

Executive Summary School Accountability Report Card, 2010–11

For Valhalla High

| | | | |
|-------------------|--|--------------------|----------------|
| Address: | 1725 Hillsdale Rd., El Cajon, CA, 92019-3742 | Phone: | (619) 593-5500 |
| Principal: | Mary Beth Kastan, Principal | Grade Span: | 9-12 |

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

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 2010-11, 2147 9th -12th grade students were enrolled at the school, with classes arranged on a traditional schedule calendar.

Student Enrollment

| Group | Enrollment |
|----------------------------------|------------|
| Number of students | 2,147 |
| Black or African American | 3.9% |
| American Indian or Alaska Native | 0.7% |
| Asian | 2.0% |
| Filipino | 1.7% |

| | |
|-------------------------------------|-------|
| Hispanic or Latino | 21.6% |
| Native Hawaiian or Pacific Islander | 0.2% |
| White | 62.4% |
| Two or More Races | 4.2% |
| Socioeconomically Disadvantaged | 17.3% |
| English Learners | 10.7% |
| Students with Disabilities | 11.1% |

Teachers

| Indicator | Teachers |
|--|----------|
| Teachers with full credential | 84 |
| Teachers without full credential | 0 |
| Teachers Teaching Outside Subject Area of Competence | 7 |
| Misassignments of Teachers of English Learners | 0 |
| Total Teacher Misassignments | 0 |

Student Performance

| Subject | Students Proficient and Above on STAR* Program Results |
|------------------------|--|
| English-Language Arts | 64% |
| Mathematics | 38% |
| Science | 61% |
| History-Social Science | 62% |

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

| Indicator | Result |
|---|--------------|
| 2011 Growth API Score (from 2011 Growth API Report) | 809 |
| Statewide Rank (from 2010 Base API Report) | 8 |
| Met All 2011 AYP Requirements | no |
| Number of AYP Criteria Met Out of the Total Number of Criteria Possible | Met 18 of 22 |
| 2011–12 Program Improvement Status (PI Year) | |

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

Curriculum and Instructional Materials

| Core Curriculum Area | Pupils Who Lack Textbooks and Instructional Materials |
|--|---|
| Reading/Language Arts | 0% |
| 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% |

School Finances

| Level | Expenditures Per Pupil (Unrestricted Sources Only) |
|-------------|--|
| School Site | \$4,770 |
| District | |
| State | \$5,455 |

School Completion

| Indicator | Result |
|---------------------------------|--------|
| Graduation Rate (if applicable) | 90.34 |

Postsecondary Preparation

| Measure | Percent |
|--|---------|
| Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma | 79 |
| Graduates Who Completed All Courses Required for University of California or California State University Admission | 43.3% |

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see 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

Ed-Data Partnership Web Site

Ed-Data *is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT)* that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

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 2011–12)

| School | | District | |
|-------------------------|-----------------------------|-----------------------|----------------------|
| School Name | Valhalla High | District Name | Grossmont Union High |
| Street | 1725 Hillside Rd. | Phone Number | (619) 644-8000 |
| City, State, Zip | El Cajon, CA, 92019-3742 | Web Site | www.guhsd.net/ |
| Phone Number | (619) 593-5500 | Superintendent | Ralf Swenson |
| Principal | Mary Beth Kastan, Principal | E-mail Address | rswenson@guhsd.net |
| E-mail Address | mkastan@guhsd.net | CDS Code | 37681303730066 |

School Description and Mission Statement (School Year 2010–11)

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 (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 Single Plan for Student Achievement 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 IC. 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 of focusing 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 2010–11)

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 2010–11)

| Grade Level | Number of Students | Grade Level | Number of Students |
|--------------|--------------------|---------------------|--------------------|
| Kindergarten | 0 | Grade 8 | 3 |
| Grade 1 | 0 | Ungraded Elementary | 0 |
| Grade 2 | 0 | Grade 9 | 528 |
| Grade 3 | 0 | Grade 10 | 509 |
| Grade 4 | 0 | Grade 11 | 530 |
| Grade 5 | 0 | Grade 12 | 577 |
| Grade 6 | 0 | Ungraded Secondary | 0 |
| Grade 7 | 0 | Total Enrollment | 2,147 |

Student Enrollment by Subgroup (School Year 2010–11)

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 3.9% |
| American Indian or Alaska Native | 0.7% |
| Asian | 2.0% |
| Filipino | 1.7% |
| Hispanic or Latino | 21.6% |
| Native Hawaiian or Pacific Islander | 0.2% |
| White | 62.4% |
| Two or More Races | 4.2% |
| Socioeconomically Disadvantaged | 17.3% |
| English Learners | 10.7% |
| Students with Disabilities | 11.1% |

