

# Grossmont Union High School District

## Valhalla High School

### 2008-2009 School Accountability Report Card

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Principal**

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#### 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 2008 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, 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. Our School Site Plan reflects our growth need plan in the three areas of (1) improved Academic Performance Index (our goal is an 850 score as determined by increased scores on the California Standards Tests), (2) a 100% pass rate on the California High School Exit Exam (currently approximately 93% for first time test takers in English Language Arts and approximately 97% for first time test takers in mathematics), 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, measurable, attainable, results-oriented, time-bound) focused on improving student achievement for all students.

The Valhalla staff are committed to ensuring "Success For All Students." Our stakeholders are well served by their efforts.

Mary Beth Kastan  
Principal

#### 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.

#### Student Enrollment by Ethnic Group

2008-09

	Percentage
African American	4.0%
American Indian	0.8%
Asian	2.5%
Caucasian	64.1%
Filipino	2.1%
Hispanic or Latino	17.7%
Pacific Islander	0.1%
Multiple or No Response	8.7%

During 2009-10, 2196 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 ranging from California Scholastic Federation to the Sailing Club for student involvement; and a comprehensive offering of electives in our regular education program in the areas of technology, visual arts, industrial technologies, family and consumer science, physical education, and advanced placement courses.

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

	Suspensions & Expulsions					
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	258	198	242	3656	3109	3856
Suspension Rate	13.0%	9.4%	11.4%	15.3%	12.8%	15.6%
Expulsions	5	9	8	182	195	230
Expulsion Rate	0.3%	0.4%	0.4%	0.8%	0.8%	0.9%

## Enrollment By Grade

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

	Enrollment Trend by Grade Level		
	2006-07	2007-08	2008-09
9th	525	599	565
10th	475	505	561
11th	508	498	500
12th	481	513	498

## Class Size

Average class sizes vary by grade level and subject area taught. However, the District provides staffing resources at a ratio of 37 students to 1 teacher.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
07	08	09	07	08	09	07	08	09	07	08	09	
English	23	22	25	47	55	46	21	26	13	27	20	31
Mathematics	21	24	25	47	45	40	15	12	11	20	23	30
Science	31	31	30	8	10	9	16	16	15	30	33	31
Social Science	29	30	28	11	15	17	17	11	9	33	37	41

## 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 2008/09 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  
 COURSES PENDING UC APPROVAL  
 Environmental Design I & II J140/J141  
 History IB HL1 S096/S097

## 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.

## Instructional Materials

Grossmont Union High School District held a Public Hearing on September 11, 2008, 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.guhhsd.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.

## 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.

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

- Acupuncture and Nutrition
- Algebra Workshop
- Asperger's Syndrome
- Assistant Principal Apprentice Program
- Assistant Principal Leadership Seminar
- Breakdown Those Classroom Walls
- Collaboration Technology Tools
- Conscious Classroom Management
- Differentiated Instruction for the Teenage Brain, Parts I & II
- Effective Teambuilding
- EL Workshop
- Equity & Diversity Training
- Gang Awareness
- Literacy Assessment
- Making Common Assessments Meaningful Using Edu-Soft
- Maximizing Student Access to Library Materials
- Outrageous Teaching!
- Papers, Papers, Papers -- Handling the Paperload
- PLC On-Site Training
- Poverty Training
- Principal Leadership Seminar
- ProACT Training & Refresher
- Rebels With Applause -- Motivating Reluctant Learners
- Special Ed in the Regular Ed Classroom
- Strategies for Great Teaching
- Stress Management
- Teachers' Toolbox
- Working and Communicating Effectively with Colleagues
- Working With Challenging Students, Parts I & II

### 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

### Teacher Assignment

Grossmont Union High recruits and employs the most qualified credentialed teachers.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	77	78	85	1080
Without Full Credentials	3	5	0	8
Working Outside Subject	0	0	0	22

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 2009-10 school year, the most current data are reported.

	Misassignments/Vacancies		
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## 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.

## 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 and School Site Council 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.

