

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. Valhalla completed the WASC Self-Study process in the fall of 2008, reviewing and assessing all facets of our curricular, co- and extra-curricular programs. We solicited opinions from teachers, students, support staff, and parents through committee involvement, online surveys, and our School Site Council. At the time of this writing, Valhalla has not been informed of the term of accreditation. Our School Site Plan reflects our growth need plan in the three areas of (1) improved Academic Performance Index (our goal is an 830 score as determined by increased scores on the California Standards Tests), (2) a 100% pass rate on the California High School Exit Exam (currently about 93% for first time test takers), 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. goals (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 2008-09, 2123 9th -12th grade students were enrolled at the school, with classes arranged on a traditional seven period day schedule and semester calendar.

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, Parents' Rights Handbook, information sessions conducted for students by our administrative team, administrative classroom visits, informational inserts mailed home in the progress and semester report cards, and the Valhalla Line (PTO newsletter). Peer mediation is available to all students to help resolve student conflicts.

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. The Valhalla Mentorship Program provides Freshmen with a supportive environment to assist with the transition into high school. 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, girls' baseball, girls' field hockey, girls' and boys' lacrosse, girls' and boys' waterpolo, girls' and boys' swimming and diving, and gymnastics.

Student Enrollment by Ethnic Group

2007-08

	Percentage
African American	4.4%
American Indian	1.4%
Asian	2.7%
Caucasian	67.8%
Filipino	2.4%
Hispanic or Latino	17.2%
Pacific Islander	0.2%
Multiple or No Response	3.9%

Suspensions & Expulsions

	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	261	258	198	4230	3656	3109
Suspension Rate	13.2%	13.0%	9.4%	17.3%	15.3%	12.8%
Expulsions	6	5	9	186	182	195
Expulsion Rate	0.3%	0.3%	0.4%	0.8%	0.8%	0.8%

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			
	2005-06	2006-07	2007-08
9th	510	525	599
10th	551	475	505
11th	499	508	498
12th	417	481	513

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					
	06	07	08	06	07	08	06	07	08	06	07	08
English	25	23	22	43	47	55	9	21	26	31	27	20
Mathematics	30	21	24	20	47	45	12	15	12	25	20	23
Science	31	31	31	7	8	10	18	16	16	30	30	33
Social Science	30	29	30	14	11	15	12	17	11	45	33	37

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. A contract with the San Diego County Sheriff's Department provides a full time School Resource Officer (SRO). In addition, Valhalla has five full time Campus Supervisors. 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, during break periods and lunch, and most evening student activities. 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.

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. Construction on a new science building is expected to begin in January 2009.

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.

School Facility Conditions				
Date of Last Inspection: 12/10/2008				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

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. The Valhalla administration, guidance staff, and attendance office work proactively with the district's Dropout Prevention Specialists to intervene with students with attendance related issues. 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.

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.

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 2007-08 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Completion of High School Graduation Requirements			
	School	District	State
African American	76.0%	*	*
American Indian	100.0%	*	*
Asian	80.0%	*	*
Filipino	100.0%	*	*
Hispanic or Latino	74.0%	*	*
Pacific Islander	50.0%	*	*
Caucasian	88.0%	*	*

* Data was not available at the time of publication.

CAT-6

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

Academic Performance Index

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

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

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

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 (2008-09)	-	Year 3
# of Schools Currently in PI	-	2
% of Schools Identified for PI	-	7.69%

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Academic Coach		
Adaptive PE Specialist	1	.2
Assistant Principal	3	3
Athletic Director	1	.2
Attendance Clerk	2	2
AVID Tutor	6	.8
Campus Supervisor	5	5
Counseling Technician	3	3
Counselor	5	5
EIA/LEP Instructional Coordinator	1	.2
English Language Development (ELD) Aide	1	.8
Librarian	1	1
Library Technician	1	1
P.E. Aide	1	1
PE Teacher	5	4.4
School nurse	1	1
School Psychologist	1	1
School Resource Officer	1	1
Special Education Aides	5	5
Specialized Academic Instruction (SAI) Teacher	7	7
Speech Therapist	1	1
Student Activities Director	1	.4
Technology Specialist	1	1

