Valhalla High

Mary Beth Kastan, Principal

Principal, Valhalla High

About Our School

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

Contact

1725 Hillsdale Rd.
El Cajon, CA
92019-3742

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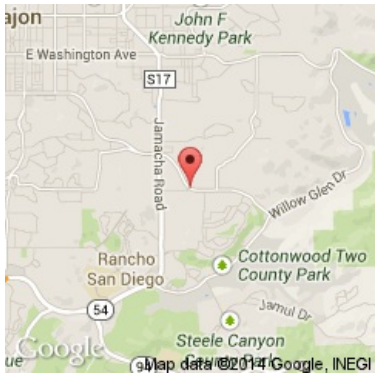


View Larger Map

Data and Access

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.
- For additional information about the school, parents and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the CDE API Web page.

About This School

Contact Information (School Year 2012-13)

School	
School Name	Valhalla High
Street	1725 Hillsdale Rd.
City, State, Zip	El Cajon, Ca, 92019-3742
Phone Number	619-593-5500
Principal	Mary Beth Kastan, Principal
E-mail Address	mkastan@guhsd.net
County-District-School (CDS) Code	37681303730066

District	
District Name	Grossmont Union High
Phone Number	(619) 644-8000
Web Site	www.guhsd.net/
Superintendent First Name	Ralf
Superintendent Last Name	Swenson
E-mail Address	rswenson@guhsd.net

Last updated: 12/18/2013

School Description and Mission Statement (School Year 2012-13)

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 2011-12, 2107 9th -12th grade students were enrolled at the school, with classes arranged on a traditional schedule calendar.

Last updated: 1/7/2014

Opportunities for Parental Involvement (School Year 2012-13)

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 Economic Development Council, The Valhalla Foundation, and County Supervisor Dianne Jacob. The Physiology Anatomy Program visits the hospitals of Scripps, Kaiser, UCSD, Thorton and the medical examiner's 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.

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Jo Willson, Principal's Secretary, at (619) 593-5312.

Last updated: 1/27/2014

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.
- **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.

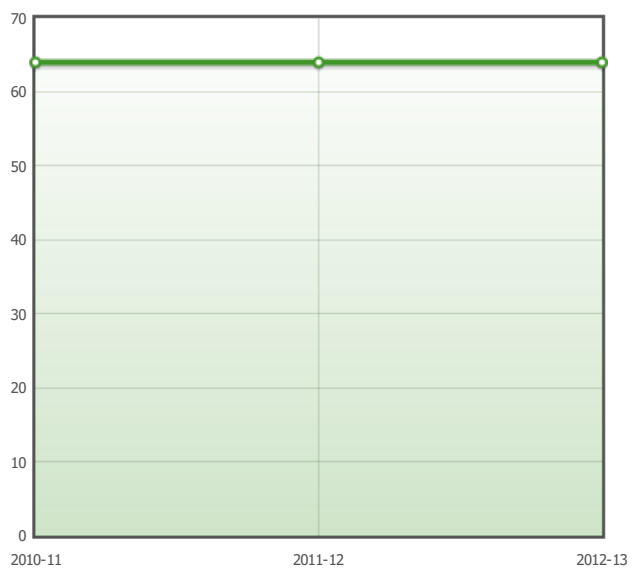
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site.

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

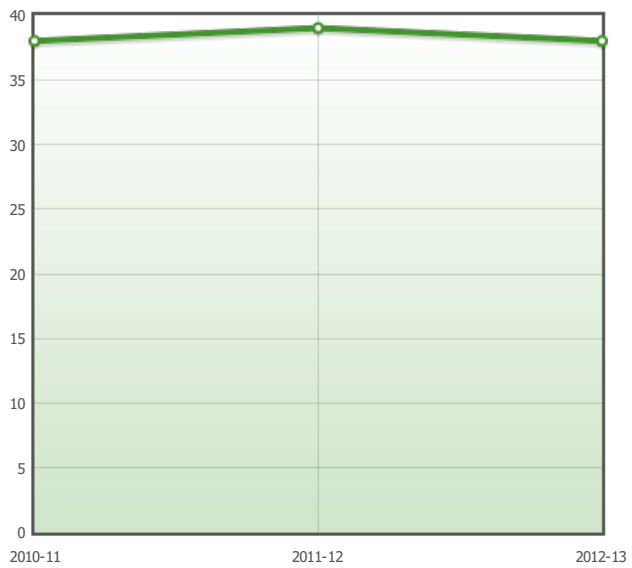
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
Subject	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	64%	64%	64%	49%	51%	53%	54%	56%	55%
Mathematics	38%	39%	38%	33%	35%	34%	49%	50%	50%
Science	61%	61%	66%	48%	54%	57%	57%	60%	59%
History-Social Science	62%	61%	64%	48%	47%	50%	48%	49%	49%

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.

