



# Glendale Unified School District

"Excellence is Worth the Effort"

## Anderson W. Clark Magnet High

### 2000-2001 Annual School Report Card

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La Crescenta, CA 91214

Douglas Dall, Principal  
Ninth through Twelfth Grade

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#### School Administration

Joan Shoff, Assistant Principal

#### 2001-02 Board of Education

Chakib Sambar, President  
Pam Ellis, Vice-President  
Greg Krikorian, Clerk  
Jeanne Bentley, Member  
Lina Harper, Member

#### District Administration

James R. Brown  
Superintendent

Dr. Mary McKee  
Assistant Superintendent  
Crescenta Valley Cluster

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#### Mission Statement

The mission of Clark Magnet High School is to provide ethnically diverse students with the knowledge and skills necessary to succeed in a highly competitive technological world. Clark graduates will possess the knowledge and skills necessary to pursue their academic and career goals, to compete successfully in the world market, and to be creative, critical, analytic lifelong learners.

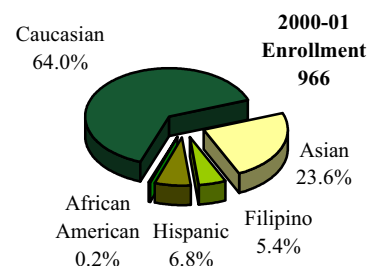
#### Community & School Profile

The City of Glendale, the third largest city in Los Angeles County, is situated on the eastern border of the San Fernando Valley at the base of the Verdugo mountains – only 8 miles north of the city of Los Angeles. Embracing cultural diversity, fifty percent of the city's 200,000 residents were born outside the United States, challenging local educational agencies to offer and support over 60 foreign languages. National studies, residents, and realtors concur that Glendale's reputation for quaint neighborhoods, excellent schools, commercial industries, shopping facilities, strong municipal agencies, and its multitude of local attractions are motivating factors to families moving to the valley. Community pride and involvement are strong forces responding to educational issues, non-profit causes, and city developments.

Glendale has become one of the largest financial, commercial, retail, and motion picture animation centers, featuring many large corporations such as Nestle USA, Walt Disney Imagineering, Walt Disney Stores, DreamWorks SKG, International House of Pancakes, Cigna Healthcare, KABC-TV and Warner Bros. Animation. The quaint downtown area of the city is unique for its social atmosphere, beautiful landscaping, towering dramatic office buildings.

The Glendale Unified School District is proud of its excellent quality of education and award winning schools. Its commitment to providing safe and effective learning environments for students is unmatched. Located in the heart of the city, the district serves approximately 30,000 students in its 20 elementary schools, four middle schools, five high schools, and two special schools. Year round and traditional calendar systems complimented by a variety of creative programs provide Glendale parents and students many choices for individual needs and achievements.

The Clark Magnet campus is located in the northern section of the city of Glendale, serving almost 1,050 ninth through twelfth grades students throughout the city of Glendale. Clark Magnet teachers and staff are committed to providing a safe and productive learning experience. Operating on a traditional calendar system, the educational programs are designed to provide the skills and tools necessary for students to explore their creativity while developing a strong educational base. The school opened to its first 9th and 10th grade classes in 1998, adding a class every year since opening, and graduating its first class of seniors in June, 2001.



#### Discipline & Climate for Learning

Students at Anderson W. Clark Magnet High are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of Anderson W. Clark Magnet High's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation, school assemblies, and individual student handbooks.

## Attendance

Regular attendance at Anderson W. Clark Magnet High is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of why and when students are absent. Independent study is available for students that require extended leaves from school. The school monitors student attendance very closely and reports excess unexcused absences to designated authorities.

Punctuality and promptness are desirable traits to develop. The students of Anderson W. Clark Magnet High are expected to be in their seats and ready for instruction at the designated time.

The district annually provides a Student Conduct Code for each of its sites which is supplemented by a set of behavioral standards developed by Anderson W. Clark Magnet High. The program's design establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience. Appropriate behavior is encouraged through praise and motivational incentives, as well as assertive discipline and conflict resolution tools to further develop personal growth.