API School Results

	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	8	8	8	
Similar Schools Rank	2	4	3	
All Students				
Actual Growth	24	2	40	800
Socioeconomically Disadvantaged				
Actual Growth	64	-4	33	690
Hispanic or Latino				
Actual Growth	20	-31	50	740
Caucasian				
Actual Growth	19	9	41	818
Students with Disabilities				
Actual Growth	45	8	48	576

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 2007-08 Test Results	
9th Grade	
School	
School Overall	36.1%
School (Boys)	43.3%
School (Girls)	28.9%
District	
District Overall	35.6%
District (Boys)	38.0%
District (Girls)	33.1%
State	
State Overall	35.6%
State (Boys)	36.7%
State (Girls)	34.5%

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

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.

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

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. 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.

	CAHSEE By Subject								
	2005-06			2006-07			2007-08		
	School	District	State	School	District	State	School	District	State
English	73.4	55.4	51.1	71.2	49.9	48.6	77.6	54.6	52.9
Mathematics	66.0	55.3	46.8	69.0	55.8	49.9	73.6	55.7	51.3

	CAHSEE By Student Group					
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	22.4	53.4	24.1	26.4	43.5	30.1
Male	23.6	58.3	18.2	25.2	43.4	31.4
Female	21.2	48.2	30.5	27.8	43.6	28.6
African American	28.0	64.0	8.0	52.0	32.0	16.0
Hispanic or Latino	41.7	46.4	11.9	48.8	39.3	11.9
White	17.2	53.6	29.2	19.7	44.2	36.1
English Learners	70.6	27.5	2.0	66.7	27.5	5.9
Socioeconomically Disadvantaged	53.6	39.3	7.1	53.6	33.3	13.1
Students with Disabilities	57.9	36.8	5.3	65.8	18.4	15.8

Advanced Placement Classes

Valhalla High encourages students to continue their education past high school. Valhalla High offers Advanced Placement (AP) courses in eleven different subject areas for those students seeking to qualify for college credit. Course offerings include subjects in both the core content areas, as well as several elective subjects. 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.

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.

Advanced Placement Classes		
	# of Courses	Enrollment
English	2	226
Foreign Language	1	24
Mathematics	1	113
Science	3	88
Social Science	4	371
Totals	11	822
Percent of Students in AP Courses		7.4%

Teacher Assignment

Grossmont Union High recruits and employs the most qualified credentialed teachers. Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2007-08 school year, the most current data are reported.

Teacher Credential Status				Misassignments/Vacancies				
	School			District		06-07	07-08	08-09
	05-06	06-07	07-08			07-08		
Fully Credentialed	75	77	78	1029	Misassignments of Teachers of English Learners	0	0	0
Without Full Credentials	4	3	5	24	Misassignments of Teachers (other)	0	0	0
Working Outside Subject	0	0	0	0	Total Misassignments of Teachers	0	0	0
					Vacant Teacher Positions	0	0	0

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'.

Career Technical Education Participation

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

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)

Question	Response
How many of the school's pupils participate in CTE?	972
What percent of the school's pupils complete a CTE program and earn a high school diploma?	86.9
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	36.9

UC/CSU Course Enrollment

	Percentage
% of Student Enrollment in Courses Required for UC/ CSU Admission	77.7%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	45.3%

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

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. Career and Technical Education Programs at Valhalla include Pre-Engineering, Automotive Technology, Culinary Arts, Multimedia Arts, Photography, Family and Consumer Sciences, and Technical Theatre. 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, COIN, sophomore conferencing, and participating in the District-wide "Got Plans?" event.