Average Class Size and Class Size Distribution (Secondary)

| Subject | Avg. Class Size | 2008–09 Number of Classes* | | | Avg. Class Size | 2009–10 Number of Classes* | | | Avg. Class Size | 2010–11 Number of Classes* | | |
|----------------|-----------------|----------------------------|-------|-----|-----------------|----------------------------|-------|-----|-----------------|----------------------------|-------|-----|
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 24.1 | 46 | 9 | 28 | N/D | 22 | 16 | 38 | 32.0 | 7 | 9 | 27 |
| Mathematics | 24.3 | 40 | 9 | 27 | N/D | 9 | 11 | 31 | 30.4 | 7 | 6 | 17 |
| Science | 30.1 | 9 | 14 | 29 | N/D | 11 | 16 | 34 | 33.2 | 6 | 2 | 29 |
| Social Science | 26.6 | 17 | 6 | 30 | N/D | 7 | 13 | 46 | 31.8 | 8 | 7 | 28 |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2010–11)

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 September 2011 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 four 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

| Rate* | School 2008–09 | School 2009–10 | School 2010–11 | District 2008–09 | District 2009–10 | District 2010–11 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|
| Suspensions | 11.5 | 9.8 | 9.2 | 17.2 | 16.1 | 12.9 |
| Expulsions | 0.4 | 0.4 | 0.3 | 1.0 | 0.9 | 0.7 |

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

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 2011–12)

Completed on July 18, 2011

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|---|---------------|------|------|------|--|
| | Exemplary | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | | X | | | |
| Interior: Interior Surfaces | | | X | | Floor damage, Carpet damage, Cove base missing, Several ceiling tiles stained, missing, hanging or damaged, Weight rm.- mirror cracked / |

| | | | | | |
|---|--|---|---|--|---|
| | | | | | sharp edges, numerous holes (1- 1'x3') in the west soffit wall, Boys coaches office- hole in the carpet, Several diffusers missing ,hanging, cracked or damaged |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | | X | | | |
| Electrical: Electrical | | | X | | Several diffusers missing, cracked, hanging or damaged, Several lights out or hanging, exterior elec. cover missing, 3 elec. knockouts missing in the switch box in the ice machine rm., Rm. 252- receptacle box loose at the door |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | | | X | | Girls coaches office- toilet valve leaks, RR needs cleaning, Gym- both RRs need cleaning 9- Boys- 1 faucet leaks, Girls- 1 faucet no cold water, Weight rm.- exterior drinking fountain fixture loose on the wall, Staff RR- mens- sink damaged, Nurse-no hot water in the handwashing sink - HEALTH ISSUE, |
| Safety: Fire Safety, Hazardous Materials | | X | | | |
| Structural: Structural Damage, Roofs | | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | | X | | | |
| Overall Rating | | X | | | |

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

| Teachers | School 2008–09 | School 2009–10 | School 2010–11 | District 2010–11 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential | 85 | 97 | 84 | 933 |
| Without Full Credential | 0 | 0 | 0 | 2 |
| Teaching Outside Subject Area of Competence (with full credential) | 5 | 7 | 7 | 52 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2009–10 | 2010–11 | 2011–12 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see 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 | Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers |
|----------------------------------|--|--|
| This School | 100.00% | 0.00% |
| All Schools in District | 99.81% | 0.19% |
| High-Poverty Schools in District | 100.00% | 0.00% |
| Low-Poverty Schools in District | 100.00% | 0.00% |

Note: 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.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|-----------------------------------|---|
| Academic Counselor | 5 | 429 |
| Counselor (Social/Behavioral or Career Development) | | |
| Library Media Teacher (librarian) | 1 | |
| Library Media Services Staff (paraprofessional) | | |
| Psychologist | 1 | |
| Social Worker | | |
| Nurse | | |
| Speech/Language/Hearing Specialist | | |
| Resource Specialist (non-teaching) | | |
| Other | | |

Note: Cells shaded in black do not require data.

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: December 1, 2011

| Core Curriculum Area | From most recent adoption? | Percent students lacking own assigned copy |
|------------------------|----------------------------|--|
| Reading/Language Arts | Yes | 0% |
| Mathematics | Yes | 0% |
| Science | Yes | 0% |
| History-Social Science | Yes | 0% |
| Foreign Language | Yes | 0% |
| Health | Yes | 0% |

| | | |
|--|-----|----|
| Visual and Performing Arts | Yes | 0% |
| Science Laboratory Equipment (grades 9-12) | Yes | 0% |

*A complete list of Instructional Materials/Textbooks is located at the conclusion of this report.