Glendale Unified's School Attendance Review Board (SARB) is composed of parents, representatives from the school district and members of the community, including representatives from law enforcement, welfare, probation and mental health. Students are referred to SARB when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school and district counseling are not effective. The members of the SARB, the referred students and their parents or guardians meet regularly to work collaboratively to evaluate the student's situation and recommend alternative solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavior problems.

Anderson W. Clark Magnet High expelled 3 students over the past three years; expulsions occur only when required by law or when all other alternatives are exhausted. The Suspensions and Expulsions table illustrates total cases as well as percentages per 100 students.

	Suspensions and Expulsions					
	Clark			GUSD		
	99	00	01	99	00	01
Suspensions (#)	116	103	105	5100	4444	3647
Suspensions (%)	23.48	13.66	10.87	16.83	14.63	12.03
Expulsions (#)	2	0	1	59	40	47
Expulsions (%)	0.40	0.00	0.10	0.19	0.13	0.16

## Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include:

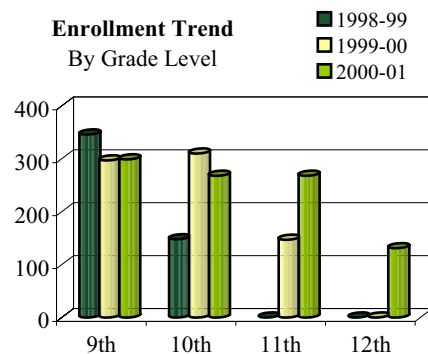
- Associated Student Body
- California Scholarship Federation
- Chess Club
- Christian Club
- Debate Club
- Driver Training
- Science Club
- Music Club
- Key Club
- Literary Magazine
- Mock Trial Competition
- Poetry Club
- Sci-Tech Innovations
- Engineering Club
- Young Republicans Club
- American Muslim Youth
- Dance Club
- Drama Club
- Spanish Club
- Political Science Club
- K.A.T.S.
- Intramural Sports Teams
- Web Page Club
- Scholastic Bowl Team

## Homework

Anderson W. Clark Magnet High feels homework is a fundamental part of the learning process that helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas. Each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments timely and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and are responsible for reviewing homework assignments with their child.

## School Attendance

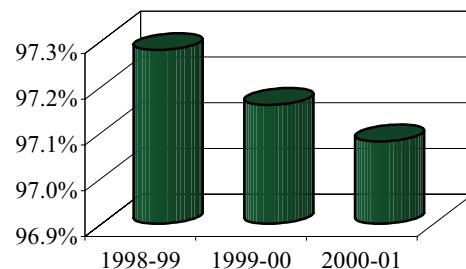
Student enrollment over the past three years at Anderson W. Clark Magnet High has increased by 95.5%. The significant increase in enrollment can be attributed to Clark Magnet High recently opening to 9th and 10th grades only; as a result, enrollment for the two successive grades dramatically increased as students were promoted from one grade to the next. Schoolwide enrollment at the beginning of the 2000-01 school year was 966 students.



School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Anderson W. Clark Magnet High. Student attendance is carefully monitored to identify those students exhibiting excessive absences. During the 2000-01 school year, the actual attendance rate for all grade levels for Anderson W. Clark Magnet High was 97.08%. Anderson W. Clark Magnet High had one dropout in 2000-01; there were no dropouts to report for the two preceding years.

## Actual Attendance Rates

All Grade Levels



## Class Size

Anderson W. Clark Magnet High maintained a schoolwide average class size of 30 students and a pupil/teacher ratio of 23:1 for the 2000-01 school year. Class size rates are based on grade level and subject area taught.

Teaching Load Distribution								
Number of Classes by Size								
	Avg.		1-20		21-30		31+	
	00	01	00	01	00	01	00	01
English	25	26	10	7	11	22	10	13
Math	27	27	11	7	6	13	12	15
Science	35	32	0	0	2	7	19	21
Social Science	32	33	0	0	3	3	11	16
Foreign Lang.	31	33	2	0	5	3	12	15
PE	46	46	0	0	0	0	11	11

## Instructional Minutes

During the 2000-01 school year, all instructional minute requirements at Anderson W. Clark Magnet High either met or exceeded state requirements. The California Education Code requires that students in grades nine through twelve receive a minimum of 64,800 minutes of instructional time. Anderson W. Clark Magnet High offered 65,600 minutes of instructional time. Students received between 45 and 50 minutes of specialized instruction in each subject area by appropriately credentialed teachers.

