



Glendale Unified School District

"Excellence is Worth the Effort"

Anderson W. Clark Magnet High School

2001-2002 Annual School Report Card

4747 New York Ave., La Crescenta, CA 91214

(818) 248-8324

Ninth through Twelfth Grade

www.glendale.k12.ca.us

School Administration

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Joan Shoff, Assistant Principal

2001-02 Board of Education

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District Administration

James R. Brown
Superintendent

Dr. Mary McKee
Assistant Superintendent
Crescenta Valley Cluster

Contents

- Mission Statement
- Expected Schoolwide Learning Results
- Tenets
- Community & School Profile
- Discipline & Climate for Learning
- School Enrollment & Attendance
- Class Size
- Instructional Time
- Textbooks & Instructional Materials
- School Facilities & Safety
- Substitute Teachers
- Student Achievement & Testing
- Academic Performance Index
- College Preparation
- Work Force Preparation
- Counseling & Other Support Services
- Teacher Assignment
- Teacher Evaluation
- Training & Curriculum Development
- Specialized Instruction
- School Leadership
- Expenditures & Services Funded
- Salary & Budget Comparison
- Contact Information

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 Magnet High School 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.

Expected Schoolwide Learning Results

Upon graduation, all Clark Magnet High School students will be:

- *Effective Communicators* who demonstrate competency in reading, writing, and speaking.
- *Creative Thinkers* who use a wide variety of information sources and strategies in problem-solving.
- *Self-directed Learners* who possess the skills for continued life-long learning.
- *Informed and Responsible Citizens* who give time and talent to benefit their community.
- *Cooperative Team Members* who collaborate effectively.

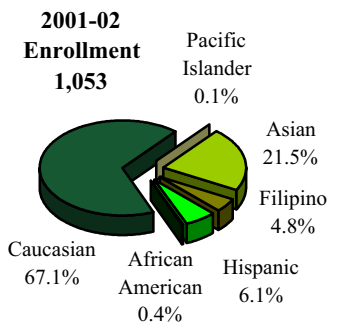
Tenets

- A small, caring school environment maximizes interaction among students, teachers, staff, and parents.
- A school of choice, the dress standard, the dedication and bonding of staff and students, and high expectation of all, promote school pride.
- The cultural diversity of the student and staff population augments and enhances the learning of all members.
- Infusion of technology enhances instruction across the curriculum.
- Collaborative instructional strategies promote successful collaborative workers and learners.
- Unique curriculum strategies such as interdisciplinary instruction, project-based learning, physics in the ninth grade, and technology literacy, result in state-of-the-art learning.
- Block scheduling and the tutorial enrichment format increase student understanding and the application of time management skills.
- Participation in the variety of academic teaching strategies will create or encourage Clark students to be life-long learners.
- Involvement in the School-to-Career program promotes development of job skills for the 21st Century in market-ready students.

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, 50 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 picturesque 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 Nestlé 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, dramatic towering 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. 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 High School campus is located in La Crescenta area of Glendale, serving over 1,050 ninth through twelfth grades students throughout the city of Glendale. Operating on a traditional calendar system, the school provides educational programs that 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 Clark Magnet High School 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 Clark Magnet High School'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.

The district annually provides a Student Conduct Code for each of its sites which is supplemented by a set of behavioral standards developed by Clark Magnet High School. 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.

Building a positive self-image, as well as respect for others, is important to a student's success. Glendale Unified School District supports the philosophy that students who have high self-esteem are more likely to become productive citizens and resist temptations such as abusing alcohol and dangerous drugs. The district participates in the Glendale Character and Ethics Project, a character education program that provides a strong link between the schools and the community. The project highlights one "guiding word" per month, including respect, honesty, self-discipline, citizenship, and responsibility. Glendale Character and Ethics teaches students to consider the consequences of their actions, encouraging them to choose behaviors that benefit themselves and others.