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental / Restricted) | Expenditures Per Pupil (Basic / Unrestricted) | Average Teacher Salary |
|---|------------------------------|--|---|------------------------|
| School Site | \$4,770 | | | |
| District | | | | \$69,918 |
| Percent Difference – School Site and District | | | | |
| State | | | \$5,455 | \$70,570 |
| Percent Difference – School Site and State | | | | |

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010–11)

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) | \$6,854.00 |
| Gifted And Talented Education Program (GATE) | \$3,563.00 |
| English Language Learners | \$31,583.00 |

Teacher and Administrative Salaries (Fiscal Year 2009–10)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$41,911 | \$42,954 |
| Mid-Range Teacher Salary | \$69,857 | \$69,905 |
| Highest Teacher Salary | \$87,718 | \$89,464 |
| Average Principal Salary (Elementary) | \$0 | |
| Average Principal Salary (Middle) | \$0 | \$121,722 |
| Average Principal Salary (High) | \$125,266 | \$128,348 |
| Superintendent Salary | \$248,571 | \$205,119 |
| Percent of Budget for Teacher Salaries | 36.00% | 37.00% |
| Percent of Budget for Administrative Salaries | 6.00% | 5.00% |

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which 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.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade 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.

- **California Alternate Performance Assessment (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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|------------------------|--|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2008–09 | 2009–10 | 2010–11 | 2008–09 | 2009–10 | 2010–11 | 2008–09 | 2009–10 | 2010–11 |
| English-Language Arts | 64% | 63% | 64% | 47% | 48% | 49% | 49% | 52% | 54% |
| Mathematics | 34% | 33% | 38% | 29% | 31% | 33% | 46% | 48% | 50% |
| Science | 62% | 55% | 61% | 45% | 45% | 48% | 50% | 54% | 57% |
| History-Social Science | 64% | 64% | 62% | 43% | 46% | 48% | 41% | 44% | 48% |

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.

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

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
|----------------------------|---|-------------|---------|-------------------------|
| | English- Language Arts | Mathematics | Science | History- Social Science |
| All Students in the LEA | 49% | 33% | 48% | 48% |
| All Students at the School | 64% | 38% | 61% | 62% |
| Male | 61% | 38% | 62% | 68% |
| Female | 67% | 38% | 61% | 56% |

| | | | | |
|---|-----|-----|-----|-----|
| Black or African American | 52% | 22% | 39% | 50% |
| American Indian or Alaska Native | 0% | 0% | 0% | 0% |
| Asian | 65% | 45% | 58% | 65% |
| Filipino | 85% | 46% | 89% | 89% |
| Hispanic or Latino | 51% | 27% | 47% | 48% |
| Native Hawaiian or Pacific Islander | 0% | 0% | 0% | 0% |
| White | 68% | 42% | 66% | 67% |
| Two or More Races | | | | |
| Socioeconomically Disadvantaged | 41% | 29% | 31% | 37% |
| English Learners | 15% | 16% | 19% | 20% |
| Students with Disabilities | 23% | 21% | 19% | 22% |
| Students Receiving Migrant Education Services | | | | |

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.

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 to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

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

| Subject | Percent of Students Scoring at Proficient or Advanced | | | | | | | | |
|-----------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2008–09 | 2009–10 | 2010–11 | 2008–09 | 2009–10 | 2010–11 | 2008–09 | 2009–10 | 2010–11 |
| English-Language Arts | 71% | 65% | 72% | 52% | 50% | 59% | 52% | 54% | 59% |

| | | | | | | | | | |
|-------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Mathematics | 78% | 68% | 72% | 60% | 56% | 59% | 53% | 54% | 56% |
|-------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|

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.

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

| Group | English-Language Arts | | | Mathematics | | |
|---|-----------------------|------------|----------|----------------|------------|----------|
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students in the LEA | 41% | 28% | 31% | 41% | 40% | 19% |
| All Students at the School | 28% | 24% | 48% | 28% | 45% | 27% |
| Male | 28% | 25% | 47% | 25% | 45% | 30% |
| Female | 27% | 23% | 50% | 33% | 44% | 23% |
| Black or African American | 44% | 25% | 31% | 52% | 40% | 8% |
| American Indian or Alaska Native | 0% | 0% | 0% | 0% | 0% | 0% |
| Asian | 0% | 0% | 0% | 0% | 0% | 0% |
| Filipino | 5% | 16% | 79% | 5% | 42% | 53% |
| Hispanic or Latino | 37% | 30% | 34% | 45% | 41% | 14% |
| Native Hawaiian or Pacific Islander | 0% | 0% | 0% | 0% | 0% | 0% |
| White | 25% | 23% | 53% | 24% | 46% | 30% |
| Two or More Races | 0% | 0% | 0% | 0% | 0% | 0% |
| Socioeconomically Disadvantaged | 61% | 20% | 19% | 52% | 36% | 12% |
| English Learners | 74% | 16% | 10% | 69% | 19% | 12% |
| Students with Disabilities | 74% | 16% | 9% | 45% | 45% | 9% |
| Students Receiving Migrant Education Services | 0% | 0% | 0% | 0% | 0% | 0% |

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.