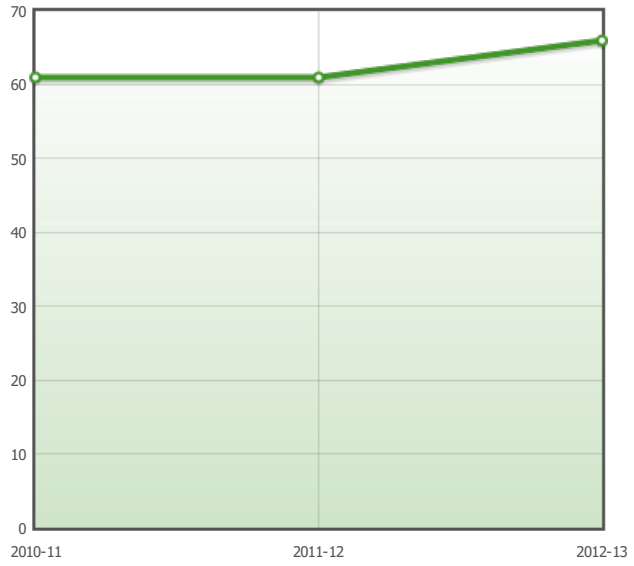
English-Language Arts Percent of Students Scoring at Proficient or Advanced



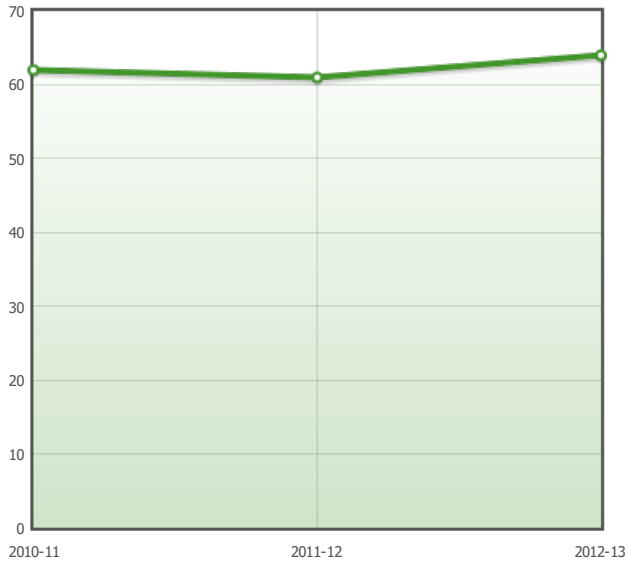
Math Percent of Students Scoring at Proficient or Advanced



Science Percent of Students Scoring at Proficient or Advanced



History Percent of Students Scoring at Proficient or Advanced



Last updated: 1/27/2014

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	53%	34%	57%	50%
All Students at the School	64%	38%	66%	64%
Male	60%	41%	71%	70%
Female	67%	35%	61%	59%
Black or African American	56%	31%	56%	45%
American Indian or Alaska Native	79%	43%	N/A	N/A
Asian	83%	60%	85%	84%
Filipino	71%	42%	62%	68%
Hispanic or Latino	59%	30%	64%	61%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	65%	40%	66%	65%
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	47%	28%	43%	47%
English Learners	11%	14%	6%	14%
Students with Disabilities	32%	17%	33%	17%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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.

Last updated: 1/27/2014

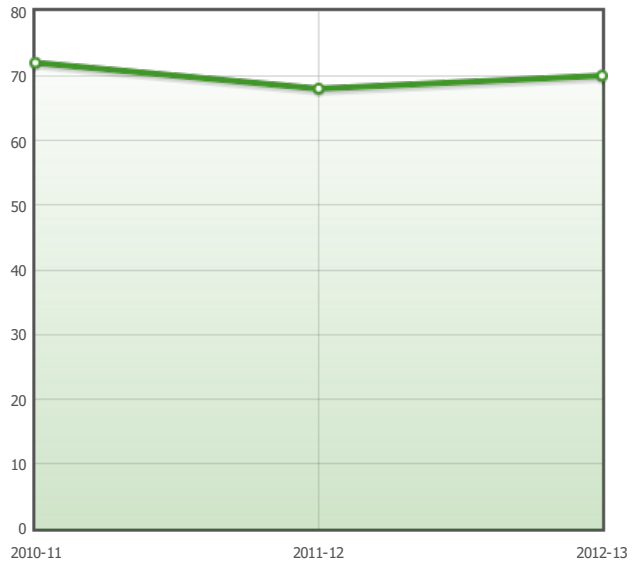
California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison

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/.