Clark Magnet High School expelled one student over the past three years; expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions and Expulsions					
	Clark			GUSD		
	00	01	02	00	01	02
Suspensions (#)	103	105	101	4,444	3,647	3,425
Suspensions (%)	13.66	10.87	0.10	14.63	12.03	11.30
Expulsions (#)	0	1	0	40	47	40
Expulsions (%)	0.00	0.10	0.00	0.13	0.16	0.13

Enrichment & 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. Activities, clubs, and programs include:

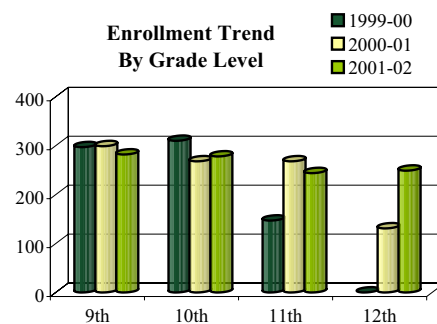
- Associated Student Body
- California Scholarship Federation
- Chess Club
- Christian Club
- Debate Club
- Driver Training
- Science Club
- Music Club
- Key Club
- Literary Magazine
- Mock Trial Competition
- Poetry Club
- Environmental and Spatial Technology (EAST)
- Sci-Tech Innovations
- Engineering 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
- International Club

Homework

Clark Magnet High School believes 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. Parents are encouraged to provide a supportive environment for homework activities.

School Enrollment & Attendance

Student enrollment over the past three years at Clark Magnet High School has increased by 39.7%. The significant increase in enrollment can be attributed to Clark Magnet High School initially 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 2001-02 school year was 1,053 students.



Regular attendance at Clark Magnet High School 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. School districts receive financial support from the state for the education of the students they serve based on how many students attend school each day. Student attendance is carefully monitored to identify those students exhibiting excessive absences. During the 2001-02 school year, the actual attendance rate for all grade levels for Clark Magnet High School was 96.88%.

Glendale Unified School District'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 agencies. 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 evaluate the student's situation and recommend alternative solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavior problems.

Clark Magnet High School had one dropout during the last three years.

Class Size

Clark Magnet High School maintained a schoolwide average class size of 29 students and a pupil/teacher ratio of 23:1 for the 2001-02 school year. Class size rates are based on grade level and subject area.

Teaching Load Distribution												
Number of Classes by Size												
	Avg.			1-20			21-30			31+		
	00	01	02	00	01	02	00	01	02	00	01	02
English	25	26	27	10	7	15	11	22	14	10	13	12
Math	27	27	27	11	7	13	6	13	9	12	15	11
Science	35	32	30	0	0	2	2	7	15	19	21	12
Social Science	32	33	33	0	0	1	3	3	8	11	16	22

Instructional Time

During the 2001-02 school year, all instructional time requirements at Clark Magnet High School 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. Clark Magnet High School offered 65,465 minutes of instructional time. Students received between 45 and 50 minutes of specialized instruction in each subject area by appropriately credentialed teachers.

For the 2001-02 school year, Clark Magnet High School offered 180 days of instruction comprised of 162 regular days, 14 modified days, and 4 minimum days. Minimum and modified days integrated into the Clark Magnet High School schedule allowed for enhanced staff development activities and student finals.

Textbooks & Instructional Materials

Clark Magnet High School 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. Glendale Unified School District follows the State Instructional Materials Adoption Cycle, which reviews instructional materials in each curricular area within a seven-year cycle.

Each textbook is formally adopted by the Board of Education following a comprehensive review process. 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 (library/computer lab) and 206 computers are also available throughout the campus of Clark 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 videos and audio tapes, also available for classroom use, that tie into curricular areas of study. Computers in the library are connected to the Internet and to CD-based reference materials so students are able to access resources and information.

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. The school provides eight computer labs, including two mobile, wireless labs with 30 laptop computers. Each lab is geared to a specific focus, from business applications to computer animation and web page design. 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.

Clark Magnet High School's website provides a variety of resources and information for parents, staff, students and community members.