## Minimum Days

For the 2000-01 school year, Anderson W. Clark Magnet High offered 180 days of instruction comprised of 162 regular days, 14 modified days, and 4 minimum days. All instructional days either met or exceeded the daily instructional minute requirements specified in the California Education Code. Minimum and modified days integrated into the Clark schedule allowed for enhanced staff development activities and student finals.

## Textbooks & Instructional Materials

Anderson W. Clark Magnet High sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program as well as provide students with their own textbooks. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks as well as the school's curriculum council standards. Anderson W. Clark Magnet High follows the State Instructional Materials Adoption Cycle which reviews instructional materials in each curricular area within a seven-year cycle.

A committee consisting of administrators and teachers establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Board of Education for final adoption.

With the recent technological improvements in the school, 48 computers have been installed in the cybrary and 206 computers are also available throughout the campus of Clark (Anderson W.) Magnet High School. The school's library is stocked with thousands of books that are available for students to check out as well as a large collection of video and audio tapes, also available for classroom use, that tie into curricular areas of study. Computer resources within the library are connected to the Internet so students are able to access resources and information on-line to improve their research skills. Glendale Unified School District assigns a teacher specialist to each 'cluster' of schools to advise on equipment and troubleshooting.

Computer Resources			
	1998-99	1999-00	2000-01
Computers	192	275	300
Students per computer	2.6	2.7	3.2
Classrooms connected to Internet	22	33	46

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule. Software includes programs to develop critical thinking skills, technological skills, and mathematical proficiency. The district recently adopted and integrated new software in the areas of reading and math for high school level students. Anderson W. Clark Magnet High's website provides a variety of resources and information for parents, staff, students and community members.

## School Facilities & Safety

Anderson W. Clark Magnet High provides a safe, clean environment for students, staff, and volunteers. School facilities are all up-to-date and provide adequate space for students and staff. Split into day and evening shifts, a team of seven custodians (including a lead custodian) ensures classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by the Glendale Unified to ensure that all classrooms and facilities are maintained to a degree of adequacy that provides for good learning.

Anderson W. Clark Magnet High recently complete the sixth and final phase of its renovation, including disabled accessibility, additional parking, and classroom modification. A replacement irrigation system with an estimated cost of \$25,000 was recently approved and is scheduled to begin before the 2001-02 school year.

Safety of students and staff is a primary concern of Anderson W. Clark Magnet High. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. 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.

The School Safety Plan is updated and amended during the month of October to ensure that it is compliant with the safety law. The School Safety Plan is designed to help in preparing for any emergency situations and managing emergency response efforts. The plan will provide and maintain the high level of safety, assess current school crime occurring within and around the school campus. A copy of the plan is available to the public at the district office.

## Counseling & Other Support Services

It is the goal of Anderson W. Clark Magnet High to assist students in their social and personal development as well as academics. The district provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The principal coordinates the counseling and support services at each school site.

The school provides qualified personnel to provide counseling and support services, on a part-time and/or full-time basis. Psychologists and counselors are devoted to helping students deal with problems and assisting them to reach positive goals.

Counseling and Support Services Staff			
	Number of Staff		Availability Days Per Week
		FTE	
Counselor	2	2	5
Nurse	1	0.2	1
Psychologist	1	0.2	1

\*FTE = Full-Time Equivalent

## Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Anderson W. Clark Magnet High. These measures are much more authentic in terms of students' actual progress as well as a measurement of the effectiveness of the instructional program.

### Standardized State Testing

Clark Magnet High participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the Stanford Achievement Test Series (SAT-9), California Standards Assessments, and the Spanish Assessment of Basic Education (SABE). The SAT-9 measures achievement based on student comparison; the California Standards Tests aid in determining the level of individual student comprehension and knowledge of skills required by the California Content Standards for each grade or course.