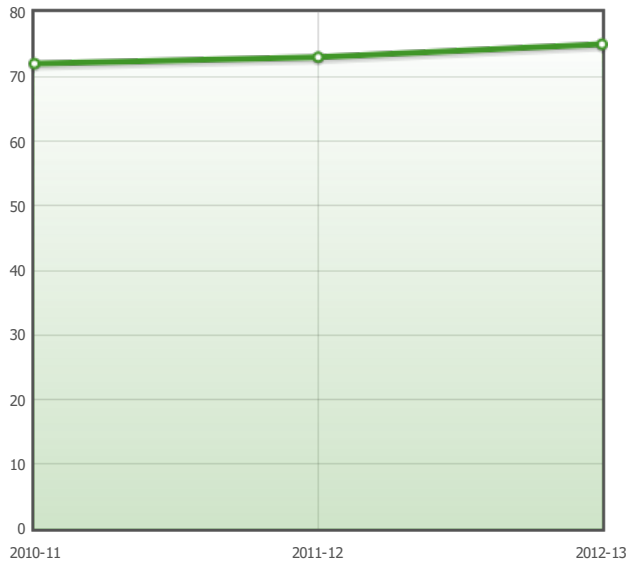
	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
Subject	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	72%	68%	70%	59%	54%	57%	59%	56%	57%
Mathematics	72%	73%	75%	59%	63%	64%	56%	58%	60%

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.

English-Language Arts Percent of Students Scoring at Proficient or Advanced



Mathematics Percent of Students Scoring at Proficient or Advanced



Last updated: 1/27/2014

California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	43%	25%	32%	36%	41%	23%
All Students at the School	30%	23%	47%	25%	42%	33%
Male	32%	26%	42%	21%	40%	38%
Female	28%	19%	52%	28%	44%	28%
Black or African American	43%	38%	19%	50%	38%	13%
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	15%	85%	N/A	23%	77%
Filipino	23%	31%	46%	23%	31%	46%
Hispanic or Latino	34%	23%	43%	28%	41%	31%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	30%	22%	48%	24%	45%	32%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	51%	26%	22%	41%	39%	21%
English Learners	97%	3%	N/A	76%	24%	N/A
Students with Disabilities	84%	11%	5%	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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.

Last updated: 1/27/2014

California Physical Fitness Test Results (School Year 2012-13)

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.

	Percent of Students Meeting Fitness Standards		
Grade level	**Four of Six Standards**	**Five of Six Standards**	**Six of Six Standards**
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	19.0%	45.7%	17.6%

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.

Last updated: 1/27/2014

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.

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	2010-11	2011-12	2012-13
Statewide	8	8	8
Similar Schools	7	7	6

Last updated: 12/18/2013

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

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	1	8	7
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	12	3	26
Native Hawaiian or Pacific Islander			
White	-5	10	1
Two or More Races			
Socioeconomically Disadvantaged	-10	49	14
English Learners	5	22	-21
Students with Disabilities	15	54	-14

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.

Last updated: 12/18/2013

Academic Performance Index Growth by Student Group – 2012-13 Growth API Comparison

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

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	1,419	826	11,925	769	4,655,989	790
Black or African American	55	740	670	700	296,463	708
American Indian or Alaska Native	9		77	734	30,394	743
Asian	30	900	148	848	406,527	906
Filipino	18	877	180	825	121,054	867
Hispanic or Latino	313	797	3,884	745	2,438,951	744
Native Hawaiian or Pacific Islander	9		72	754	25,351	774
White	866	834	5,878	788	1,200,127	853
Two or More Races	84	860	960	774	125,025	824
Socioeconomically Disadvantaged	533	754	5,688	724	2,774,640	743
English Learners	159	670	1,824	660	1,482,316	721
Students with Disabilities	134	574	1,282	572	527,476	615

Last updated: 12/18/2013

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

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.

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

Last updated: 12/18/2013

Federal Intervention Program (School Year 2013-14)

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 .

