



Glendale Unified School District

"Excellence is Worth the Effort"

Herbert Hoover Senior High School

2000-2001 Annual School Report Card

651 Glenwood Road
Glendale, California
91202-1552

Hasmik Danielian, Co-Principal
Kevin Welsh, Co-Principal
Ninth through Twelfth Grade

(818) 242-6801
(818) 247-8825 Fax
www.glendale.k12.ca.us/

School Administration

Heidi Appelbaum, Assistant Principal
John Fox, Assistant Principal
Lena Kortoshian, Assistant Principal
Sarah O'Reilly, Assistant Principal
Marisa Sarian, 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

Alice Petrossian
Assistant Superintendent,
Hoover Cluster

Contents

- Principal's Message
- Mission Statement
- Community & School Profile
- Discipline & Climate for Learning
- School Attendance
- Class Size
- Instructional Minutes
- Minimum Days
- Textbooks & Instructional Materials
- Substitute Teacher
- Student Achievement & Testing
- Academic Performance Index
- College Preparation
- Work Force Preparation
- School Facilities & Safety
- Counseling & Other Support Services
- Teacher Assignment
- Teacher Evaluation
- Training & Curriculum Improvement
- Special Education
- Quality of Instruction & Leadership
- Expenditures & Services Funded
- Salary & Budget Comparison
- Contact Information

Principal's Message

At Hoover High School this year the focus school-wide is on Instruction, Literacy and Student Connectedness.

In the area of Instruction we have instituted a program called the White Board Configuration. In each class, everyday, students enter, record their homework assignment and then participate in a 3-4 minute silent activity. Most teachers have the student respond to a quote, make a journal entry and/or read. On each board in every classroom is the objective for the day which is standards based and the steps the teacher will follow to teach the objective. Both students and teachers are excited about the opening of school and the school-wide focus on Instruction.

In the area of Literacy, we are focusing on science and social science. Students are being taught how to access the textbook and learn comprehension strategies. These strategies transfer to their post secondary education or on the job.

Student Connectedness is another major focus here at Hoover. We are working hard to help each and every student at Hoover feel a part of the Hoover community. What we have noticed this first week of school is that kids are having a great time.

Finally, we would like to have parents support our effort to make our students smarter. It is our belief at Hoover High School that if we teach our students that they are all intelligent, they actually become more intelligent. What we are doing at Hoover is expecting all students to put forth effort to meet the Standards. We are teaching our students to use thinking skills and holding them responsible. Intelligence can be taught. Confidence & Effort = Academic Achievement.

Mission Statement

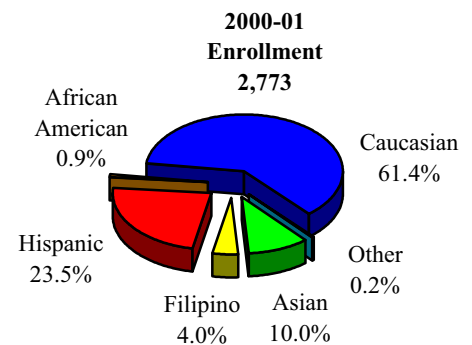
Hoover High School, a partnership of students, parents, teachers, staff, and the community, graduate life-long learners who are self-sufficient, ethical, and globally responsible, by providing comprehensive, traditional, state-of-the-art academic programs.

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.

Discipline & Climate for Learning

Students at Herbert Hoover 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 Herbert Hoover 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 and individual student handbooks.

Attendance

Regular attendance at Herbert Hoover 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 Herbert Hoover 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 Herbert Hoover 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.

Herbert Hoover High expelled 38 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					
	Hoover High			GUSD		
	99	00	01	99	00	01
Suspensions (#)	805	720	706	5100	4444	3647
Suspensions (%)	26.6	25.4	25.5	16.8	14.6	12.0
Expulsions (#)	11	12	15	59	40	47
Expulsions (%)	0.36	0.42	0.54	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:

- Sign Language Club
- Stage Crew
- Ceramics Club
- Armenian Club
- Jazz Ensemble
- Chorus/Choir
- Art Club
- Key Club
- Cinema Club
- Hoopster Club
- Korean Club
- Dance Company
- Interact Club
- Orchestra
- Tennis Club
- Latin Club
- Pep Team
- Drill Team
- Career Club
- Spanish Club
- Filipino Club
- French Club
- Greenery Spot
- CSF
- International Club
- Friends of the Library
- FBLA
- Drama Club
- AVID
- ASB

