

School Accountability Report Card

Reported Using Data from 2009–10 School Year

Published During 2010–11

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2010–11)

This section provides the school's contact information.

School		District	
School Name	Valhalla High School	District Name	Grossmont Union High School
Street	1725 Hillside Road	Phone Number	(619) 644-8000
City, State, Zip	El Cajon, CA 92019	Web Site	www.guhds.net
Phone Number	(619) 593-5300	Superintendent	Ralf Swenson
Principal	Mary Beth Kastan	E-mail Address	rswenson@guhds.net
E-mail Address	mkastan@guhds.net	CDS Code	37681303730066

School Description and Mission Statement (School Year 2009–10)

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. The accreditation process involves an in-depth review and assessment of all facets of our curricular, co- and extra-curricular programs. We solicit 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) focussed 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

Opportunities for Parental Involvement (School Year 2009–10)

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) 593-5312.

Student Enrollment by Grade Level (School Year 2009–10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten		Grade 8	5
Grade 1		Ungraded Elementary	0
Grade 2		Grade 9	540
Grade 3		Grade 10	575
Grade 4		Grade 11	579
Grade 5		Grade 12	538
Grade 6		Ungraded Secondary	0
Grade 7		Total Enrollment	2,237

Student Enrollment by Group (School Year 2009–10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	5.2	White	66.4
American Indian or Alaska Native	1.0	Two or More Races	0.1
Asian	2.2	Socioeconomically Disadvantaged	24.9
Filipino	2.2	English Learners	8.9
Hispanic or Latino	20.7	Students with Disabilities	10.1
Native Hawaiian/Pacific Islander	0.3		

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007–08				2008–09				2009–10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22	55	26	20	25	46	13	31	28	22	16	38
Mathematics	24	45	12	23	25	40	11	30	30	9	11	31
Science	31	10	16	33	30	9	15	31	29	11	16	34
Social Science	30	15	11	37	28	17	9	41	32	7	13	46

II. School Climate

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). 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' 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.

School Safety Plan (School Year 2009–10)

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 2010 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. 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 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.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Suspensions	9.4	11.5	9.8	14.4	17.2	16.1
Expulsions	0.4	0.4	0.4	0.9	1.0	0.9

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010–11)

Valhalla opened to students in the fall of 1974. Our facility is comprised of 85 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, 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 was completed in spring 2010, adding 12 state of the art science classrooms with lab facilities.

Cleaning Process: The principal and manager of school facilities work 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 Good Repair Status (School Year 2010–11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	n/a	x			Rm. 243/244 auto shop- water heater leaking. 300 mech. north- hose bibs at the large water heater leaking. Football storage- thermostat cover missing.
Interior: Interior Surfaces	n/a		x		Rm. 410- damage at the back wall. Kitchen 400- cove base missing, cabinet damaged. Admin.- ceiling access panel open. Counseling/VP- carpet damaged-Mrs. Ditomaso. Rm. 262 theatre- flooring damaged in the dressing rooms, mirror backstage cracked. Culinary storage- flooring damaged. Rm. 241 photo- flooring damaged at the classroom door. Rm. 242 shop- flooring damaged at the west area. Rm. 243/244 auto shop- hole in the wall at the east classroom door. Rm. 247- carpet damaged. Staff restroom- womens wall damage at the toilet, cabinet damaged. Girls restroom 300- hole in the wall at the right cust. Rm. 203- ceiling stained in the hallway. Boys PE- damage at the cove case, large hole in the soffitt wall. Girls PE- mirror cracked. Gym- cove base missing at several areas. Rm. 227 band- stained ceiling tiles, 2 carpet transitions missing at the storage door. Gym lobby- wall damage at both restrooms. Girls coaches office- flooring damaged at the restroom and lockers. R-2- wall covering damaged at the door. S-5- cove base missing.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	n/a	x			Food service- floors need cleaning, restroom floor needs cleaning, evidence of rats-feces behind the bldg.