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tq/pf/>.

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 0.00% | 0.00% | 0.00% |
| 7 | 0.00% | 0.00% | 0.00% |
| 9 | 17.40% | 23.30% | 43.10% |

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.

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. For detailed information about the API, see the CDE *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 | 2008 | 2009 | 2010 |
|-----------------|------|------|------|
| Statewide | 9 | 9 | 8 |
| Similar Schools | 8 | 9 | 7 |

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

| Group | Actual API Change 2008–09 | Actual API Change 2009–10 | Actual API Change 2010–11 |
|-------------------------------------|------------------------------|------------------------------|------------------------------|
| All Students at the School | 21 | -11 | 1 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | 45 | -24 | 12 |
| Native Hawaiian or Pacific Islander | | | |
| White | 14 | -5 | -5 |
| Two or More Races | N/D | | |
| Socioeconomically Disadvantaged | 48 | -34 | -10 |
| English Learners | | -77 | 5 |
| Students with Disabilities | -6 | -28 | 15 |

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

| Group | 2011 Growth API | | | | | |
|----------------------------|--------------------|--------|--------------------|-----|--------------------|-------|
| | Number of Students | School | Number of Students | LEA | Number of Students | State |
| All Students at the School | 1,450 | 809 | 13,009 | 743 | 4,683,676 | 778 |

| | | | | | | |
|--|-------|-----|-------|-----|-----------|-----|
| Black or African American | 74 | 733 | 937 | 670 | 317,856 | 696 |
| American Indian or Alaska Native | 7 | | 186 | 724 | 33,774 | 733 |
| Asian | 27 | 800 | 187 | 777 | 398,869 | 898 |
| Filipino | 38 | 909 | 289 | 833 | 123,245 | 859 |
| Hispanic or Latino | 284 | 769 | 3,916 | 698 | 2,406,749 | 729 |
| Native Hawaiian or Pacific Islander | 2 | | 77 | 793 | 26,953 | 764 |
| White | 1,018 | 822 | 7,387 | 773 | 1,258,831 | 845 |
| Two or More Races | 0 | | 8 | | 76,766 | 836 |
| Socioeconomically Disadvantaged | 366 | 689 | 5,341 | 662 | 2,731,843 | 726 |
| English Learners | 253 | 668 | 2,776 | 611 | 1,521,844 | 707 |
| Students with Disabilities | 160 | 535 | 1,617 | 506 | 521,815 | 595 |

Adequate Yearly Progress

The federal ESEA 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

| AYP Criteria | School | District |
|---|---------------|-----------------|
| Made AYP Overall | No | No |
| Met Participation Rate - English-Language Arts | Yes | No |
| Met Participation Rate - Mathematics | Yes | No |

| | | |
|--|-----|-----|
| Met Percent Proficient - English-Language Arts | No | No |
| Met Percent Proficient - Mathematics | No | No |
| Met API Criteria | Yes | Yes |
| Met Graduation Rate | Yes | Yes |

Federal Intervention Program (School Year 2011–12)

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. For detailed information about PI identification, see the CDE *PI Status Determinations* Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

| Indicator | School | District |
|---|--------|-----------|
| Program Improvement Status | | In PI |
| First Year of Program Improvement | | 2004-2005 |
| Year in Program Improvement | | Year 3 |
| Number of Schools Currently in Program Improvement | | 4 |
| Percent of Schools Currently in Program Improvement | | 21.1% |

Note: Cells shaded in black do not require data.

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 *UC Admissions Information* Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 have 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 admission, application, and fee information see the *CSU Web page at <http://www.calstate.edu/admission/admission.shtml>*. (Outside source)

Dropout Rate and Graduation Rate

| Indicator | School | | | District | | | State | | |
|-----------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2007–08 | 2008–09 | 2009–10 | 2007–08 | 2008–09 | 2009–10 | 2007–08 | 2008–09 | 2009–10 |
| Dropout Rate (1-year) | 0.9 | 2.0 | 2.4 | 2.6 | 3.6 | 3.4 | 4.9 | 5.7 | 4.6 |
| Graduation Rate | 95.58 | 92.44 | 90.34 | 85.75 | 81.95 | 85.39 | 80.21 | 78.59 | 80.44 |