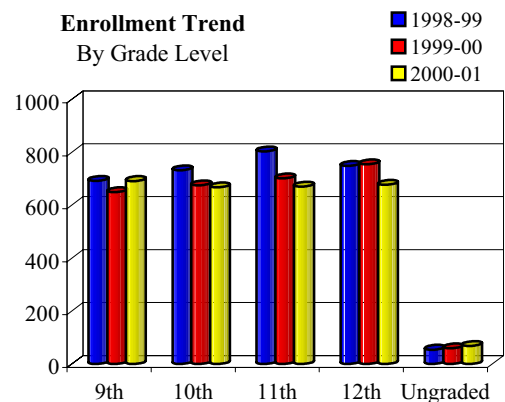
The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other high schools in the area. Herbert Hoover High students have the opportunity to participate in over a dozen different sports.

Homework

Herbert Hoover 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 in a timely manner and to the best of their ability.

School Attendance

Student enrollment over the past three years at Herbert Hoover High has decreased by 8.5%. Schoolwide enrollment at the beginning of the 2000-01 school year was 2,773 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 Herbert Hoover 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 Herbert Hoover High was 96.37%.

Number of Dropouts By Year & Percentage of Enrollment			
	1997-98	1998-99	1999-00
Dropouts (%)	0.4	1.0	0.8
Dropouts (#)	12.0	30.0	23.0

Intervention programs that promote attendance and reduce dropout rates include:

Teacher Intervention

- Clear presentation of expectations
- Verbal warnings
- Notes and phone call home
- Administration referral

School Administration Intervention

- Student conference
- Phone call home
- Five-day letter
- Parent conference
- Ten-day letter
- Student Support Services referral

District Intervention

- Twenty-day letter
- Weekly/monthly attendance monitoring
- Student interview
- Parent/home visit

Class Size

Herbert Hoover High maintained a schoolwide average class size of 29 students and a pupil/teacher ratio of 24:1 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+		
	99	00	01	99	00	01	99	00	01	99	00	01
English	32	27	27	7	36	30	44	41	40	75	55	53
Math	33	29	28	6	29	27	14	12	26	65	47	47
Science	33	32	31	4	5	7	10	11	14	48	45	44
Soc. Science	32	32	32	4	3	5	22	17	18	53	47	51
Foreign Lang.	31	32	32	2	2	1	21	8	9	20	29	28
PE	32	35	34	5	5	2	7	8	11	36	34	34

Instructional Minutes

During the 2000-01 school year, all instructional minute requirements at Herbert Hoover 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. Herbert Hoover High offered 79,545 minutes of instructional time. Students received between 57 and 61 minutes of specialized instruction on regular days and 35 minutes on minimum days in each subject area by appropriately credentialed teachers.

Minimum Days

For the 2000-01 school year, Herbert Hoover High offered 180 days of instruction comprised of 157 regular days, 11 minimum days, and 12 modified days. Minimum days allow for enhanced staff development and

planning opportunities which are paramount in maintaining a high level of instruction and stimulating growth on all levels. All instructional days either met or exceeded the daily instructional minute requirements specified in the California Education Code.

Textbooks & Instructional Materials

Herbert Hoover 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. Herbert Hoover 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.

The school's library is stocked with approximately 22,000 books that are available for students to check out. Due to the recent technological updates and increase in supply of electronic resources, the Hoover library is now officially called a 'Library Media Center'. In addition, the library regularly receives six newspapers, including Armenian and Spanish subscriptions. The school's library contains a large collection of video and audio tapes 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 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.

	Computer Resources		
	1998-99	1999-00	2000-01
Computers	40	48	59
Students per computer	17.3	15.1	13.2
Classrooms connected to Internet	0	0	0

Herbert Hoover High's website provides a variety of resources and information for parents, staff, students, and community members.

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.

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Herbert Hoover 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.

In addition to the academic measurements given by the State of California, the Glendale Unified School District provides two other assessments to determine the progress of each individual student:

- Benchmark Tests - administered by the district annually to measure the student's level in math and writing skills.
- Meets Grade Level Standards (MGLS) - administered by the teachers three times a year to measure the student's level in math and language arts skills.