<p>Electrical: Electrical</p>	<p>n/a</p>			<p>x</p> <p>Rm. 408 data- 1 diffuser missing. Rm. 411- ½ of the lights are out, possible switch problem. Staff restroom- womens 1 light out, 2 diffusers missing. Rm. 401- 1 light out, 2 diffusers missing, light switchplate cracked. Rm. 402- 1 light out, 1 diffuser missing. Rm. 306 facilities- 11 lights out in 309s, 1 diffuser hanging. Resource officer- 1 diffuser in the office, 3 diffusers missing in the corridor. Rm. 304- 3 lights out, evidence of arcing/fire at the light switch (safety). Rm. 303- 6 lights out in the common area between 303/302. Rm. 302- 5 lights out, 1 diffuser cracked. Rm. 320- 4 diffusers missing. Counseling/VP- 3 lights out. Rm. 262 theatre- dressing rooms 1 of 3 lights out in both rooms, switchplate broken at the south door backstage, 5 lights out backstage, 1 light out in the office vestibule, 1 diffuser missing in the office. Culinary storage- 5 of 10 lights out, 6 diffusers missing. Rm. 252- 1 diffuser missing. Rm. 238- 2 lights out in the office, 3 diffusers missing in the common area. Rm. 242 shop- 6 lights out, electrical panels blocked east wall. Rm. 243/244 auto shop- light switchplate missing in the classroom, 5 diffusers missing in the shop. Rm. 247- abandoned electrical monument (trip hazard). Library- several lights out in the stacks, 1 diffuser damaged at the low ceiling. Rm. 260 attendance- 2 lights out. Staff restroom- 1 light out in the vestibule, womens diffuser missing. Storage- 1 diffuser missing. Food service- evidence of arcing at the receptacle. Rm. 222 duplicating- 7 of 14 lights out. Rm. 220- 1 lightout in the work rm., 4 diffusers missing in the work rm., 2 diffusers cracked. Rm. 218- 3 lights out. Rm. 217- 2 lights out. 10 diffusers missing. Rm. 216- 3 lights out, 2 diffusers missing. Rm. 208- 1 light out, 1 diffuser cracked. Rm. 207- 4 diffusers missing, work rm. 1 light out and 1 diffuser missing, cracked diffuser in hallway. Rm. 204- 6 diffusers missing. Rm. 203- 4 diffusers missing, 1 light out. Rm. 202- 2 diffusers missing. Storage at vending- 1 light out, 1 diffuser missing. Storage at womens restroom- 2 lights out, 1 diffuser hanging, 36 lights out in hallway/common. Rm. 106- 2 lights out, 1 diffuser missing. Boys PE- 1 light out, 1 diffuser missing, 1 diffuser damaged, coaches locker rm. diffuser damaged. Football storage- 2 diffusers missing. Girls PE- 3 lights out in the restroom, 3 diffusers missing. Rm. 227 band- 3 lights out, 1 diffuser missing, 1 diffuser missing (safety). Gym lobby- 4 diffusers missing in the lobby, girls diffuser missing. Girls PE attendant- 1 diffuser missing. Girls coaches office- 2 diffusers missing in the office, 1 diffuser missing in the hallway, 3 diffusers missing in the restroom/locker area. Science core upper- electrical panels blocked at the exit. Food service- 6 lights out. R-1- 2 lights out. R-7- 1 light out, 1 diffuser hanging.</p>
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Restrooms/Fountains: Restrooms, Sinks/ Fountains	n/a	x		Staff restroom- mens 1 sink no water. Cust. 400 FA- drinking fountain no water. Nurse- no hot water. Rm. 251 culinary arts- exterior drinking fountains- 1 damaged, 1 extremely high pressure. Rm. 242 shop- west sink/eye wash station no water (health and safety). Boys restroom 300- 1 sink cracked. Staff restroom- mens sink rusted and deteriorated. Girls restroom 300- room and vestibule need cleaning. Boys PE- drinking fountain low pressure. Girls PE- restroom needs cleaning, 2 sinks cracked in the restroom. Boys restroom 500 lower- center faucet no water, 1 exterior drinking fountain no water.
Safety: Fire Safety, Hazardous Materials	n/a	x		Rm. 411- no fire extinguisher within 75 ft. Rm. 412- no fire extinguisher within 75 ft. Cust. 400 FA- main fire alarm panel "trouble, ground fault". Rm. 402- no fire extinguisher within 75 ft., excessive bird droppings in the patio area (health and safety). Rm. 301- no access to a fire extinguisher-behind a locked door. Rm. 262 theatre- 50+ gallons of paint stored outside of an approved storage cabinet. Rm. 234/244 auto shop- no fire extinguisher in the shop or classroom (safety). Girls PE- peeling paint in the locker room wall. Gym- 2 fire extinguishers missing. Rm. 227 band- no fire extinguisher. Science core lower- 1 fire extinguisher missing at the exit. R-3- no fire extinguisher. R-2- no fire extinguisher. R-6- no fire extinguisher. R-7- no fire extinguisher. R-8- no fire extinguisher.
Structural: Structural Damage, Roofs	n/a	x		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	n/a	x		Boys PE- exterior restroom door frame rusted. Wrestling rm.- asphalt/concrete transition south side trip hazard.
Overall Rating		x		n/a