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010–11 school year in grade twelve and were a part of the school's most recent graduating class, meeting 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 2011 | | |
|-------------------------------------|--------------------------|----------|-------|
| | School | District | State |
| All Students | 87.4 | 76.7 | N/D |
| Black or African American | 83.3 | 72.0 | N/D |
| American Indian or Alaska Native | 100.0 | 68.9 | N/D |
| Asian | 85.0 | 80.9 | N/D |
| Filipino | 100.0 | 92.0 | N/D |
| Hispanic or Latino | 80.2 | 69.5 | N/D |
| Native Hawaiian or Pacific Islander | 100.0 | 80.9 | N/D |
| White | 91.7 | 83.2 | N/D |

| | | | |
|---------------------------------|------|------|-----|
| Two or More Races | N/D | N/D | N/D |
| Socioeconomically Disadvantaged | 56.7 | 66.3 | N/D |
| English Learners | 52.8 | 51.3 | N/D |
| Students with Disabilities | 74.2 | 52.6 | N/D |

Note: "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2010–11)

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 Culinary Arts, Multimedia Arts, Photography, Family and Consumer Sciences. 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 2010–11)

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE | 219 |
| Percent of pupils completing a CTE program and earning a high school diploma | 87.8% |
| 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

| UC/CSU Course Measure | Percent |
|---|---------|
| 2010-11 Students Enrolled in Courses Required for UC/CSU Admission | 88.9% |
| 2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission | 43.3% |

Advanced Placement Courses (School Year 2010–11)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science | 0 | |
| English | 8 | |
| Fine and Performing Arts | 1 | |
| Foreign Language | 1 | |
| Mathematics | 5 | |
| Science | 5 | |
| Social Science | 10 | |
| All courses | 30 | 12.9% |

Note: Cells shaded in black do not require data. *Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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 2010-2011 school year included:

- Assistant Principal Apprentice Program
- Assistant Principal PLC Meetings
- Principal PLC Meetings
- Technology for Effective Teaching & Learning
- Conscious Classroom Management
- Differentiated Instruction for the Teenage Brain
- Effective Teambuilding
- Boot Camp
- Literacy for all Core Content Areas

Literacy for Special Ed
Literacy for EL
Making Common Assessments Meaningful
Outrageous Teaching!
Poverty Training
Special Ed in the Regular Ed Classroom
Working and Communicating Effectively with Colleagues
Math Literacy PLC for Algebra & Geometry
Science Collaboration
Science Inquiry
Working with Parents & Families
Equity for All Students
EL: Working With Non-Hispanic Cultures
Discipline: Awareness of Cultural Distinctions
Differentiating Strategies Based on ELD Proficiency Levels
Understanding CST & Local Assessments

Valhalla High

School Accountability Report Card, 2010-2011

Grossmont Union High

Provided by the Ed-Data Partnership

For more information visit www.ed-data.org

Adopted Texts and Instructional Materials

| Subject | Title | Author | Publisher | Subject Area | Year |
|---------|--|---------------------|------------------------------|---|-----------|
| Art | Art in Focus, 5th ed. (2006) | Mittler, Gene | Glencoe | Art History, Art Appreciation, Intro to Art | 2009/2010 |
| Art | Art Talk | Ragans R. | Glencoe | Art | 2004/2005 |
| Art | Art Through the Ages | Gardner/Delacroix | HBJ | Art - History | 2004/2005 |
| Art | Black and White Photography - A Basic Manual | Horenstein | Little Brown & Co. | Photography | 2004/2005 |
| Art | Focus on Photography (2007) | Joyner, Herman | Davis | Photography | 2008/2009 |
| Art | Gardner's Art Through the Ages | Delacroix T. | Harcourt Brace Holt Reinhart | Art - History AP | 2004/2005 |
| Art | Photographic Eye The | O'Brien & Sibley | Davis Publications Inc. | Photography | 2004/2005 |
| Art | Photography, 6th Ed. | London & Upton | Addison Wesley Longman | Photography | 2006/2007 |
| Art | Sculpture | Williams A. | Davis Publishing Inc. | Art | 2004/2005 |
| English | American Experience The Prentice Hall Lit. Series) | | Prentice Hall | Literature 11 | 2004/2005 |
| English | Complete Works of Shakespeare | Shakespeare William | Scott Foresman | Literature Ungraded | 2004/2005 |

| | | | | | |
|---------|---|----------------------------|-------------------------------------|-------------------------------|-----------|
| English | Courtroom Survival Guide | Rutledge | Copperhouse : Atomic Dog Publishing | Business/ English/ Career/ CP | 2005/2006 |
| English | Edge (Levels A, B, & C) | Moore, Short, Smith, Tatum | Hampton Brown | English, ELD | 2008/2009 |
| English | Elements of Literature: Course 3 4 5 & 6 | | Holt Reinhart | English 9-12 | 2004/2005 |
| English | Essays That Worked | Curry & Kasbar | Mustang Pub. | English AP | 2004/2005 |
| English | Exploring Literature | | AGS | Special Ed | 2004/2005 |
| English | High Point | | Hampton Brown | 9-12 ELL / AA | 2004/2005 |
| English | Introduction To Poetry An | Kennedy | Scott-Foresman | English AP | 2004/2005 |
| English | Language Awareness | Escholz | St. Martin's | English AP | 2004/2005 |
| English | Literature and Language Arts | Beers & Odell | Holt Rinehart & Winston | Grades 9-12 / Special Ed | 2005/2006 |
| English | Prentice Hall Literature: Language and Literacy, Grade 10, 2010 | Prentice Hall | Pearson Education | English | 2009/2010 |
| English | Prentice Hall Literature: Language and Literacy, Grade 9, 2010 | Prentice Hall | Pearson Education | English | 2009/2010 |