Computer Resources			
	1999-00	2000-01	2001-02
Computers	275	300	300
Students per computer	2.7	3.2	3.5
Classrooms connected to Internet	33	46	50

School Facilities & Safety

Clark Magnet High School provides a safe, clean environment for students, staff, and volunteers. The campus includes 41 classrooms, an amphitheater, gymnasium, an auditoria, a library, playing fields, and administrative offices. Facilities encompass more than 118,000 square feet of the 12.06-acre site. School facilities are 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 School District to ensure that all classrooms and facilities are maintained to a degree of adequacy that provides for good learning.

Clark Magnet High School is a closed campus. All visitors are required to sign-in at the school's office and to wear visitor badges during their stay. While the school welcomes visits by parents and community members, anyone wishing to be on campus during school hours should notify school staff ahead of time. Visits will be restricted at certain times of the year to minimize classroom disruption during activities such as SAT-9 testing. Before and after school and during lunch, staff members monitor campus activities and ensure student safety.

A Comprehensive School Safety Plan was developed by the school staff in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include the following:

- Child abuse reporting procedures
- Teacher notification of dangerous pupils procedures
- Disaster response procedures
- Procedures for safe entering to, and exiting from, school
- Sexual harassment policy
- Suspension and expulsion policies
- Dress code
- Discipline policies

School and district personnel evaluate the plan annually and update the plan as needed. The plan was updated and submitted for Board approval in the spring of 2002 and reviewed with school staff at the beginning of the 2002-03 school year. A copy of the plan is available to the public at the district office.

Substitute Teachers

Glendale Unified School District has not experienced any difficulties retaining qualified substitute teachers. 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. A pool of over 300 qualified substitutes is available to Glendale's schools.

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Clark Magnet High School. These assessments measure student progress, as well as the effectiveness of the instructional program. These assessments, which include student performance on state standardized testing, performance on district administered Language Arts tests, and report card grades allow teachers to determine which students are meeting or exceeding the district's grade level standards.

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 2001-02 school year, 65 students received High Honors, 126 received Honors, and 313 received School Recognition achievement levels.

California High School Exit Exam

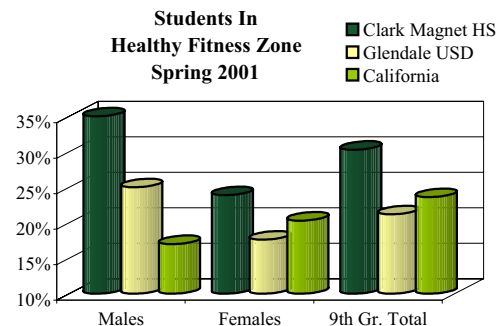
Clark Magnet High School's tenth grade students participated in the 2001-02 California High School Exit Exam. Most sophomores tested (97.4%) passed the English-Language Arts portion of the exam. More than three quarters (87%) passed the Mathematics portion. Only students who did not pass the exam in the ninth grade, or passed only portion of the exam, were required to take the test. Students only re-test for the portion they did not pass. Passing this exam will be a graduation requirement in 2004.

Standardized State Testing

Clark Magnet High School 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.

Physical Fitness

In the spring of each year, Clark Magnet High School is required by the state to administer a physical fitness test to all students in ninth grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas. 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).



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%

**SAT-9 Results
All Students
2000, 2001, 2002
% At or Above National Average**

Grade Year Ending	Reading								
	9			10			11		
	00	01	02	00	01	02	00	01	02
Clark Magnet HS	63	53	57	58	63	52	57	59	63
Glendale USD	39	37	41	36	37	40	36	38	44
California	35	35	34	34	34	34	36	37	37
Grade Year Ending	Math								
	9			10			11		
	00	01	02	00	01	02	00	01	02
Clark Magnet HS	89	85	90	81	85	80	81	85	87
Glendale USD	63	64	71	56	55	60	58	53	58
California	51	51	52	46	45	46	47	46	57
Grade Year Ending	Language								
	9			10			11		
	00	01	02	00	01	02	00	01	02
Clark Magnet HS	92	85	87	73	82	75	76	78	85
Glendale USD	69	68	70	50	53	55	57	55	60
California	52	53	53	40	42	42	48	49	50
Grade Year Ending	Spelling								
	9			10			11		
	00	01	02	00	01	02	00	01	02
Clark Magnet HS	68	63	60	64	77	69	61	66	64
Glendale USD	43	45	46	48	50	52	43	42	43
California	41	41	41	46	46	46	43	42	43