### Golden State Exam

The Golden State Exam is a voluntary program that offers end-of-course examinations in key academic subjects. The program establishes a statewide standard of excellence and identifies students worthy of recognition for their academic accomplishments. The goal is to provide individual students with the incentive to exert extra effort in key subjects and receive public recognition for their achievements. During the 2000-01 school year, 44 students received High Honors, 97 received Honors, and 205 received School Recognition achievement levels.

### Physical Fitness

In the spring of each year, Anderson W. Clark Magnet High is required by the state to administer a physical fitness test to all students in ninth grade. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students are provided several options to perform tasks in each area. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ).

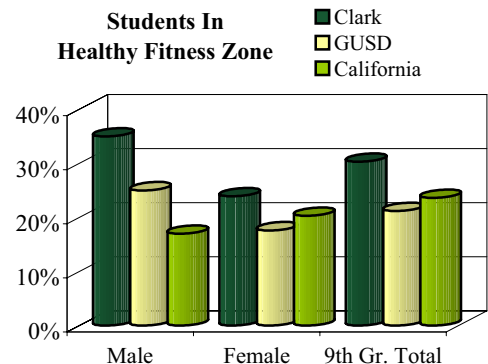
California Standards Test Results All Students 2001							
English/Language Arts							
		9		10		11	
% of Students Scoring at:		A	P	A	P	A	P
Clark Magnet High		14	42	29	38	20	35
Glendale Unified		10	25	15	24	11	22
California		8	20	11	20	9	20

California Standards Test Results Disaggregated 2001							
English/Language Arts							
		9		10		11	
% of Students Scoring at:		A	P	A	P	A	P
<b>Gender</b>							
Male		14	43	29	39	19	36
Female		13	40	28	38	21	32
<b>Ethnicity</b> <i>data currently unavailable</i>							
<b>Language Fluency</b>							
Limited English Proficient		2	11	5	5	0	15
Non Limited English Proficient		17	51	30	41	22	37
<b>Migrant Education</b> <i>data currently unavailable</i>							
<b>Socioeconomic Status</b>							
Economically Disadvantaged		5	26	14	26	8	27
Non Economically Disadvantaged		19	51	34	43	24	38

*A = Advanced P = Proficient*

SAT-9 Results All Students 1999, 2000, 2001									
% At or Above National Average									
Reading									
Grade Year Ending	9			10			11		
	99	00	01	99	00	01	99	00	01
Clark Magnet High	56	63	53	49	58	63	0	57	59
Glendale Unified	37	39	37	33	36	37	34	36	38
California	34	35	35	33	34	34	35	36	37
Math									
Clark Magnet High	86	89	85	78	81	85	0	81	85
Glendale Unified	63	63	64	53	56	55	54	58	53
California	48	51	51	44	46	45	45	47	46
Language									
Clark Magnet High	82	92	85	67	73	82	0	76	78
Glendale Unified	63	69	68	45	50	53	52	57	55
California	49	52	53	38	40	42	47	48	49
Science									
Clark Magnet High	60	68	63	68	64	77	0	61	66
Glendale Unified	41	43	45	46	48	50	39	43	42
California	40	41	41	45	46	46	42	43	42
Social Science									
Clark Magnet High	69	68	66	59	59	63	0	79	82
Glendale Unified	47	47	50	40	39	41	61	62	62
California	44	46	47	37	37	38	57	57	59

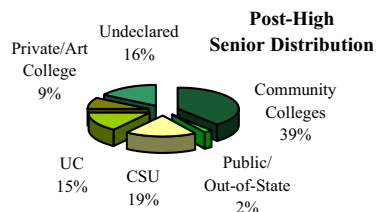
SAT-9 Disaggregated Results 2001						
% At or Above National Average						
Gender	Reading			Math		
	9	10	11	9	10	11
Male	58	65	62	93	90	88
Female	45	61	55	74	80	80
<b>Ethnicity</b> <i>data currently unavailable</i>						
<b>Language Fluency</b>						
Limited English Proficient		8	11	15	74	68
Non Limited English Proficient		66	67	65	89	87
<b>Socioeconomic Status</b>						
Economically Disadvantaged		30	42	41	74	79
Non Economically Disadvantaged		66	71	67	92	88
<b>Migrant Education</b> <i>data currently unavailable</i>						



## College Preparation

Anderson W. Clark Magnet High offers college-bound students many opportunities to get a head start on their future. College preparation activities and programs are part of the school curriculum, enhanced by supplemental programs sponsored by the school and Glendale Community College. In addition to programs and activities, Anderson W. Clark Magnet High offers a variety of College Preparatory Classes in core subjects as well as fine arts and foreign language. Clark Magnet maintains educational partnerships with Glendale Community College and California State University of Los Angeles in support of academic and technical programs.