| | | | | | |
|-------------|---|--------------------------------|-------------------------------------|-------------------------------|-----------|
| English | Prentice Hall Literature: The American Experience, 2010 | Prentice Hall | Pearson Education | English | 2009/2010 |
| English | Prentice Hall Literature: The British Tradition, 2010 | Prentice Hall | Pearson Education | English | 2009/2010 |
| English | Reader's Choice | | Glencoe McGraw Hill | English 9-12 | 2004/2005 |
| English | The New Police Report Manual | Rutledge | Copperhouse : Atomic Dog Publishing | Business/ English/ Career/ CP | 2005/2006 |
| English | Vocabulary for the College A B C D E F | Diederich P. | Holt Rinehart Winston | Composition Ungraded | 2004/2005 |
| Mathematics | Algebra 1, CA Ed. (2008) | Holt | Holt | Algebra | 2009/2010 |
| Mathematics | Algebra 2, CA Ed. (2008) | Holt | Holt | Algebra II | 2009/2010 |
| Mathematics | Algebra 2 Concepts and Skills | Larson, Boswell, Kanold, Stiff | McDougal Littel | Intermediate Algebra | 2007/2008 |
| Mathematics | Algebra 2: Integration Applications Connections | | Glencoe 1998 | Algebra 2 | 2004/2005 |
| Mathematics | Algebra and Trigonometry | Dolciani | Houghton Mifflin | Algebra I/H-1 | 2004/2005 |
| Mathematics | Algebra Essentials | Foster Rat | Merril Publishing | Basic Algebra | 2004/2005 |

| | | | | | |
|-------------|--|------------------------------------|----------------------------|-------------------------|-----------|
| Mathematics | Algebra: Structure and Method Book 1 | Brown Dolciani Sorgenfry & Cole | McDougal Littell 2000 | Algebra I | 2004/2005 |
| Mathematics | Calculus | Larson Hostetler & Edwards | Mc Dougal | AP Calc AB | 2004/2005 |
| Mathematics | Calculus An Applied Approach | Larson, Edwards | Houghton Mifflin | Calculus | 2007/2008 |
| Mathematics | Calculus: Graphical, Numerical, Algebraic | Finney, Demana, Waits, Kennedy | Pearson / Prentice Hall | AP Calculus | 2007/2008 |
| Mathematics | Consumer Mathematics, 2003. | Harmeyer, Kathleen | AGS Publishing | Math | 2008/2009 |
| Mathematics | Functions Statistics and Trigonometry | Senk Vikto | Scott Foresman | Algebra IIIC | 2004/2005 |
| Mathematics | Geometry, CA Ed. (2008) | Holt | Holt | Geometry | 2009/2010 |
| Mathematics | Geometry : Concepts and Skills | Larson, Boswell, Stiff | McDougal Littell | Basic Geometry | 2004/2005 |
| Mathematics | Mathematics with Business Applications 2004 | | Glencoe | Consumer Math | 2004/2005 |
| Mathematics | Pre-Calculus With Limits: A Graphing Approach (2008) | Larson, Hostetler Edward | McDougal Littell | Honors Pre- Calculus | 2007/2008 |
| Mathematics | The Practice of Statistics, 3rd ed. (2008) | Yates, Moore, and Starnes | Freeman | AP Statistics | 2008/2009 |

| | | | | | |
|-----------------|---|--|-----------------------------|--------------------|-----------|
| Performing Arts | Experiencing Dance: From Student to Dance Artist | Scheff, Sprague, McGreevy | Human Kinetics | Dance | 2007/2008 |
| Performing Arts | Musical Theatre: An Appreciation | McLamore, Alyson | Prentice Hall | Musical Theater | 2008/2009 |
| Performing Arts | Stage and the School The | Schaner & Ommanney | Glencoe | Drama | 2004/2005 |
| Performing Arts | Standard of Excellence Advanced Jazz Ensemble Method (1st Alto Saxophone) | Dean Sorenson and Bruce Pearson | Neil A. Kjos Music Co. | Music, Jazz | 2006/2007 |
| Performing Arts | Theatre Art in Action | McGraw-Hill | Glencoe / McGraw-Hill | Theatre | 2006/2007 |
| Science | Biology | | AGS | Science | 2005/2006 |
| Science | Biology, 7th Ed. | Cambell & Reese | Benjamin Cummins | AP Biology | 2008/2009 |
| Science | Biology: Concepts and Connections, 6th ed. (2009) | Campbell, Reece, Taylor, Simon, Dickey | Pearson Education | Honors Biology | 2007/2008 |
| Science | Chemistry: An Introduction to General Organic and Biological Chemistry, 10th ed. (2009) | Timberlake | Pearson / Benjamin Cummings | Medical Chemistry | 2008/2009 |
| Science | Conceptual Physics | | Prentice Hall | Conceptual Physics | 2004/2005 |