## 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>.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	76.7%	23.3%
District	77.5%	22.5%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	77.7%	22.3%

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	53	63	64	43	44	47	43	46	50
Mathematics	25	29	34	22	23	29	40	43	46
Science	49	61	62	32	41	46	38	46	50
History/Social Science	45	57	64	32	37	43	33	36	41

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	53	26	37	44
American Indian	59	38	*	69
Asian	70	43	74	75
Filipino	77	41	73	82
Hispanic or Latino	52	28	54	55
Pacific Islander	*	*	*	*
Caucasian	68	36	65	67
Males	59	34	64	68
Females	69	34	60	60
Socioeconomically Disadvantaged	43	27	41	38
English Learners	16	15	17	15
Students with Disabilities	24	13	31	26
Migrant Education	*	*	*	*

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

## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

National Assessment of Educational Progress					
Reading and Mathematics Results for Grades 4 & 8					
By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

National Assessment of Educational Progress				
Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL)				
By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

## 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.

## 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.

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	8	8	9	
Similar Schools Rank	4	3	8	
All Students				
Actual Growth	2	40	21	821
Socioeconomically Disadvantaged				
Actual Growth	-4	32	48	737
Hispanic or Latino				
Actual Growth	-31	50	45	785
Caucasian				
Actual Growth	9	41	14	832
Students with Disabilities				
Actual Growth	8	48	-6	570

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	No
API School Results	Yes		Yes	
Graduation Rate	Yes		Yes	

## 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			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	11.7%	23.5%	58.0%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.			

## 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 (2009-10)	-	Year 3
# of Schools Currently in PI	-	4
% of Schools Identified for PI	-	20.00%

## 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									
	2006-07			2007-08			2008-09		
	School	District	State	School	District	State	School	District	State
English	71.2	49.9	48.6	77.6	54.6	52.9	74.0	51.8	52.0
Mathematics	69.0	55.8	49.9	73.6	55.7	51.3	76.7	58.4	53.3

CAHSEE By Student Group						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	26.0	26.2	47.8	23.3	44.6	32.1
Males	30.2	27.1	42.7	24.4	42.7	32.8
Females	21.9	25.3	52.8	22.3	46.4	31.3
African American	50.0	31.2	18.8	37.5	50.0	12.5
Asian	14.3	33.3	52.4	14.3	42.9	42.9
Filipino	9.1	36.4	54.5	18.2	27.3	54.5
Hispanic or Latino	34.3	30.4	35.3	30.4	46.1	23.5
Caucasian	23.8	24.7	51.5	21.6	44.6	33.8
English Learners	42.2	28.4	29.4	34.9	42.2	22.9
Socioeconomically Disadvantaged	51.0	21.0	28.0	43.0	35.0	22.0
Students with Disabilities	67.3	24.5	8.2	67.3	22.4	10.2

## 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 2008-09 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	76.2%	*	*
American Indian	80.0%	*	*
Asian	92.9%	*	*
Filipino	90.5%	*	*
Hispanic or Latino	77.4%	*	*
Caucasian	88.1%	*	*

\* Data was not available at the time of publication.

## 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 through the Student Attendance Review Team (SART) and Student Attendance Review Board (SARB) processes. In hopes of preventing and reducing dropouts, the following alternative programs are made available to students: Learning Centers, Phoenix Contract Program, GED, 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. Tutorials are available to students before and after school.

Graduation & Dropout Rates			
	05-06	06-07	07-08
Dropout Rate	1.50%	1.20%	0.90%
Graduation Rate	97.30%	97.80%	96.90%

## 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
Science	3	98
Social Science	4	393
English	2	217
Mathematics	2	134
Totals	11	842
Percent of Students in AP Courses		7.5%

## 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).

## 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	76.2%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	63.0%

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

## Career Technical Education Participation

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

### Career Technical Education (CTE) Programs

Valhalla's 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. Guidance Counselors/Academic Advisors offer additional support through various programs, including: the Career Center, ASVAB, Explore, and PLAN Testing Assessments, COIN3 on-line career interest inventory, sophomore conferencing, and participation in the District-wide "Got Plans?" event. In addition, students complete a Four-Year Academic Plan, including an Individual Graduation Plan (IGP) and Post-Secondary Plan (PSP). Students in the AVID program participate in college tours.

### 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?	788
What percent of the school's pupils complete a CTE program and earn a high school diploma?	88.5
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	22.4

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			

## 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 13 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, two 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 be completed in spring 2010.