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	83.3%

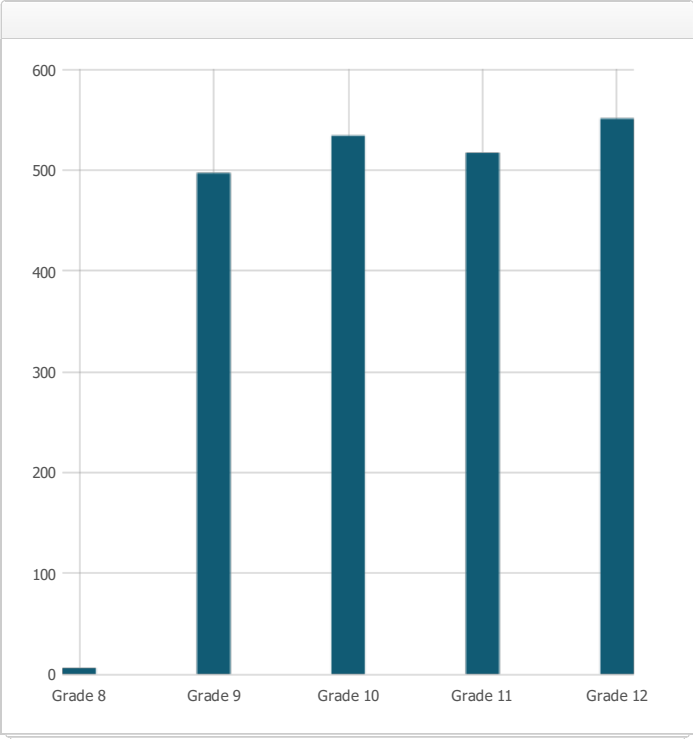
Note: Cells shaded in black or with N/A values do not require data.

Last updated: 12/18/2013

School Climate

Student Enrollment by Grade Level (School Year 2012-13)

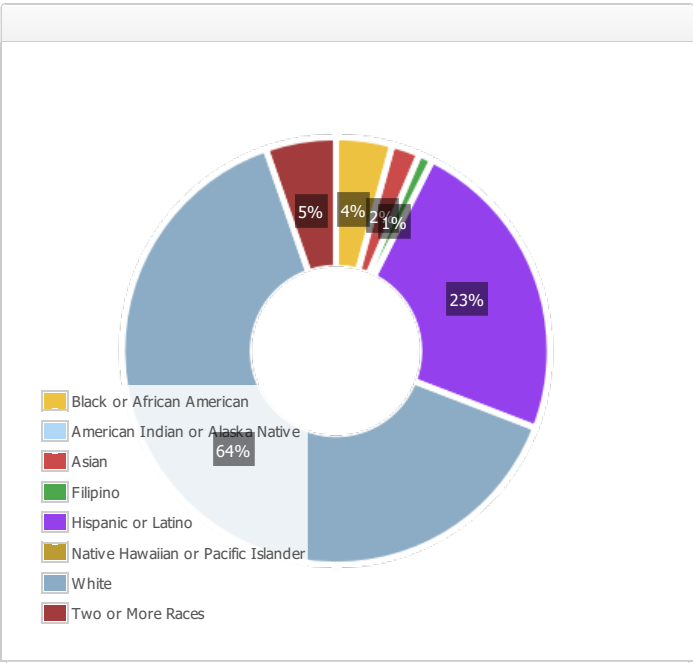
Grade Level	Number of Students
Grade 8	6
Grade 9	497
Grade 10	534
Grade 11	517
Grade 12	551
Total Enrollment	2105



Last updated: 12/18/2013

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	4.6
American Indian or Alaska Native	0.5
Asian	2.0
Filipino	1.3
Hispanic or Latino	22.2
Native Hawaiian or Pacific Islander	0.5
White	60.9
Two or More Races	5.5
Socioeconomically Disadvantaged	35.0
English Learners	14.5
Students with Disabilities	9.1



Last updated: 12/18/2013

Average Class Size and Class Size Distribution (Secondary)

2010-11	2011-12	2012-13

		Number of Classes *				Number of Classes *				Number of Classes *		
Subject	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+
English	32.0	7	9	27	28.7	11	7	24	24.0	25	15	42
Mathematics	30.4	7	6	17	32.9	6	4	26	26.0	28	4	43
Science	33.2	6	2	29	35.1	3	2	31	23.0	32	8	40
Social Science	31.8	8	7	28	32.1	6	3	24	28.0	22	9	45

* 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.

Last updated: 12/18/2013

School Safety Plan (School Year 2012-13)

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 2012 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.