Results from the Writing Benchmark administered at the school level indicated that 39% of Hoover High students met the district standard of proficiency

	Meeting Grade Level Standards % of Students At or Above Proficiency Level			
	Math		Lang. Arts	
	00	01	00	01
9th	65	72	55	44
10th	61	58	51	57
11th	61	59	63	58

Standardized State Testing

Herbert Hoover 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.

Advanced Placement

Herbert Hoover High offers 23 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. The following table illustrates the number of AP courses offered at Herbert Hoover High during the 2000-01 school year, by subject.

Advanced Placement Courses Number of Classes by Subject	
Fine/Performing Arts	1
Computer Science	1
English	2
Foreign Language	8
Mathematics	4
Science	4
Social Science	3
Total	23

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, 99 students received High Honors, 226 received Honors, and 491 received School Recognition achievement levels.

Physical Fitness

In the spring of each year, Herbert Hoover 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.

	SAT-9 Disaggregated Results 2001					
	Reading			Math		
Gender	9	10	11	9	10	11
Male	25	25	31	61	46	47
Female	29	35	33	63	54	48
Ethnicity	<i>data currently unavailable</i>					
Language Fluency						
Limited English Proficient	6	2	8	36	25	24
Non Limited English Proficient	39	45	49	76	64	63
Socioeconomic Status						
Economically Disadvantaged	19	21	25	58	43	39
Non Economically Disadvantaged	37	40	38	67	58	54
Migrant Education	<i>data currently unavailable</i>					

Scholastic Assessment Test (SAT) Results

1999, 2000, 2001

	99	00	01
Grade 12 Enrollment			
Hoover High	748	754	677
Glendale Unified	2,400	2,459	2,393
California	334,852	347,813	357,789
Percentage of Seniors Tested			
Hoover High	41	49	48
Glendale Unified	37	41	43
California	37	37	45
Average Verbal			
Hoover High	466	450	454
Glendale Unified	494	478	479
California	497	492	498
Average Math			
Hoover High	532	524	510
Glendale Unified	551	543	533
California	514	517	517
Average Total			
Hoover High	998	975	964
Glendale Unified	1,045	1,021	1,012
California	1,011	1,009	1,015

SAT-9 Results

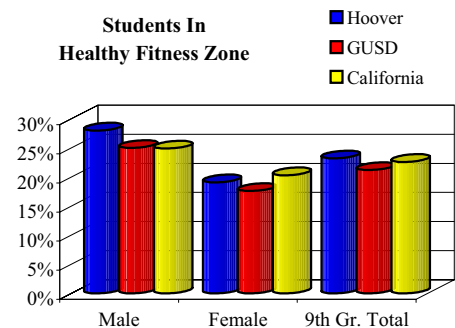
All Students

1999, 2000, 2001

% At or Above National Average

Grade	Reading									
	9			10			11			
	99	00	01	99	00	01	99	00	01	
Year Ending										
Hoover High	31	31	27	29	27	30	32	30	32	
Glendale USD	37	39	37	33	36	37	34	36	38	
California	34	35	35	33	34	34	35	36	37	
Math										
Hoover High	54	57	62	47	49	51	55	56	47	
Glendale USD	63	63	64	53	56	55	54	58	53	
California	48	51	51	44	46	45	45	47	46	
Language										
Hoover High	55	56	62	39	40	46	47	49	49	
Glendale USD	63	69	68	45	50	53	52	57	55	
California	49	52	53	38	40	42	47	48	49	
Science										
Hoover High	35	34	40	40	46	44	35	35	40	
Glendale USD	41	43	45	46	48	50	39	43	42	
California	40	41	41	45	46	46	42	43	42	
Social Science										
Hoover High	37	38	43	38	30	35	60	56	62	
Glendale USD	47	47	50	40	39	41	61	62	62	
California	44	46	47	37	37	38	57	57	59	

Students In Healthy Fitness Zone



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).

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, Herbert Hoover High qualified to participate in the Governor's Performance Award program which allocates up to \$150 per pupil for schoolwide use.