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	78	85		
Without Full Credential	5	0		
Teaching Outside Subject Area of Competence	0	0	0	n/a

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher

assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009–10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	100%	0%

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009–10)

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.

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	447
Library Media Teacher (librarian)	1	n/a
Nurse	1	n/a
Administrators	4	n/a
Pupil Services	9	n/a
Classified	26	n/a

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010–11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts		0	See Appendix 1
Mathematics		0	
Science		0	
History-Social Science		0	
Foreign Language		0	
Health		0	
Visual and Performing Arts		0	
Science Laboratory Equipment (grades 9-12)		0	

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008–09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$9,584	-	-	\$69,856
District	n/a	n/a	-	\$68,475
Percent Difference – School Site and District	n/a	n/a	-	2.01
State	n/a	n/a	\$5,512	
Percent Difference – School Site and State	n/a	n/a		

Types of Services Funded (Fiscal Year 2009–10)

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)	\$9,227.00
Gifted And Talented Education Program (GATE)	\$4,275.00
English Language Learners	\$30,345.00

Teacher and Administrative Salaries (Fiscal Year 2008–09)

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 a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,911	\$42,810
Mid-Range Teacher Salary	\$65,864	\$69,375
Highest Teacher Salary	\$87,718	\$89,104
Average Principal Salary (Elementary)	-	-
Average Principal Salary (Middle)	-	\$120,314
Average Principal Salary (High)	\$125,279	\$126,901
Superintendent Salary	\$240,000	\$198,563
Percent of Budget for Teacher Salaries	38.7	37.3
Percent of Budget for Administrative Salaries	5.7	5.2

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	63	64	63	44	47	48	46	50	52
Mathematics	29	34	33	23	29	31	43	46	48
Science	48	44	46	38	41	44	41	44	48
History-Social Science	43	42	49	37	43	46	36	41	44

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	46.4	27.9	43.3	46.3
All Students at the School	62.9	32.7	53.1	63.9
Male	59.7	34.6	54.5	67.4
Female	66.4	31.3	52.2	61.0
Black or African American	37.3	16.5	36.4	53.8
American Indian or Alaska Native				
Asian	70.9			73.9
Filipino				
Hispanic or Latino	50.4	24.3	37.9	51.5
Native Hawaiian or Pacific Islander				
White	67.9	36.3	59.0	68.6
Two or More Races				
Socioeconomically Disadvantaged	34.9	18.3	32.6	33.5
English Learners	17.1	11.5	10.3	16.2
Students with Disabilities	14.7	6.3	20.0	16.5
Students Receiving Migrant Education Services				

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute AYP designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found on the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	77.6	74.0	65.0	54.6	51.8	48.0	52.9	52.0	54.0
Mathematics	73.6	76.7	68.0	55.7	58.4	55.0	51.3	53.3	54.0