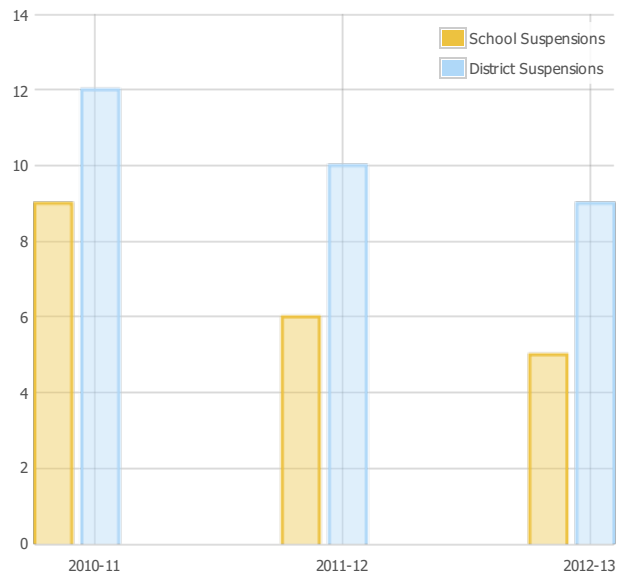
Last updated: 1/27/2014

Suspensions and Expulsions

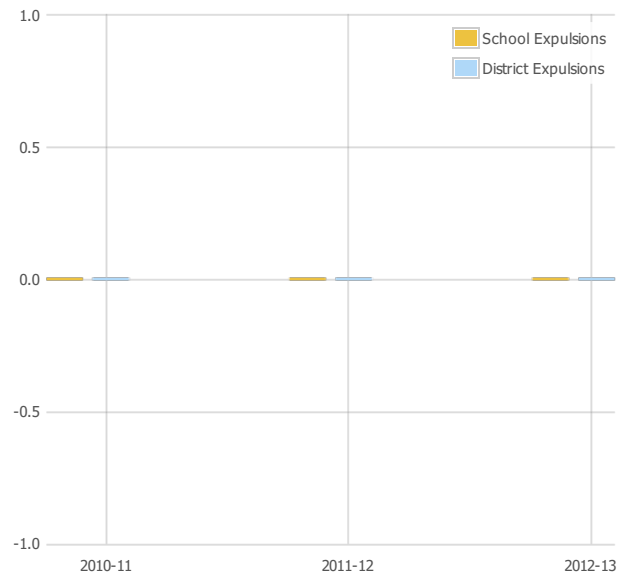
	School			District		
Rate *	**2010-11**	**2011-12**	**2012-13**	**2010-11**	**2011-12**	**2012-13**
Suspensions	9.20	6.70	5.60	12.90	10.30	9.60
Expulsions	0.40	0.30	0.10	0.70	0.80	0.70

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

Suspensions



Expulsions



Last updated: 12/18/2013

School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

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, 6 modernized classrooms used for math, 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.

Last updated: 1/27/2014

School Facility Good Repair Status (School Year 2013-14)

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	• Cove base missing • Flooring damaged • Wall damage • Ceiling tiles stained • Floor tile missing • Hole in the wall • Carpet torn • Wall covering damage • Flooring damaged • Ceiling tile missing • Base damaged • Cove base loose
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	• Lights out- Replaced • Diffuser cracked • Diffuser hanging • Diffusers missing • Exterior receptacle covers missing • Lights flickering • Electrical panels blocked • Exterior j-box blank cover missing • Receptacle cover broken
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	• No hot water in sink • Hand dryers not working • Drinking fountains

		low flow • Drinking fountain with no water • Toilet loose • Partitions rusted • Sink cracked • Toilet out of order-Repaired • Urinal plugged-Fixed • Urinal no flush-Fixed
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rate (School Year 2012-13)