Students at Anderson W. Clark Magnet High are encouraged to take the required courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than 'C' per semester. Clark's first graduating class was not until June, 2001; the following chart illustrates the distribution of graduating seniors after high school.



## Advanced Placement

Anderson W. Clark Magnet High offers 13 advanced placement courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges. During the 2000-01 school year, Anderson W. Clark Magnet High's AP courses had a total course enrollment of 243 and 94 have taken the exams.

### 2000-01 Advanced Placement List

- American Literature/Composition
- English Literature/Composition
- U.S. History
- Government
- Biology
- Physics
- Calculus 1-2
- Calculus B/C
- Computer Science
- Statistics
- Spanish 7-8
- Spanish 9-10
- Drawing/Painting 5-6

Enrollment	Students		Number of Exams		
	11th	12th	Taking AP Exam	With a Score of:	
268	131	94	3	4	5
			40	22	13

## Scholastic Aptitude Test (SAT)

Each year, students have the opportunity to participate in the SAT testing. This instrument is designed to assess many of the skills that are important to a student's success in college and their general educational development.

## Academic Performance Index

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time. If a school meets its growth targets, including subgroup targets, it may be eligible to receive monetary and non-monetary awards.

The API Scale is 200-1000; calculations for which only include scores for students in the district the prior school year. Rankings are presented in deciles (high of 10, low of 1), each of which contains 10% of all schools. The growth target is equal to 5% of the difference between the current API and the interim Statewide Performance Target of 800.

The Immediate Intervention/Underperforming School's Program and the Governor's Performance Award Program are the remaining two components of the PSAA. Due to specific criteria, including API and SAT-9 results, Anderson W. Clark Magnet High qualified to participate in the Governor's Performance Award program which allocates up to \$150 per pupil for schoolwide use.

2001 Scholastic Assessment Test (SAT) Results	
Grade 12 Enrollment	
Clark Magnet	131
Glendale Unified	2,393
California	357,668
% of Seniors Tested	
Clark Magnet	68
Glendale Unified	43
California	37
Average Verbal	
Clark Magnet	479
Glendale Unified	479
California	492
Average Math	
Clark Magnet	568
Glendale Unified	533
California	516
Average Total	
Clark Magnet	1,047
Glendale Unified	1,012
California	1,008

### API School Results

Base	Base		Growth	Growth	
	1999	2000		1999	2000
Percent Tested	98	99	Percent Tested	99	99
API Score	771	786	API Growth Score	786	796
Growth Target	1	1	Actual Growth	15	10
Statewide Rank	10	10	Eligible for Awards	Yes	Yes
Similar Schools Rank	10	5	Eligible for II/USP	No	No

### API Subgroup Results

Base	Base		Growth	Growth	
	1999	2000		1999	2000
Asian-American					
Base API Score	822	838	API Growth Score	838	862
Growth Target	*	*	Actual Growth	16	24
Caucasian					
Base API Score	747	759	API Growth Score	759	772
Growth Target	1	1	Actual Growth	12	13
Socioeconomically Disadvantaged					
Base API Score	689	701	API Growth Score	701	711
Growth Target	1	1	Actual Growth	12	10

\*Growth targets are undetermined for scores above the interim Statewide Performance Target of 800.

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.

## Work Force Preparation

It is the goal of Anderson W. Clark Magnet High that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies that foster critical thinking, problem solving, leadership, and academic skills are consistently taught to the students to ensure work-readiness skills.

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. Academic and Career Counselors expose students to a broad array of career opportunities and facilitate selection of a career path based on individual interests, goals, strengths, and abilities. Anderson W. Clark Magnet High offers a variety of career-path related classes.