**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.

<b>School Facility Conditions</b>				
Date of Last Inspection: 12/30/2009				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			Rm. 202 - Thermostat hanging on the wall. Boys RR - Thermostat cover missing in the cust. rm. ASB - Thermostat hanging off the wall. Boys PE - Clothes dryer vented into an enclosed, inhabited space.
Interior		X		Staff mens - Floor and wall damage in the toilet stall. Staff womens RR - Floor damaged. Rm. 402 - Floor tiles missing in storage. Rm. 312 - Carpet transition strip missing at prep. rm. Rm. 316 - Flooring damaged at the double doors (hall side). Girls RR 3rd level - Cracks / floor damaged in 1 toilet stall. Stage craft - Floor missing - mens and womens RR. Culinary arts storage - Floor tiles missing - cleanliness issue. Boys RR - Ceramic tile missing, floor damaged / cracked. Rm. 251 culinary arts - Stained ceiling tiles at the condensate drain. Library - Ceiling tiles missing / stained. Rm. 246 - Ceiling tiles missing / damaged. Staff RR - Cove base and wall damage in mens. Rm. 241 - Floor tile missing at the west door. Girls RR - Hole in the wall at the cust. rm. R 2 - East wall damaged. R 1 - Carpet torn - trip hazard, stained ceiling tiles. Rm. 239 - Stained ceiling tiles. Girls PE - Concrete floor damaged in RR. Girls PE mezzanine - Floor tile damaged in the RR. Boys PE - Concrete floor damaged at the north door, floor damaged in the the ice rm., wall damage at the corners. Boys PE mezzanine - Cover base missing, flooring damaged in the RR, holes in the RR walls. Band - Stained ceiling files. Rm. 104 - Cover base missing, holes in the wall. Small storage at rm. 103 - Holes in the wall. Rm. 109 - Wallpaper damaged at the hallway.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			Library - Floor needs cleaning in the storage / work rm. Work rm. - Floor needs cleaning. Boys PE - Floor of the equip. storage rm. needs cleaning.
Electrical			X	Rm. 413 - Diffusers missing. Rm. 401 - 2 Lights out, 2 diffusers missing. Staff womens RR - 1 Light out in the RR, 1 light out in the vestibule and diffuser cracked. Rm. 412 - 5 Lights out. 4th floor utility - Light out in the vestibule. Rm. 402 - 1 Light out, 1 diffuser missing. 4th level loft - 2 Lights out. Catwalk - Elec. box open @ 7.5 ft., 3 exposed conductors. Rm. 312 - 4 Lights out, 2 diffusers missing. Science prep. - 3 Lights out, 4 diffusers missing. Rm. 311 - 2 Diffusers missing. Rm. 314 - 2 Lights out. Rm. 315 - 3 Light out, 1 diffuser cracked. Rm. 316 - 4 Lights out. Rm. 320 - Elec. conduit and 1 conductor coming out of the ceiling, 2 lights out, 4 diffusers missing. Rm. 319 - 5 Lights out. Rm. 302 - 5 Lights out. Rm. 221 - Diffuser cracked at the stairwell, light out in the vestibule at 215-219. Rm. 219 - 2 Lights out, 2 diffusers missing. Rm. 217 - 9 diffusers missing, 3 lights out. Rm. 216 - 2 Diffusers missing, 4 lights out, 2 diffusers cracked. Rm. 211 - 1 Light out in the classroom, 1 light out in the vestibule. Office - 1 Light out, exposed conductors at the clock location. Rm. 209B - 1 light out in the classroom, 2 lights out in the vestibule. Rm. 205 - 5 Diffusers. Rm. 204 - 2 Lights out, 1 diffuser cracked (5 lights out at the screen). Office 2 - 3 Diffusers missing, 1 light out. Rm. 203 - 4 Diffusers missing, 1 light out. Stage craft - 3 Lights out in the mens RR and dressing. Culinary arts storage - 6 Diffusers missing, 4 lights out, numerous lights out in the hallway. Boys RR - 4 Lights out. Library - 22 Light out. Rm. 247 - 4 Diffusers missing, 1 light out, exposed live conductors in the vestibule, 22 diffusers missing, 1 diffuser hanging, 6 lights out in the classroom, 2 lights out in the office. Auto shop - 2 Lights out in the classroom, 9 lights out in the shop. Rm. 241 - 6 Diffusers missing, receptacle cover missing at the exterior column - needs a waterproof cover. Rm. 238 - 3 Lights out in the classroom, 2 lights out in the office. Rm. 237 - 1 Light out in 2 small rms., 1 light out in the vestibule. ASB - 1 Diffuser missing in storage, 4 lights out. R 4 - 1 Light out, 1 diffuser cracked, 1 diffuser hanging. R 3 - 3 Lights out. Rm. 240 - 4 lights out, 6 diffusers missing. Rm. 239 - 8 Lights out. Girls PE - 4 Lights out in the RR. Rm. 231 - 1 Diffuser missing. Boys PE - 3 Knock out plugs missing in the ice rm., elec. box loose at the pony wall. Boys PE mezzanine - 8 Diffusers missing, 4 diffusers cracked, 1 light out. Gym - 1 Light out in mens and womens RR, 4 diffusers missing in the lobby, 3 lights out in the lobby. Band - 2 Lights out, 1 diffuser missing. Rm. 103 - 5 Diffusers missing, 3 lights out. Small storage at rm. 103 - 3 Lights out, 1 diffuser missing. Storage 2 - 3 Diffusers missing, 5 lights out. Rm. 109 - 3 Lights out.
Restrooms/Fountains		X		Nurse - No hot water in the hand washing sink. Girls RR 3rd level - 1 drinking fountain - no water. Boys RR - 1 Urinal missing. Staff RR - Mens - sink rusted - cleanliness issue. Girls RR - Several sinks cracked. Girls PE - 2 Sinks in RR cracked. Gym - Drinking fountain in the gym - no water. AV storage - Drinking fountain low pressure. Gym - Both RR need cleaning.
Safety (Fire Safety, Hazardous Materials)	X			Admin. - Main fire alarm panel "trouble". Rm. 401 - No FE (fire extinguisher). Rm. 412 - No FE. Rm. 411 - No FE. Rm. 410 - No FE. Rm. 407 - No FE. Rm. 406 - No FE. Rm. 402 - No FE. Catwalk - FE in cabinet with non safety glass - locked - not accessible. Rm. 312 - FE out of date (2002). Rm. 242 wood shop - FE out of date (2008) in the storage rm. R 8 - No FE. R 7 - No FE. R 6 - No FE. R 3 - No FE. Gym - 1 FE missing in the gym. Rm. 103 - No FE. Rm. 402 - Excessive bird droppings on the roof / deck with student access. R 1 - Peeling paint at the metal facia. Girls PE - Peeling paint at the walls. Mini gym - Peeling paint at the walls.
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			Boys PE - Asphalt trip hazard outside the south door. Mini gym - Asphalt trip hazard - south side. Girls PE - Mirror broken at PE attendant. Mini gym - Panic bar broken on the north door.