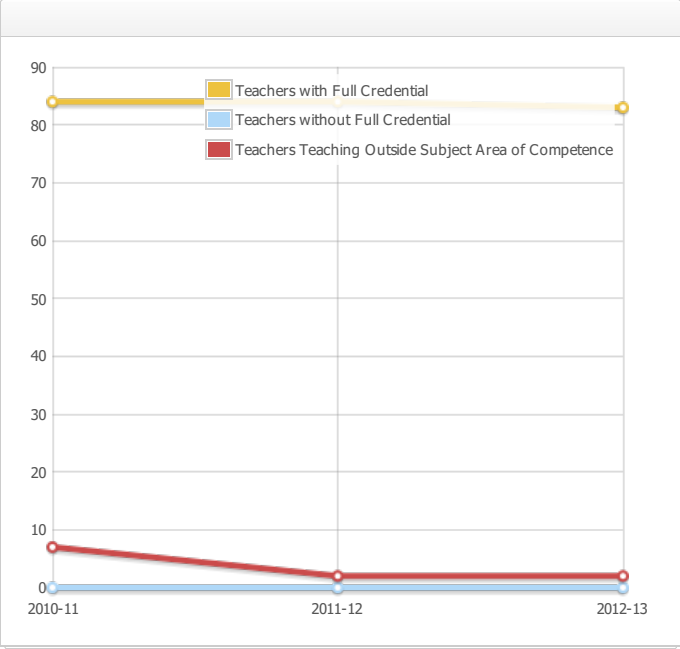
Overall Rating	Good

Last updated: 1/15/2014

Teachers

Teacher Credentials

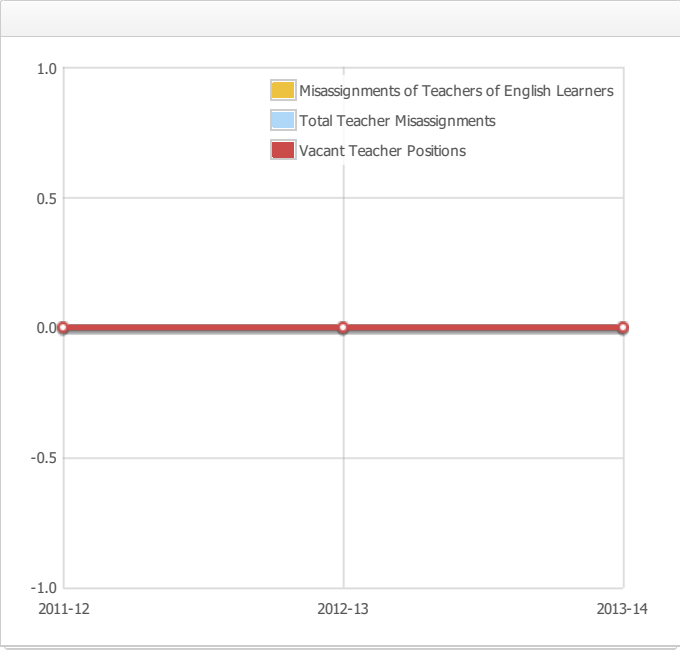
Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	84	84	83	764
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	7	2	2	34



Last updated: 12/18/2013

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
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.

Last updated: 12/18/2013

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as 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.

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	0
All Schools in District	99	1
High-Poverty Schools in District	99	1
Low-Poverty Schools in District	100	0

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 39 percent or less in the free and reduced price meals program.

Last updated: 12/18/2013

Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.0	525.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

Note: Cells shaded in black or with N/A values 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.

Last updated: 1/27/2014

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

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: January 2014

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	The Odyssey by Homer The Outsiders by S.E. Hinton Romeo and Juliet by Shakespeare The Samurai's Tale by Erik Christian Haugaard Shadow of the Dragon by Sherry Garland Vocabulary Cartoons: SAT Word Power The Alchemist by Paulo Coelho Gathering Blue by Lois Lowry Lord of the Flies by William Golding The Oedipus Plays of Sophocles Of Mice and Men by John Steinbeck Cyrano de Bergerac by Edmond Rostand Animal Farm by George Orwell Things Fall Apart Chinua Achbee All Quiet on the Western Front by Erich Maria Remarque Night by Elie Wiesel Nectar in a Sieve by Kamala Markandaya 1984 by George Orwell The Iliad Frankenstein by Mary Shelley Dr. Jekyll and Mr. Hyde by Robert Louis Stevenson Black Boy by Richard Wright Fahrenheit 451 by Ray Bradbury The Grapes of Wrath by John Steinbeck The Crucible by Arthur Miller The Great Gatsby by F. Scott Fitzgerald The Catcher in the Rye by J.D. Salinger Narrative of the Life of Frederick Douglass Animal, Vegetable, Miracle by Barbara Kingsolver The Scarlet Letter by Nathaniel Hawthorne The Adventures of Huckleberry Finn by Mark Twain Farewell to Arms by Ernest Hemingway Walden (excerpts) by Henry David Therou Macbeth by William Shakespeare The Inferno (excerpt) by Dante Alegieri The Poisonwood Bible by Barbara Kingsolver Hamlet by William Shakespeare Death of a Salesman by Arthur Miller Heart of Darkness by Joseph Conrad Maus I and II by Art Spiegelman Catch 22 by Joseph Heller Their Eyes Were Watching God by Zora Neale Hurston The Stranger by Albert Camus The Importance of Being Earnest by Oscar Wilde A Doll's House by Henrik Ibsen The Metamorphosis by Franz Kafka Jane Eyre by Jane Austen Edge-Fundamentals, 2008 Edge Level A, 2008 Edge Level B, 2008	Yes	0.0
Mathematics	McDougal Littlel Algebra 1 (Larson), 1999 Holt Algebra 1, 2008 Holt Algebra 1 & Holt Geometry, 2008	Yes	0.0