During the 2000-01 school year, Anderson W. Clark Magnet High continued to implement academic programs that enrich the growth of career-related learning. The following Regional Occupation Program (ROP) courses are available on-campus, in addition to those available to students through the county at various locations.

- Animation
- Photo
- Computer Repair
- Digital Electronics

Speakers from the community, job-shadowing and work experiences, use of technology, career-related research projects, and community service projects are made available for the students, to heighten student awareness of options for education, training, and employment beyond high school.

## Teacher Assignment

Glendale Unified recruits and employs the most qualified credentialed teachers. For the 2000-01 school year, Anderson W. Clark Magnet High had 35 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. Some teachers hold multiple credentials; various teachers supplement their regular credential with a special education credential.

Teacher Credential Status			
	1998-99	1999-00	2000-01
Fully Credentialed	15	32	35
Emergency Credentials	2	3	5
Without Credentials	0	1	2
Pre-Interns	0	0	0
University Interns	0	0	0
District Interns	0	0	0
Working Outside Subject	0	0	0
<b>Total Teachers</b>	<b>17</b>	<b>36</b>	<b>42</b>
Average Years Teaching	14.3	15.0	14.7
Average Years in District	10.1	11.9	11.9

Anderson W. Clark Magnet High supports efforts made by teachers and other certificated school staff in attaining additional education and training through local colleges and universities for their personal growth as well as for the benefit of the school. During the 2000-01 school year, certificated staff consisted of 50 employees: 26 percent with 30+ additional units beyond their bachelor's degree and 66 percent holding advanced graduate degrees such as a masters or doctorate degree.

## Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by principals and assistant principals. District administrators evaluate central office certificated employees; these administrators have been trained and certified for competency to perform teacher evaluations.

Evaluation Criteria are:

- Engaging and Supporting All Students In Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Developing as a Professional Educator

Staff members build teaching skills and content knowledge by participating in many conferences and workshops throughout the year and then sharing their experiences and knowledge with district colleagues. The district schedules three staff development days annually. Professional development focuses on curriculum and teaching strategies to enhance learning in a standards-based system.

## Substitute Teachers

Glendale Unified School District has not experienced any difficulties retaining qualified substitute teachers thus far. The current district pool consists of over 300 substitutes. On rare occasions when a substitute teacher is not available for an absent teacher, credentialed staff or administrators take the role of the substitute. Substitute teachers must hold a Bachelor's degree and have successfully passed the California Basic Educational Skills Test.

## Training & Curriculum Improvement

Curriculum Study Committees in the various subject areas meet regularly to review course content, recommend the adoption of new courses and textbooks, and discuss methods of assessing student progress. Potential innovations and modifications to existing programs are reviewed by principals, presented to the superintendent for consideration, and submitted to the Board of Education for adoption.

The Glendale Unified School District implemented a new curriculum and adopted new materials in science, grades K-6, during the 2000-01 school year. The curriculum and materials are aligned with state content standards and frameworks. Curricula in all of the core content areas have been aligned with the state standards, and a standards-based grading and reporting system has been adopted. Clark Magnet High has recently implemented a Multimedia course that focuses on the principles involved in broadcast journalism; students are able to broadcast the Daily Bulletin via the school's closed circuit television network. The new literacy course, "Literacy for Success" is in place and is bolstered by technology aids such as the Accelerated Reader Program.

The Glendale Unified School District provides high-quality professional development to promote powerful teaching and learning. Each school prepares a site-based staff development plan which is aligned with district strategic targets, and which uses a variety of resources to assist teachers in refining instructional practice. District and site inservices are based on research and established learning theories.

Professional development in the Glendale Unified School District focuses on strategies to promote literacy and critical thinking skills in all subject areas. There is also an emphasis on using data effectively to plan instruction and working collaboratively to improve instruction by analyzing student work. Teachers receive assistance in developing intervention strategies for at-risk students, so that all students have the opportunity to meet rigorous standards.