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	23	29	48	17	25	55
All Students at the School	15	20	65	8	24	68
Male	17	22	61	5	24	71
Female	12	20	68	11	25	64
Black or African American	0	36	64	10	30	60
American Indian or Alaska Native						
Asian	17	16	67	9	18	73
Filipino						
Hispanic or Latino	24	24	52	13	32	55
Native Hawaiian/Pacific Islander						
White	12	19	69	6	21	73
Two or More Races						
Socioeconomically Disadvantaged	32	22	46	18	31	51
English Learners	68	22	10	33	54	13
Students with Disabilities	58	27	15	13	37	50
Students Receiving Migrant Education Services						

California Physical Fitness Test Results (School Year 2009–10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	11.7	23.5	58.0

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	8	9	9
Similar Schools	3	8	9

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years. *Note: "N/A" means that the student group is not numerically significant or data were not available.*

Group	Actual API Change		
	2007–08	2008–09	2009–10
All Students at the School	40	21	-11
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	50	45	-24
Native Hawaiian/Pacific Islander			
White	41	14	-5
Two or More Races	N/A	N/A	
Socioeconomically Disadvantaged	32	48	-33
English Learners			-79
Students with Disabilities	48	-6	-26

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	809	735	729
Black or African American		670	638
American Indian or Alaska Native		701	703
Asian		780	857
Filipino		818	812
Hispanic or Latino	759	687	672

Native Hawaiian/Pacific Islander			706
White	827	768	801
Two or More Races		638	747
Socioeconomically Disadvantaged	703	664	669
English Learners	663	620	626
Students with Disabilities	537	509	494

Adequate Yearly Progress

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009–10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	99.0	88.0
Participation Rate - Mathematics	99.0	91.0
Percent Proficient - English-Language Arts	67.4	48.9
Percent Proficient - Mathematics	65.7	54.5
API	Yes	No
Graduation Rate	Yes	No

Federal Intervention Program (School Year 2010–11)

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 (ELA 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. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-05
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	n/a	
Percent of Schools Currently in Program Improvement	n/a	

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>. (Outside Source)

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>. (Outside Source)

Dropout Rate and Graduation Rate

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 Specialist 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 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.

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09
Dropout Rate (1-year)	1.5	0.9	2.0	3.3	2.6	3.6	5.5	4.9	5.7
Graduation Rate	96.4	95.6	92.4	89.5	87.0	84.0	80.6	80.2	78.6

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2009–10 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2010		
	School	District	State
All Students			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			

Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Career Technical Education Programs (School Year 2009–10)

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, and PLAN Testing Assessments, Career Cruising 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.

Career Technical Education Participation (School Year 2009–10)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	529
Percent of pupils completing a CTE program and earning a high school diploma	17.8%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	19.0%

Courses for University of California and/or California State University Admission (School Year 2008–09)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	
Graduates Who Completed All Courses Required for UC/CSU Admission	61.8%

Advanced Placement Courses (School Year 2009–10)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	n/a
English	4	n/a
Fine and Performing Arts	6	n/a
Foreign Language	2	n/a
Mathematics	4	n/a
Science	8	n/a
Social Science	6	n/a
All courses		

XII. Instructional Planning and Scheduling

Professional 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. 15 days per year over the last 3 years have been dedicated to staff development Topics for staff development during the 2009-2010 school year included:

- Algebra Workshop: Development of the End-of-Course Exam
- Algebra Seminar
- Assistant Principal Apprentice Program
- Assistant Principal PLC Meetings
- Principal PLC Meetings
- Technology Tools
- Conscious Classroom Management
- Differentiated Instruction for the Teenage Brain, Parts I & II
- Effective Teambuilding
- Literacy for all Core Content Areas
- Literacy for Special Ed
- Literacy for EL
- Making Common Assessments Meaningful Using Edu-Soft
- Outrageous Teaching!
- Poverty Training
- Special Ed in the Regular Ed Classroom
- Working and Communicating Effectively with Colleagues