| | | | | | |
|---------|--|--|----------------------------|--------------------------------|-----------|
| Science | Environment: The Science Behind the Stories | Withgott, Brennan | Prentice Hall | AP Environmental Science | 2007/2008 |
| Science | Essentials of Anatomy and Physiology | Martini & Bartholomew | Prentice Hall | Physiology | 2004/2005 |
| Science | Essentials of General Chemistry | Ebbing, Gammon, Ragsdale | Houghton Mifflin | Chemistry | 2006/2007 |
| Science | Forensic Science, 8th ed. | Saferstein, Richard | Prentice Hall | Forensic Science | 2007/2008 |
| Science | Fundamental of Physics | (2nd ed.) Halliday Resnick & Walker | Wiley & Sons | Physics | 2004/2005 |
| Science | Fundamentals of Anatomy and Physiology | Martini | Prentice Hall | Physiology | 2004/2005 |
| Science | Glencoe Biology, CA Ed., 2007 | Biggs, Hagins, Holliday, Kapicka, and Lundgren | Glencoe / McGraw-Hill | Biology | 2007/2008 |
| Science | Holt Biology CA Ed., 2008 | Heithus and DeSalle | Holt, Rinehart, Winston | Biology | 2007/2008 |
| Science | Holt Earth Science CA Ed., 2007 | Mead, DeGaetano, Pasachoff, and Allison | Holt, Rinehart, Winston | Earth Science | 2007/2008 |
| Science | Holt Physical Science | Ramsey | Holt Rinehart Winston | Earth Physical Science | 2004/2005 |
| Science | Human Biology | Mader, Sylvia | McGraw Hill- Glencoe | Medical Biology | 2007/2008 |

| | | | | | |
|----------------|--|------------------------------------|---------------------------|--|-----------|
| Science | Introductory Chemistry, 6th ed. (2008) | Zumdahl & Decoste | Houghton Mifflin | Honors Chemistry | 2008/2009 |
| Science | Living in the Environment | Miller, Jr., G. Tyler | Thomson Brooks Cole | AP Environmental Science | 2007/2008 |
| Science | Physical Science: Concepts in Action, With Earth and Space Science, 2006 | Frank, Wyssession, and Yancopoulos | Prentice Hall | Physical Science, Earth Science, Space Science | 2007/2008 |
| Science | Physics | Wilson & Buffa | Prentice Hall | Physics | 2004/2005 |
| Science | Physics for Scientists and Engineers, 7th ed. | Serway and Jewett | Thomson Brooks Cole | AP Physics | 2008/2009 |
| Science | Physics: Principles and Problems | Smoot | Glencoe | Physics | 2004/2005 |
| Science | World of Chemistry, 2007 | Zumdahl, Zumdahl, DeCoste | McDougal Littel | Chemistry | 2007/2008 |
| Social Science | America: Pathways to the Present Modern American History | Clayton Isreals Reed Reed Winkler | Prentice Hall 2000 CA ed. | US History | 2004/2005 |
| Social Science | American Anthem - Modern American History | Ayers | Holt Rinehart & Winston | US History | 2006/2007 |
| Social Science | American Government: The Essentials, 11th ed., 2008 | Wilson/Dilulio | Houghton Mifflin | AP Government | 2008/2009 |

| | | | | | |
|----------------|---|-------------------------|--|---------------------|-----------|
| Social Science | American Govt. Institutions and Policies | Wilson J. | D.C. Heath/McDougal Littell | American Govt. | 2004/2005 |
| Social Science | American Pageant The: A History of the Republic | Bailey | D.C. Heath: Vol. 1 32.00 - Vol. 11 32.00 | US History | 2004/2005 |
| Social Science | American Voices | Berkin et al | Scott Foresman | US History | 2004/2005 |
| Social Science | Economics | Pacemaker | Globe Fearon | Econ 1A | 2004/2005 |
| Social Science | Economics | | AGS | Econ 1A | 2004/2005 |
| Social Science | Economics: Principles and Practices | Clayton G. | Glencoe | Economics | 2004/2005 |
| Social Science | Geography Alive! Regions and People; 2nd Ed. (2010) | Hart, Diane | TCI | Social Science | 2009/2010 |
| Social Science | His Excellency: George Washington, 1st ed. (2005) | Ellis, Joseph J. | Vintage | AP US History | 2009/2010 |
| Social Science | Macgruder's American Government | McClenaghan W. | Prentice Hall/2000 CA ed. | American Government | 2004/2005 |
| Social Science | Magruder's American Government, 2008. | McClenaghan, William A. | Prentice Hall | U.S. Government | 2008/2009 |
| Social Science | Modern World History: Patterns of Interaction | Beck | McDougal Littell | World History 1A-H | 2004/2005 |