	Holt Geometry, 2008 McDougal Littlel Geometry (Larson), 2004 Holt Algebra 2, 2008 Houghton Mifflin Algebra 2 - Dolciani, 2003 Houghton Mifflin Precalculus with Limits - Larson, 2005 Practice of Statistics 3rd Edition - Yates, 1999 Calculus AP Edition - Finney, 2010 Mathematics with Business Applications (Glencoe), 2004		
Science	Physical Science, 2007 Biology: Cycles of Life ,2006 Earth Science, 2006 Holt Biology, 2008 Biology Concepts and Connections, 2008 World of Chemistry, 2007 Essentials of General Chemistry, 2006 Chemistry the Molecular Nature of Matter and Change, 2003 Environment -The Science behind the Stories, 2008 Physics, 1998 Physics Scientists and Engineers, 2008	Yes	0.0
History-Social Science	World History, Survey Edition (Prentice Hall), 2011 American Pathways to Present, 2000 American History a Survey, 2003 AP US History Crash Course, 2010 United States History, 2008 Psychology, 2007 United States Government Democracy in Action, 2005 United States Government Democracy in Action, 2008 American Government, 2006 Economics Principles and Practices, 2008 Economics, 2005 World History AGS, 2001 Traditions and Encounters, 2006 Cracking the AP World History Exam, 2008 United States Government AGS, 2005 American History AGS, 2001	Yes	0.0
Foreign Language	En Español 1, 2000 En Español 2, 2000 En Español 2, 2000 En Español 3, Arcos y Alamedas, 2000 AP Spanish: Preparing for the AP Language Exam, 2006 Abriendo Pasos, 2005	Yes	0.0
Health			0.0
Visual and Performing Arts	Basic Drama Projects, 2003 Theatre Art in Action, 2005 Essentials for String,2000 Strictly Strings, 1992 Strictly Strings Book 2, 2006 Exercises for Ensemble Drill, 1985 Standard of Excellence Advanced Jazz Ensemble Method, 2005	Yes	0.0
Science Laboratory Equipment (grades 9-12)			0.0

Last updated: 1/9/2014

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	$4,860	N/A	N/A	N/A
District	N/A	N/A	N/A	$71,035
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	$5,537	$71,584
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

Note: Cells shaded in black or with N/A values 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. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site.

Last updated: 1/29/2014

Types of Services Funded (Fiscal Year 2012-13)

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)- $16,707.00
Gifted And Talented Education Program (GATE)- $4,572.00
English Language Learners(EL) - $29,330.00

State Compensatory Education for Educationally Disadvantaged Students (SEC) - $44,959.00

Last updated: 1/29/2014

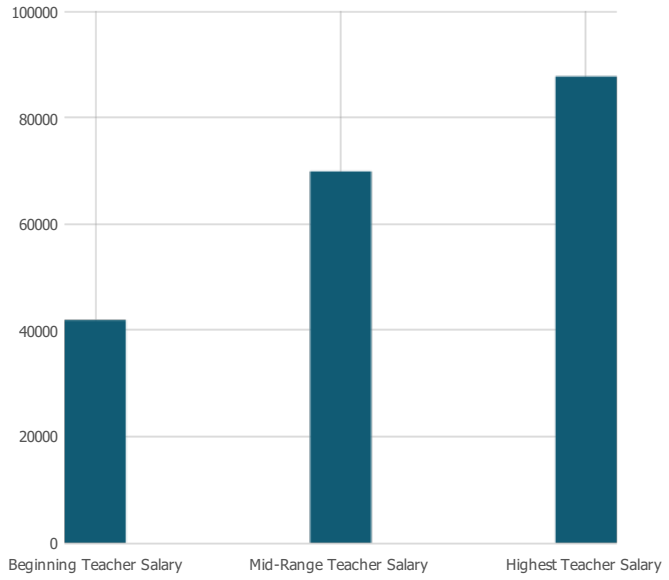
Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$41,911	$42,865
Mid-Range Teacher Salary	$69,857	$69,484
Highest Teacher Salary	$87,718	$89,290
Average Principal Salary (Elementary)	$00	N/A
Average Principal Salary (Middle)	$00	$119,946
Average Principal Salary (High)	$128,129	$128,378

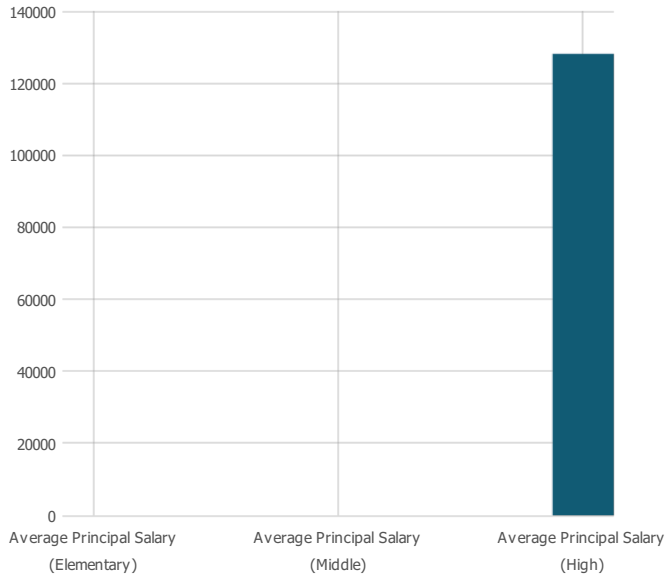
Superintendent Salary	$222,000	$202,664
Percent of Budget for Teacher Salaries	35.0%	37.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page.