**California Standards Test Results
All Students
2001, 2002**

	English/Language Arts												Math			Science			Social Science		
	9		10		11		9	10	11	9	10	11	9	10	11						
	01	02	01	02	01	02	02	02	02	02	02	02	02	02	02						
All Students:																					
Clark Magnet HS	56	60	67	62	55	61															
Glendale USD	35	45	39	42	33	39															
California	28	33	31	33	29	31															
Gender																					
Male	57	56	68	61	55	63															
Female	53	65	66	63	53	59															
Ethnicity	<i>data currently unavailable</i>																				
Language Fluency																					
English Learners (EL)	13	10	10	15	15																
Non EL	68	70	71	67	59	62															
Migrant Education	<i>data currently unavailable</i>																				
Socioeconomic Status																					
SED	31	43	40	41	35	48															
Non SED	70	69	77	69	72	63															

SED = Socioeconomically Disadvantaged
Only numerically significant subgroups are required to be presented in this card. In some instances, no students who met specific subgroup criteria were tested.

Summative scores for core subject areas are currently unavailable. For the results of course specific tests, please refer to the STAR website www.star.cde.ca.gov/star2002/.

**SAT-9 Disaggregated Results
2001, 2002
% At or Above National Average**

	Reading						Math					
	9		10		11		9		10		11	
	01	02	01	02	01	02	01	02	01	02	01	02
Gender												
Male	58	57	65	55	62	66	93	92	90	85	88	92
Female	45	56	61	47	55	60	74	87	80	71	80	81
Ethnicity												
Asian	70		76		77		99		94		99	
Filipino	71		64		58		93		93		92	
Hispanic	30		89		43		55		89		71	
Caucasian	49		55		53		84		81		81	
Language Fluency												
English Learners (EL)	8	10	11	8	15		74	79	68	46	78	
Non EL	66	67	67	56	65	65	89	93	87	83	86	87
Socioeconomic Status												
SED	30	36	42	33	41	52	74	83	79	71	82	81
Non SED	66	69	71	59	67	66	92	94	88	83	87	88
Migrant Education	<i>data currently unavailable</i>											

*SED = Socioeconomically Disadvantaged.
Only numerically significant subgroups are required to be presented in this report card. In some instances, no students who met specific subgroup criteria were tested.
Ethnicity data is currently unavailable*

API School Results

Base	Base			Growth	Growth	
	1999	2000	2001		99-00	00-01
Percent Tested	98	99	99	Percent Tested	99	99
API Score	771	786	791	API Growth Score	786	796
Growth Target	1	1	1	Actual Growth	15	10
Statewide Rank	10	10	10	Eligible for Awards	Yes	Yes
Similar Schools Rank	10	5	7	Eligible for II/USP	No	No
API Subgroup Results						
Asian-American						
Base API Score	822	838	853	API Growth Score	838	862
Growth Target	*	*	*	Actual Growth	16	24
Caucasian						
Base API Score	747	759	768	API Growth Score	759	772
Growth Target	1	1	1	Actual Growth	12	13
Socioeconomically Disadvantaged						
Base API Score	689	701	709	API Growth Score	701	711
Growth Target	1	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.*

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 Schools 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, Clark Magnet High School qualified to participate in the 1999-00 and the 2000-01 Governor's Performance Award programs, receiving a combined total of \$81,300 for schoolwide use.