College Preparation

Herbert Hoover 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. The AVID (Advancement Via Individual Determination) offered at Herbert Hoover High emphasizes college and university entrance preparation. The three main components of AVID are academic instruction, tutorial support, and motivational activities. The purpose of AVID in edifying the 'whole student' is fulfilled by combining the six most important elements of education: students, curriculum, faculty, tutors, parents, and community. AVID eligibility is determined by grades, SAT-9 scores, and student desire.

Students at Herbert Hoover 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. The chart illustrates the proportion of UC/CSU required courses taken and successfully completed in relation to the number of course enrollment (sum of total enrollment in all classes). Total enrollment for the 1999-00 school year was 2,838.

Work Force Preparation

It is the goal of Herbert Hoover 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.

API School Results					
Base	Base			Growth	
	1999	2000	Growth	1999	2000
Percent Tested	96.3	100	Percent Tested	100	97
API Score	606	614	API Growth Score	614	634
Growth Target	10	9	Actual Growth	8	20
Statewide Rank	5	5	Eligible for Awards	No	Yes
Similar Schools Rank	5	3	Eligible for II/USP	No	No

API Subgroup Results					
Base	Base			Growth	
	1999	2000	Growth	1999	2000
Asian-American					
Base API Score	758	763	API Growth Score	763	778
Growth Target	8	7	Actual Growth	5	15
Hispanic or Latino					
Base API Score	512	525	API Growth Score	525	556
Growth Target	8	7	Actual Growth	13	31
Caucasian					
Base API Score	611	620	API Growth Score	620	634
Growth Target	8	7	Actual Growth	9	14
Socioeconomically Disadvantaged					
Base API Score	549	555	API Growth Score	555	582
Growth Target	8	7	Actual Growth	6	27

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.

California Standards Test Results						
All Students						
2001						
% of Students Scoring at:	English/Language Arts					
	9		10		11	
	A	P	A	P	A	P
Hoover High	6	18	11	19	8	18
Glendale Unified	10	25	15	24	11	22
California	8	20	11	20	9	20
Subgroups						
Gender						
Male	4	14	10	13	7	18
Female	8	21	13	25	10	18
Ethnicity						
<i>data currently unavailable</i>						
Language Fluency						
Limited English Proficient	0	3	0	2	1	4
Non Limited English Proficient	9	26	17	29	14	28
Migrant Education						
<i>data currently unavailable</i>						
Socioeconomic Status						
Economically Disadvantaged	3	14	8	16	3	16
Non Economically Disadvantaged	9	23	14	23	14	20

A = Advanced P = Proficient

Graduates			
1999-00	with UC/CSU	UC/CSU	1999-00
Graduates	Required	Course	Course
	Courses	Enrollment	Enrollments
638	249	7,138	14,952
	39%*	47.7%**	
<i>*Total graduates</i>		<i>**Total course enrollments</i>	

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. 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.

Herbert Hoover High offers a variety of career-path related classes in the following career clusters:

- Manufacturing
- Business Professional/Office
- Sales
- Transportation
- Agriculture
- Personal Service
- Health
- Social Science
- Science and Technical
- Construction
- Design, Communication, Art
- Education
- Repair and Mechanics

Herbert Hoover High encourages juniors, seniors, and students who are age 16 or older to participate in the diverse opportunities provided by ROP (Regional Occupational Program) classes through the county of Los Angeles. Students are able to attain Career Preparation credits toward graduation through ROP participation. A list of ROP classes offered in Los Angeles County are available at the the school, district, and county offices.

School Facilities & Safety

Herbert Hoover High provides a safe, clean environment for students, staff, and volunteers. In the evenings, a team of 11 custodians ensure the 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.

This school year, the Measure K project is making it possible for Hoover High School to change the following item to better improve the facilities of the school:

- Cafeteria flooring
- Gym tunnels
- Pool supply line
- Doors and hardwares, Auditorium
- Re-tube boiler
- Reroof the Girl's Gym and Shop Building

Safety of students and staff is a primary concern of Herbert Hoover 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 provides and maintains the high level of safety, including an assessment of 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 Herbert Hoover 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 Co-Principals coordinate the counseling and support services at each school site.