Two teacher induction programs provide specialized support for new teachers. The Beginning Teacher Support and Assessment Program (BTSA) is a two-year program which provides ongoing support from Consulting Teachers, with an emphasis on formative assessment and reflection. All activities are based on the California Standards for the Teaching Profession. The Pre-Intern Program prepares emergency permit teachers to demonstrate mastery of subject matter competencies. In addition, the Paraprofessional Teacher Training Program (PTTP) offers opportunities for teacher preparation and certification to education assistants. This program sponsors enrollment in required university courses and provides peer support and training. During the 2000-01 school year, almost 200 employees participated in these three programs.

The Glendale Unified School District participates in the Peer Assistance and Review (PAR) program. This program allows outstanding teachers to help veteran teachers to refine subject matter knowledge and teaching strategies.

### Quality of Instruction & Leadership

Leadership at Anderson W. Clark Magnet High is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards.

The district requires various levels of participation from school site staff to regularly assemble and address specific issues for each site as well as districtwide issues.

- Character Education Committee
- Class Size Reduction Committee
- DELAC (District English Language Acquisition Committee)
- District Library Steering Committee
- ESL Specialist

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals.

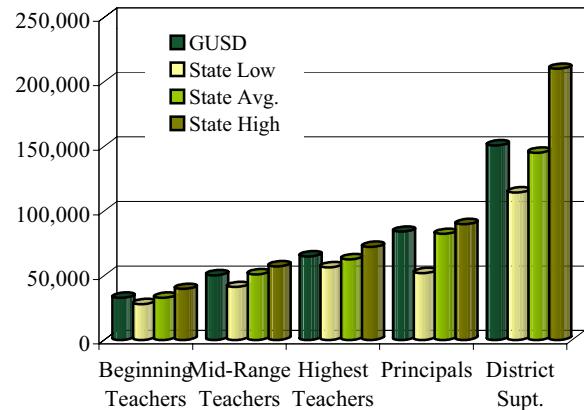
- School Site Council
- School Leadership Committee
- Staff Development Committee
- School Safety Committee
- Parent Teacher Student Association
- ELAC (English Language Acquisition Committee)

The School Site Council, consisting of school staff and parents, is a major governing body that meets regularly to address programs and components that make up the school, to discuss the effectiveness and appropriateness of the various programs and components relative to the goals of the school, and to act as a communication liaison between the community and the school.

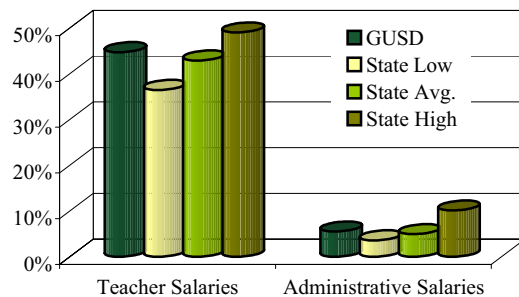
### Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having greater than 20,000 average daily attendance throughout the state.

**Average Salary Information  
Teachers - Principals - Superintendent  
1999-00**



**Average Salary Information  
Teachers & Administrative Salary Percentages  
1999-00**



### Expenditures & Services Funded

For the 1999-00 school year, Glendale Unified spent an average of \$5,354 to educate each student (based on 1999-00 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

Current Expense of Education Per Student* 1999-00		
Glendale Unified	Statewide Average	
	All Unified Districts	All Districts
\$5,354	\$5,758	\$5,705

*\*Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.*

In addition to general fund state funding, Glendale Unified receives state and federal categorical funding for special programs. For the 1999-00 school year, the district received approximately \$1,892 per student in federal and state aid for the following categorical, special education, and support programs:

- Special Education
- EESA/Math & Science
- Drug/Alcohol/Tobacco
- Vocational & Applied Technology
- Gifted & Talented Pupils
- Home-to-School Transportation
- School Improvement Program
- Economic Impact Aid
- Instructional Television
- Demo. Programs, Reading & Math
- Instructional Materials
- Staff Development
- Tenth Grade Counseling
- Mentor Teacher
- Educational Technology Assistance Grants
- Year Round School Incentive
- School Based Coordination Program
- Class Size Reduction
- Other Instructional Allowances
- Mandated Costs Reimbursements
- Healthy Start

### Contact Information

Parents who wish to participate in Anderson W. Clark Magnet High's leadership teams, school committees, school activities, or become a volunteer may contact Douglas Dall, Principal at (818) 957-6825.