**Governor's
Performance
Award 2000**

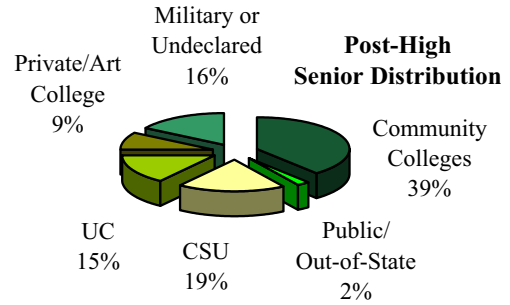


**Governor's
Performance
Award 2001**

College Preparation

Clark Magnet High School 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, Clark Magnet High School offers a variety of College Preparatory Classes in core subjects, as well as fine arts and foreign language. Clark Magnet High School maintains educational partnerships with Glendale Community College and California State University of Los Angeles in support of academic and technical programs.

Students at Clark Magnet High School 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.



2000-01 Graduates	Graduates with UC/CSU Required Courses	UC/CSU Course Enrollment	2000-01 Course Enrollments
126	61	3,623	5,201
	48.4%*	69.6%**	

**Total graduates **Total course enrollments*

Advanced Placement

Clark Magnet High School offers 10 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 2001-02 school year, Clark Magnet High School's AP courses had a total course enrollment of 355.

	Advanced Placement Classes	
	Number of Classes	Enrollment
Art	1	27
English	1	56
Foreign Language	2	43
Mathematics	2	77
Science	2	89
Social Science	2	63
Total	10	355

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.

2002 Scholastic Assessment Test (SAT) Results	
Grade 12 Enrollment	
Clark Magnet	249
Glendale Unified	2,538
California	365,907
% of Seniors Tested	
Clark Magnet	65
Glendale Unified	40
California	37
Average Verbal	
Clark Magnet	517
Glendale Unified	493
California	490
Average Math	
Clark Magnet	583
Glendale Unified	547
California	516
Average Total	
Clark Magnet	1,100
Glendale Unified	1,040
California	1,006

Work Force Preparation

It is the goal of Clark Magnet High School 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. Clark Magnet High School offers a variety of career-path related classes. Among the pathways offered are Multimedia Programming and Network Management.

During the 2001-02 school year, Clark Magnet High School 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.

The Verdugo School-to-Career Advisory Committee is a consortium of business leaders and educators serving Glendale, La Canada, Burbank. Grants from this group fund work-related programs at local schools. The goal is to provide students with the skills employers are seeking in their workforce. Using surveys and evaluations, Glendale Unified School District monitors the success of the programs and reports to the Verdugo School-to-Career Advisory board of directors. Through this partnership, Clark Magnet High School was able to offer a grant program in robotics, and CISCO certification.

Glendale Unified School District Enrollment, Concentration, and Completion of Career/Technical Courses Total Enrollment: 2,297 Students				
	Program Enrollment*	Number Completing Program	12th Graders Completing Program	Program Completers Earning Diploma
Male	1,260	273	43	40
Female	1,037	220	21	21
Total Students	2,297	493	64	61
SED	194	25	1	0
English Learners	81	50	43	43
Completion Rate: 21.5%		Graduation Rate: 94.9%		

**Number students enrolled in second and succeeding courses of a program sequence.
Source: Report of Student Enrollment and Program Completion in Career Technical Education Programs Conducted by Unified and Union High School Districts, County Offices of Education, Adult Education and ROCP's.*

Counseling & Other Support Services

It is the goal of Clark Magnet High School 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 counseling and support services.

Counseling and Support Services Staff			
Clark Magnet Support Staff	Number of Staff	FTE	Availability Days Per Week
Counselor	2	2	5
Nurse	1	0.2	1
Psychologist	1	0.4	2
Resource Specialist	1	1	5

FTE = Full-Time Equivalent

Teacher Assignment

Glendale Unified School District recruits and employs the most qualified credentialed teachers. For the 2001-02 school year, Clark Magnet High School had 36 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Clark Magnet High School 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 2001-02 school year, certificated staff consisted of 48 employees: 20.8 percent with 30+ additional units beyond their bachelor's degree and 62.5 percent holding advanced graduate degrees, such as a masters or doctorate degree.