Teacher Salary Chart



Principal Salary Chart



Last updated: 12/18/2013

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.

California State University

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

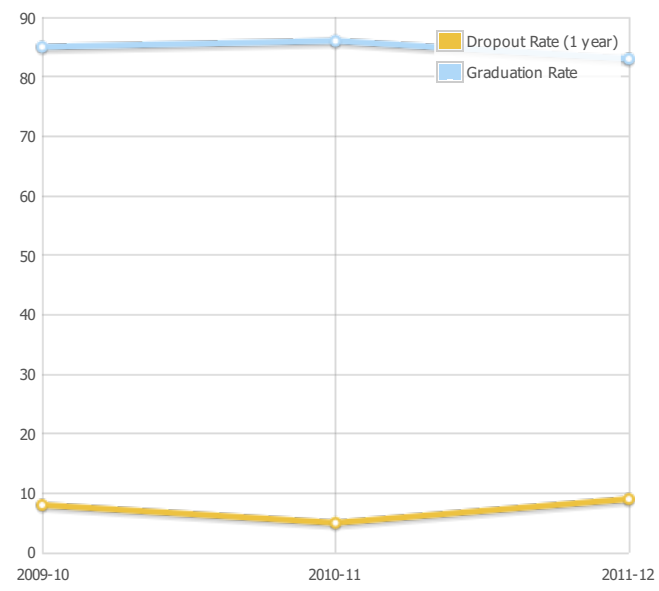
- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

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.

Dropout Rate and Graduation Rate

	School			District			State		
Indicator	**2009-10**	**2010-11**	**2011-12**	**2009-10**	**2010-11**	**2011-12**	**2009-10**	**2010-11**	**2011-12**
Dropout Rate	8.2	5.9	9.4	11.3	10.3	12.5	16.6	14.7	13.1
Graduation Rate	85.51	86.99	83.73	76.77	78.37	77.42	74.72	77.14	78.73

Dropout/Graduation Rate Chart



Last updated: 12/18/2013

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011-12 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.

	Graduating Class of 2012		
Group	School	District	State
All Students	445	4,704	418,598
Black or African American	19	358	28,078
American Indian or Alaska Native	1	34	3,123
Asian	10	106	41,700
Filipino	5	84	12,745
Hispanic or Latino	107	1,476	193,516
Native Hawaiian or Pacific Islander	2	36	2,585
White	270	2,298	127,801
Two or More Races	18	199	6,790
Socioeconomically Disadvantaged	71	1,540	217,915
English Learners	70	856	93,297
Students with Disabilities	39	393	31,683

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

Last updated: 12/18/2013

Career Technical Education Programs (School Year 2012-13)

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, Digital Arts, Photography, Family and Consumer Sciences and Guitar Construction. 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, 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.

Last updated: 1/27/2014

Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	704
Percent of pupils completing a CTE program and earning a high school diploma	87.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	35.0

Last updated: 1/14/2014

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	66.9
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	40.4

Last updated: 1/27/2014

Advanced Placement Courses (School Year 2012-13)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	3	N/A
Foreign Language	5	N/A
Mathematics	4	N/A
Science	4	N/A
Social Science	2	N/A
All Courses	20	8.2

Note: Cells shaded in black or with N/A values do not require data.

*Where there are student course enrollments.

Last updated: 12/18/2013

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.

Professional development activities are designed around the "GPS for VHS." The "GPS for VHS," developed by the Instructional Leaders, aligns the goals of the GUHSD Strategic Plan, recommendations from the WASC Visiting Committee, and the student achievement goals identified in the Single Plan for Student Achievement. There are three professional development days prior to the start of school each year, as well as six all staff meetings throughout the school year with a minimum day schedule. Agendas and activities are developed by the Instructional Leaders. Topics include, but are not limited to, providing support for teachers and students in the least restrictive environment, best practices, improving technology in the classroom, and creating a positive school climate and culture. In addition, subject matter and grade level teams meet weekly during collaboration time to establish and monitor team goals, including creating common formative and summative assessments. Staff also attended a variety of conferences and workshops provided by the district's Professional Development Office, the San Diego County Office of Education, the College Board, and subject specific professional organizations.

Last updated: 1/7/2014