| | | | | | |
|----------------|--|-----------------------------|-------------------|--------------------------|-----------|
| Social Science | Psychology | Myers et al | Worth | AP Psychology | 2004/2005 |
| Social Science | Psychology 7th Edition | Meyers | Worth | Psychology - AP | 2004/2005 |
| Social Science | Psychology and You, 2nd ed. | McMahon, McMahon, Romano | West/NTC | Psychology IC/2C | 2007/2008 |
| Social Science | Psychology, 9th ed., 2010. | Myers, David G. | Worth | Honors Psychology | 2008/2009 |
| Social Science | The American Pageant: A History of the Republic, 13th ed., 2006. | Bailey | Houghton Mifflin | U.S. History | 2008/2009 |
| Social Science | The Americans: Reconstruction to the 21st Century, 2009. | Danzer, Klor de Alva et al. | McDougal Littell | U.S. History | 2008/2009 |
| Social Science | Traditions and Encounters | | Glencoe | AP World Hist | 2004/2005 |
| Social Science | United States Government: Democracy in Action; 2008 Edition | Remy, Richard C. | Glencoe | American Government | 2009/2010 |
| Social Science | World Geography | Boehm R. | Glencoe/2000 ed. | Geography | 2004/2005 |
| Social Science | World Geography | Lewinski | AGS | Geography 1A / Sheltered | 2004/2005 |
| Social Science | World Geography | Arreola, D et. al. | McDougal Littell | Geography | 2006/2007 |
| Social Science | World Geography and Cultures | | Globe Fearon 2002 | Hum 1 Geo 1R | 2004/2005 |

| | | | | | |
|-----------------|--|--|---------------------------|----------------------------------|-----------|
| Social Science | World Geography: Building a Global Perspective | Baerwald J. & Fraser C. | Prentice Hall/2000 ed. | Geog 1A/ 1C/ 1H & Global Studies | 2004/2005 |
| Social Science | World History: Connections to Today-The Modern Era | Esler A. | Prentice Hall/1999 CA ed. | Wrld Hist 1A/ 1C/ 1H | 2004/2005 |
| Social Science | World History: Understanding the History of our World | King | AGS | World Hist 1A/ Sheltered | 2004/2005 |
| World Languages | Abriendo Paso Gramatica | Diaz & Collins | ITP | Spanish | 2004/2005 |
| World Languages | Abriendo Paso Lectura | Diaz & Collins | ITP | Spanish 5S-6S | 2004/2005 |
| World Languages | AP Spanish Preparing for the Language Examination | Díaz, José | Pearson Education | AP Spanish Language | 2007/2008 |
| World Languages | Bon Voyage: Level 1-4 | | Glencoe | French | 2004/2005 |
| World Languages | Buen Viaje 1-4 | | Glencoe/ MCGraw Hill | Spanish | 2005/2006 |
| World Languages | DESCUBRE, nivel 1 - Lengua y cultura del mundo hispánico - Student Edition | Jose A. Blanco and Philip Redwine Donley | Vista Higher Learning | Spanish | 2006/2007 |

| | | | | | |
|-----------------|---|--|----------------------------|-----------------------------|-----------|
| World Languages | DESCUBRE, nivel 2 - Lengua y cultura del mundo hispanico - Student Edition | Jose A. Blanco and Philip Redwine Donley | Vista Higher Learning | Spanish | 2006/2007 |
| World Languages | Discovering French - Blue, Blanc, Rouge | Valette/Valette | D.C. Heath | French 1, 2, 3 | 2004/2005 |
| World Languages | El Español para Nosotros, Level I & II | | McGraw Hill / Glencoe | Spanish | 2006/2007 |
| World Languages | En Espanol | | McDougal Littel | Spanish Level 1-4 | 2004/2005 |
| World Languages | Encuentros Maravillosos | | Scott Foresman | AP Spanish Lit/ Language | 2006/2007 |
| World Languages | Komm mit Levels I, II & III | Winkler | Holt-Rinehart | German | 2004/2005 |
| World Languages | Nuevas Vistas | | Holt, Rinehart, Winston | Spanish | 2006/2007 |
| World Languages | Sendas Literarias | Walqui-van Lier & Barraza | Heinle & Heinle | Spanish | 2004/2005 |