Counseling and Support Services Staff			
	Number		Availability Days Per Week
	Staff	FTE	
College Counselor	1	1	5
Career/Head Counselor	1	1	5
Personal/Social Counselor	1	1	5
Academic Counselor	2	2	5
Nurse	1	0.2	1
Health Clerk	1	1	5
Psychologist	1	1	5
Special Education Teacher	6	6	5
Speech/Language Specialist	4	4	5

*FTE = Full-Time Equivalent

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.

Teacher Assignment

Glendale Unified recruits and employs the most qualified credentialed teachers. For the 2000-01 school year, Herbert Hoover High had 94 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status		
	1998-99	1999-00	2000-01
Fully Credentialed	96	101	94
Emergency Credentials	23	20	20
Without Credentials	1	2	2
Pre-Interns	0	3	3
University Interns	0	0	0
District Interns	0	0	0
Working Outside Subject	0	0	0
Total Teachers	120	126	119
Average Years Teaching	13.0	12.1	12.7
Average Years in District	10.6	10.3	10.9

Herbert Hoover 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 129 employees: 37.21 percent with 30+ additional units beyond their bachelor's degree and 49.62 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. Tem-

porary 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.

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.

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 (BTSAP) 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.

For the 2001-02 school year, staff at Herbert Hoover High will continue to make a strong commitment to providing guidance for all staff in an effort to develop an instructional program that fosters creativity and academic excellence.

Special Education

The district's Special Education program addresses the needs of those students with special needs through appropriate assessment, identification of problem areas, placement, and program implementation. The director administers the program of the district and assigns teacher specialist and special coordinator to support the school principal and teachers. The director is also available to answer any questions and provide support to the principal and teachers. They all work together to ensure that the needs of special students are being met.

Quality of Instruction & Leadership

Leadership at Herbert Hoover 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.

- Curriculum Advisory Council
- Budget Advisory Council
- Facilities Advisory Council
- Bilingual Parent Advisory Council
- Curriculum Council
- Program Quality Review Team

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.

- PTSA (Parent Teacher Student Association)
- Purple Circle
- Korean Parent Clubs
- Aquatics Booster
- Hoover Leadership Team
- School Site Council
- ELAC (English Language Advisory Committee)
- Hoover Family Club

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.*

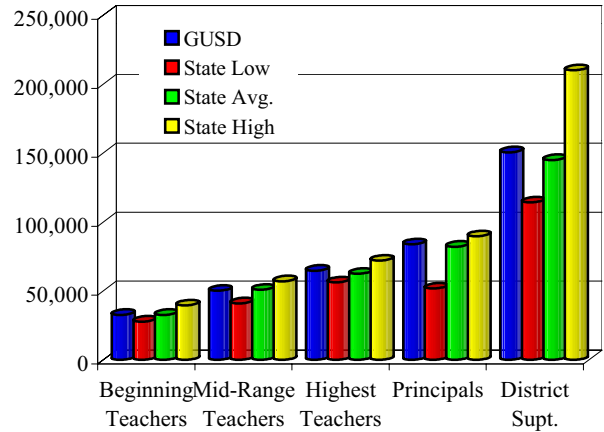
In addition to general fund state funding, Glendale Unified receives state and federal categorical funding for special programs. For the 1999-00 school year, the district received approximately \$1,892 per student in federal and state aid for the following categorical, special education, and support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

- Special Education
- EESA/Math & Science
- Drug/Alcohol/Tobacco Education
- 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

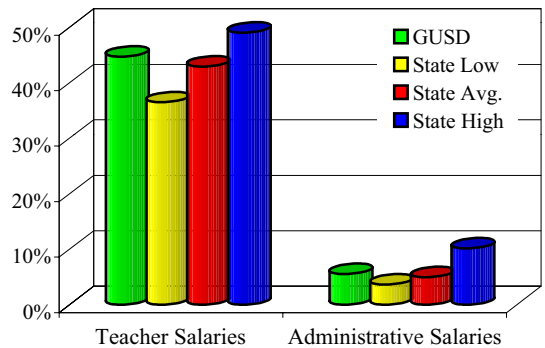
Salary & Budget Comparison

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**



Contact Information

Parents who wish to participate in Herbert Hoover High's leadership teams, school committees, school activities, or become a volunteer may contact Hasmik Danielian, Co-Principal or Kevin Welsh, Co-Principal at (818) 242-6801.