Teacher Credential Status			
	1999-00	2000-01	2001-02
Fully Credentialed	32	35	36
Emergency Credentials	3	5	8
Without Credentials	1	2	2
Pre-Interns	0	0	0
University Interns	0	0	0
District Interns	0	0	0
Working Outside Subject	0	0	0
Total Teachers	36	42	44
Average Years Teaching	15.0	14.7	12.6
Average Years in District	11.9	11.9	10.2

Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal the sum of individual categories.

Teacher Evaluation

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, probationary, and non-credentialed teachers are evaluated annually. Permanent teachers are evaluated every other year. Provisions exist for qualified tenured teachers who meet specific criteria to be evaluated every third year. Evaluations are conducted by the principal and assistant principal. These administrators have been trained and certified for competency to perform teacher evaluations.

Evaluation criteria in the Glendale Unified School District Standards for Educators include:

- Engaging All Students In The Learning Process
- Understanding and Organizing Content Knowledge for Student Learning
- Assessing Student Learning To Determine Instruction
- Creating and Maintaining an Effective Environment for Student Learning
- Planning Instruction and Designing Effective Learning Experiences for All Students
- Developing as a Professional Educator
- Fulfilling Professional Responsibilities

Training & Curriculum Development

The Glendale Unified School District provides high-quality professional development to promote powerful teaching and learning. Professional development in the district focuses on standards-based instruction and strategies to promote literacy and critical thinking skills in all subject areas. Throughout Glendale Unified School District's schools, curricula in all of the core content areas have been aligned with the state standards. There is also an emphasis on using data effectively to plan instruction and working collaboratively to improve instruction by analyzing student work. The district schedules three staff development days annually.

Clark Magnet High School Curriculum Study Committees meet regularly to review course content in the various subject areas, recommend the adoption of new courses and textbooks, and discuss methods of assessing student progress.

To ensure that curriculum is implemented in the most effective manner, the school and the district provide teachers with opportunities to acquire needed knowledge, upgrade skills, and develop professionally. Clark Magnet High School prepares a staff development plan that is aligned with district strategic targets, and which uses a variety of resources to assist teachers in refining instructional practice. During the 2001-02 school year, staff development focused on several issues.

The School is preparing for its Western Association of Schools and Colleges accreditation visit in fall of 2003. Teachers meeting to review specific areas of curriculum, accountability, and other facets of student learning to complete the accreditation process. The ongoing Digital High School program is another area of staff development. The grant program provides funds for adding state-of-the-art technology to the school, as well as training teachers to upgrade their technological skills. Further, Clark Magnet High School has implemented a Multimedia course that focuses on the principles involved in broadcast journalism. The literacy course, "Literacy for Success" also continues and is bolstered by technology aids such as the Accelerated Reader Program.

Clark Magnet High School participates in district and school inservices that are based on research and established learning theories. 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. Clark Magnet High School further supports teachers and paraprofessionals by participating in the following district programs:

- The Peer Assistance and Review (PAR) program utilizes Consulting Teachers to help veterans to refine subject matter knowledge and instructional strategies.

During the 2001-02 school year, over 150 new teachers and paraprofessionals participated in these the following programs:

- The Beginning Teacher Support and Assessment (BTSA) program is a two-year program that 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 teachers not yet credentialed to demonstrate mastery of subject matter competencies.
- 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.

School Leadership

Leadership at Clark Magnet High School is a responsibility shared between district administration, the principal, the assistant principal, instructional staff, students, and parents. The School Leadership Committee, comprised of the principal, assistant principal, teachers, parents, students, and beginning in fall 2002 a community representative, meets quarterly to address schoolwide issues and communicate regarding matters of educational programs and operations.