## 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 in fall 2009 by the School Safety Committee. All revisions were communicated to 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. New fire alarm, bell and speaker systems, as well as additional parking lot lighting, were installed in summer 2009. Surveillance cameras are used to help monitor safety on campus. 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 annually. 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.

## District Expenditures

Grossmont Union High School District spent an average of \$9,441 to educate each student, based on 2008-09 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	\$9,441
From Restricted Sources	-
From Unrestricted Sources	-
District	
From Unrestricted Sources	-
Percentage of Variation between School & District	-
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	-

## District Revenue Sources

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

Advancement Via Individual Determination (AVID)

Gifted And Talented Education Program (GATE)

English Language Learners

Tobacco-Use Prevention Program (TUPE)

California High School Exit Exam Intensive Instruction

Arts and Music Block Grant

## 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	\$69,856
District	\$68,475
Percentage of Variation	2.01%
School & State	
All High School Districts	\$68,332
Percentage of Variation	2.23%

## 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		
2007-08		
	District	State
Beginning Teachers	\$41,911	\$42,810
Mid-Range Teachers	\$65,864	\$69,375
Highest Teachers	\$87,718	\$89,104
Elementary School Principals	-	-
Middle School Principals	-	\$120,314
High School Principals	\$125,279	\$126,901
Superintendent	\$240,000	\$198,563
Salaries as a Percentage of Total Budget		
Teacher Salaries	38.7%	37.3%
Administrative Salaries	5.7%	5.2%

### Data Sources

Data within the SARC was provided by Grossmont Union High School District, retrieved from the 2008-09 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.