CTE Programs				
Title of Career Preparation Course	Who offers the course	How do these classes support student achievement	How does the school address the needs of all students in career preparation	How are the courses evaluated for effectiveness
Food Discoveries	Valhalla			
Culinary Arts	Valhalla			
Introduction to Engineering Design	Valhalla			
Civil Engineering/ Architecture	Valhalla			
Digital Arts	Valhalla			
Computer 3D Design/Animation	Valhalla			
Child Development	Valhalla			
Environmental Design	Valhalla			
Guitar Construction	Valhalla			
Technical Theatre	Valhalla			
Advanced Technical Theatre	Valhalla			
Automotive Technology	Valhalla			
Photography	Valhalla			

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 2007/08 school year:

New Courses Course Number(s) Department

Advanced Digital Arts 1H, 2H B247/B248 & T247/T248 Art & ROP
 Advanced Photography 1H, 2H B212/B213 & T264/265 Art & ROP
 Biology 1, 2 IB SL R238/R239 Science
 Cel Animation 1C, 2C B263/B264 Art
 Civil Engineering & Arch 1H, 2H K718/K719 Industrial Tech
 French 3, 4 IB HL2 G037/G038 Foreign Language
 Professional Musical Theatre
 Performer T510/T511 ROP
 Science 1, 2 Sheltered R023/R024 Science

Instructional Materials

Grossmont Union High School District held a Public Hearing on October 11, 2007, 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. 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://portal.guhisd.net/GUHSD/depts/edserv/curriculum/textbook>

Additional Internet Access/Public Libraries

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

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 2006-07 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	74.7%	25.3%
District	75.9%	24.1%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	76.9%	23.1%

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.

he district dedicated 60 days to staff development annually for the past three years. Topics for staff development during the 2008-2009 school year included:

- AP Workshop
- Breakdown Those Classroom Walls
- Collaboration Technology Tools
- Conscious Classroom Management
- Data Analysis
- Differentiated Instruction for the Teenage Brain
- Edu-Soft Training
- Effective EL Strategies
- Effective Teambuilding
- Equity & Diversity Training
- FACT Training
- Gang Awareness
- Health Workshop
- Making Common Assessments Meaningful Using Edu-Soft
- Maximizing Student Access to Library Materials
- Outrageous Teaching!
- Papers: Handling the Paper Load Through Improved Student Writing
- PLC Counselor Workshops
- PLC On-Site Support
- Poverty Training
- Principal/Asst. Principal Leadership Seminars
- ProACT Training
- Rebels With Applause: Motivating Reluctant Learners
- Rewards Training
- Special Ed in the Regular Ed Classroom
- Strategies for Enhancing Your Advanced Placement Course
- Strategies for Great Teaching
- Stress Management
- Teachers' Toolbox
- Working With Challenging Students

District Expenditures

Grossmont Union High School District spent an average of \$9,711 to educate each student, based on 2007-08 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	\$9,711
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	\$5,300
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).....\$11,700.00
- Gifted And Talented Education Program (GATE).....\$10,174.00
- 10thGrade Conferencing.....\$4,65700.00
- English Language Learners.....\$57,950.00
- Tobacco-Use Prevention Program.....\$14,163.00
- California High School Exit Exam Intensive Instruction.....\$18,000.00
- Arts and Music Block Grant.....\$25,119.00

Data Sources

Data within the SARC was provided by Grossmont Union High School District, retrieved from the 2007-08 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.

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 2006-07		
	District	State
Beginning Teachers	\$36,269	\$41,367
Mid-Range Teachers	\$63,331	\$66,967
Highest Teachers	\$82,344	\$85,877
Elementary School Principals	-	-
Middle School Principals	-	\$112,947
High School Principals	\$121,846	\$123,438
Superintendent	\$174,570	\$185,780
Salaries as a Percentage of Total Budget		
Teacher Salaries	36.9%	37.1%
Administrative Salaries	5.2%	5.1%

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.

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	\$65,244
District	\$64,549
Percentage of Variation	1.07%
School & State	
All High School Districts	\$65,574
Percentage of Variation	0.51%

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. To prepare for entrance to a CSU school, visit www.csumentor.edu.