The district requires various levels of participation from school staff to regularly assemble and address specific issues for each school, 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 quarterly 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.

Clark Magnet High School staff and administrators worked with the district in the spring of 2002 to revise the district's strategic plan, Glendale Schools 2005. The plan articulates the district's goals and values for all schools. Elements of the plan include: Standards, Assessments, and Accountability; Teaching and Learning; Professional Development; Connections and Communication; Leadership, Governance, and Finance; and School Climate, Safety, and Facilities.

Expenditures & Services Funded

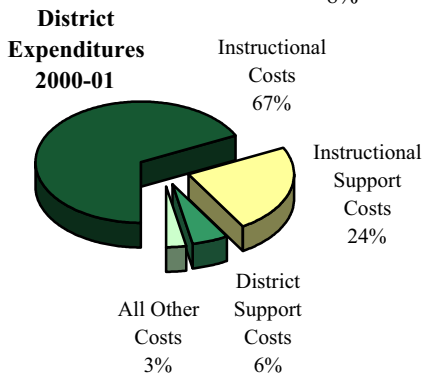
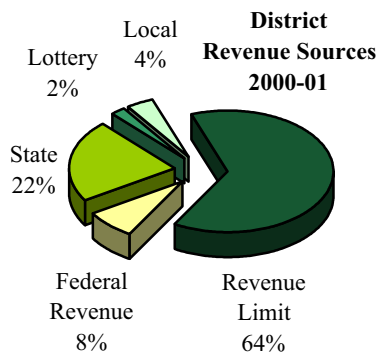
For the 2000-01 school year, Glendale Unified School District spent an average of \$6,143 to educate each student (based on 2000-01 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition 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*		
2000-01		
Glendale USD	Statewide Average	
	All Unified Districts	All Districts
\$6,143	\$6,414	\$6,360

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

In addition to general fund state funding, Glendale Unified School District receives state and federal categorical funding for special programs. For the 2000-01 school year, the district received approximately \$1,414 per student in federal and state aid for the following categorical, special education, and support programs:

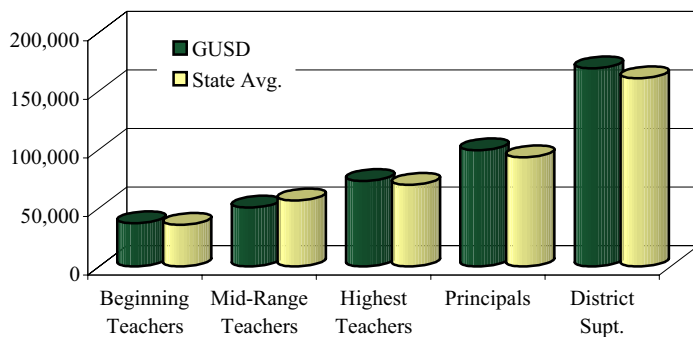
- Special Education
- EESA/Math & Science
- Drug/Alcohol/Tobacco Education
- Vocational & Applied Technology
- Gifted & Talented Pupils
- Home-to-School Transportation
- School Improvement Program
- Economic Impact Aid
- Reading & Math Programs
- Instructional Materials
- Staff Development
- Educational Technology Assistance Grants
- Year Round School Incentive
- School Based Coordination Program
- Class Size Reduction
- Healthy Start
- Peer Assistance and Review
- Tenth Grade Counseling



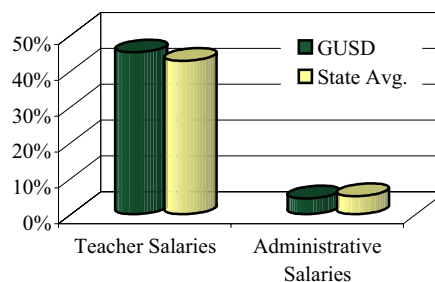
Salary & Budget Comparison

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
2000-01



Average Salary Information
Teachers & Administrative Salary Percentages
2000-01



Contact Information

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