
- Nuts & Bolts of Teaching
- Outrageous Teaching!
- PLC English Workshops
- PLC Math Workshops
- PLC Science Workshops
- PLC Visual & Performing Arts Workshops
- PLC World Languages
- Poverty Training
- Reducing the Paperload
- Rewards Training
- Special Ed in the Regular Ed Classroom
- Stop Bullying Now
- Strategies for Enhancing Your Advanced Placement Course
- Strategies for Great Teaching
- Stress Management
- Unicorn Library Automated System Training
- Using Rubrics to Improve Student Learning
- Walk in the Shoes of a Student with AS
- Web 2.0 for Your Classroom
- WebQuests Made Easy
- Working With Challenging Students

## Data Sources

Data within the SARC was provided by Grossmont Union High School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

## District Expenditures

Grossmont Union High spent an average of \$9,030 to educate each student, based on 2006-07 FY audited financial statements.

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$9,030
From Restricted Sources	\$0
From Unrestricted Sources	\$0
District	
From Unrestricted Sources	\$0
Percentage of Variation between School & District	N/A
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	N/A

## District Revenue Sources

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

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

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

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

Average Salary Information		
Teachers - Principal - Superintendent		
2005-06		
	District	State
Beginning Teachers	\$33,932	\$39,456
Mid-Range Teachers	\$59,249	\$66,091
Highest Teachers	\$77,520	\$82,529
Elementary School Principals	-	-
Middle School Principals	-	\$104,975
High School Principals	\$113,250	\$116,464
Superintendent	\$163,317	\$171,138
Salaries as a Percentage of Total Budget		
Teacher Salaries	37.8%	37.4%
Administrative Salaries	5.0%	5.2%

## Parent Involvement

Valhalla greatly benefits from its supportive parents who give of their time and resources through athletic booster clubs participation, performing arts program support, "supply day" donations, Parent Teacher Organization leadership and membership, as well as their attendance at a variety of athletic and co-curricular venues. The school has a strong base of parent volunteers who work many hours in our school library assisting with such tasks as book repair and re-stacking shelves.

Parents are also welcome to join the Valhalla Parent Teacher Organization (PTO) which, unlike PTSA, keeps 100% of the membership dues at Valhalla to directly support students, the instructional program, and teachers. The school also benefits from several community partnerships, including Taylor Guitar Company, The Matt Magagna Foundation, The East County Economical Development Council, The Valhalla Foundation, and County Supervisor Diane Jacob. The Physiology Anatomy Program visits the hospitals of Scripps, Kaiser, UCSD, Thorton and the medical examiners office to observe hip and knee replacements, research on cadavers, and programs in sports medicine, paramedics, radiology, physical therapy, nursing, and emergency room protocols/procedures.

## Contact Information

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

## School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state based on financial statements.

Average Teacher Salaries	
School & District	
School	\$67,854
District	\$60,266
Percentage of Variation	12.59%
School & State	
All High School Districts	\$62,833
Percentage of Variation	7.99%