



Glendale Unified School District
"Excellence is Worth the Effort"

Herbert Hoover Senior High School

2001-2002 Annual School Report Card

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Ninth through Twelfth Grade
www.glendale.k12.ca.us

School Administration

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Marisa Sarian, Assistant Principal
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2001-02 Board of Education

Chakib Sambar, President
Pam Ellis, Vice-President
Greg Krikorian, Clerk
Lina Harper, Member
Mary Boger, Member

District Administration

James R. Brown
Superintendent

Alice Petrossian
Assistant Superintendent
Hoover Cluster

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Principals' Message

At Herbert Hoover Senior High School this year we will continue our emphasis on the implementation of Standards-Based Instruction with a keen focus on literacy support. By examining student work and analyzing data and assessment from multiple sources, i.e. standardized test results, teacher-made tests, Advanced Placement Tests, and Golden State Exams, teachers will continue making adjustments to their instruction to improve student learning.

In the critically important area of classroom instruction, we are focusing on both content standards – what students are expected to learn in specific subjects; and performance standards – the degree of proficiency or levels of achievement students must reach or exceed in direct relations to the content standards.

Our teaching faculty's daily lesson plans must state the Expected Schoolwide Learning Results (ESLRs), the content standard(s) being addressed, objective(s) related to a standard, and strategies and activities to master the standards. In addition, each department will be expected to develop benchmarks in order to monitor student mastery of the standards.

The major forms of literacy support that will be emphasized at Herbert Hoover Senior High School this year include intervention strategies in each classroom, specialized intervention classes during the day – before and after school, and development and implementation of schoolwide reading strategies to promote content literacy. We will also continue the schoolwide Sustained Silent Reading Program.

We believe that all students can learn and ask that parents support our efforts to make our students smarter. Students are expected to take advantage of every opportunity in order to receive a high-quality education offered by our dedicated and highly competent faculty and staff at Herbert Hoover Senior High School. Intelligence can be taught. Student Confidence and Commitment + Parent/Community Involvement + High Quality Teaching and Learning = Student Achievement.

We encourage you to get actively involved with the education of your students. We ask that you communicate all your questions and concerns directly first to the teachers, counselors, and then to the administrative staff. Students are encouraged to do the same. Please also take advantage of the Hoover Leadership Council's suggestion forms posted on the Attendance Office bulletin board to communicate with us. We are currently working to further improve our communication strategies with our stakeholders and welcome your suggestions.

Together we make a difference!

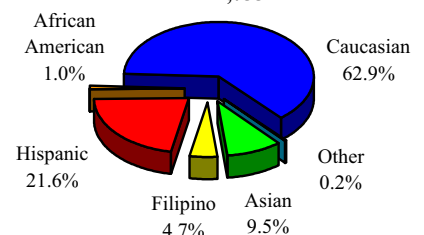
Mission Statement

Herbert Hoover Senior 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, 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 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.

**2001-02
Enrollment
2,733**



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.

Discipline & Climate for Learning

Students at Herbert Hoover Senior 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 Herbert Hoover Senior 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 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 Herbert Hoover Senior 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.

Herbert Hoover Senior High School expelled 34 students over the past three years; expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions and Expulsions					
	Herbert Hoover			Glendale USD		
	99-00	00-01	01-02	99-00	00-01	01-02
Suspensions (#)	720	706	664	4,444	3,647	3,425
Suspensions (%)	25.40	25.50	24.30	14.63	12.03	11.30
Expulsions (#)	12	15	7	40	47	40
Expulsions (%)	0.42	0.54	0.26	0.13	0.16	0.13

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:

- Armenian Club
- FBLA
- Latin Club
- Art Club
- Filipino Club
- Orchestra
- ASB
- French Club
- Peace Institute
- AVID
- Friends of the Library
- Pep Team
- Best Buddies
- Gay and Lesbian Club
- Scholastic Bowl
- Career Club
- Greenery Club
- Science Fair
- Ceramics Club
- Interact Club
- Science Olympiad
- Hoopster Club
- International Club
- Sign Language Club
- Cinema Club
- Invention Convention
- Spanish Club
- CSF
- Jazz Ensemble
- S.P.I.R.I.T. Team
- Dance Company
- Key Club
- Stage Crew
- Drill Team
- Korean Club
- Tennis Club
- Drama Club

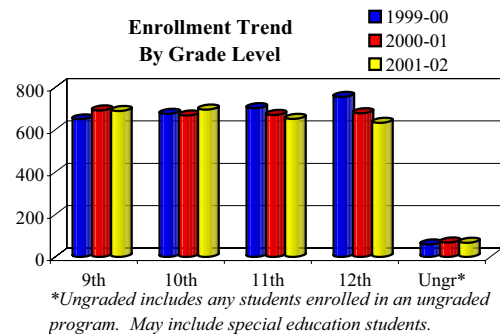
The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other high schools in the area. Herbert Hoover Senior High School students have the opportunity to participate in over a dozen different sports.

Homework

Herbert Hoover Senior High School 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. Before and after school, tutoring is provided to assist students with homework.

School Enrollment & Attendance

Student enrollment over the past three years at Herbert Hoover Senior High School has decreased by 3.7%. Schoolwide enrollment at the beginning of the 2001-02 school year was 2,733 students.



Regular attendance at Herbert Hoover Senior 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 who 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 Herbert Hoover Senior High School was 96.97%.

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.

Number of Dropouts By Year & Percentage of Enrollment			
	1998-99	1999-00	2000-01
Dropouts (%)	1.0	0.8	0.3
Dropouts (#)	30.0	23.0	9.0

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

- Tardy Sweeps
- Student conference
- Phone call home
- Five-day letter
- Parent conference
- Ten-day letter
- Student Support Services referral
- Project + (Ninth grade)
- Counseling Office Domains
- School Psychologist
- AVID
- Counseling
- CAHSEE Preparation
- Athletics/Team Sports
- Appeals

District Intervention

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

Class Size

Herbert Hoover Senior High School maintained a schoolwide average class size of 29 students and a pupil/teacher ratio of 23.6 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	27	27	27	36	30	45	41	40	36	55	53	43
Math	29	28	29	29	27	30	12	26	16	47	47	39
Science	32	31	33	5	7	4	11	14	9	45	44	45
Soc. Science	32	32	31	3	5	3	17	18	31	47	51	29

During the 2001-02 school year, 100% of Herbert Hoover Senior High School's ninth grade English and math classes participated in the Morgan-Hart class size reduction program for secondary education schools. The Morgan-Hart Class Size Reduction Act of 1989 provides funds to reduce ninth grade class sizes to a pupil teacher ratio of 20:1 and a maximum of 22 students per classroom.

Instructional Time

During the 2001-02 school year, all instructional time requirements at Herbert Hoover Senior High School exceeded state requirements. The California Education Code requires students in grades nine through twelve to receive a minimum of 64,800 minutes of instructional time. Herbert Hoover Senior High School offered 65,541 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.

For the 2001-02 school year, Herbert Hoover Senior High School offered 180 days of instruction comprised of 157 regular days, 4 minimum days, and 9 modified days. Minimum and modified 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.

Textbooks & Instructional Materials

Herbert Hoover Senior 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.

The school's library is stocked with thousands of books that are available for students to check out. Due to the recent technological updates and increase in supply of electronic resources, the library is now officially called a 'Library Media Center'. The library receives six newspapers, including Armenian and Spanish subscriptions. The school's library contains a large collection of videos and audio tapes for classroom use that tie into curricular areas of study. Computers in the library are connected to the Internet so students are able to access resources and information on-line. Computer skills and concepts

	Computer Resources		
	1999-00	2000-01	2001-02
Computers	282	362	553
Students per computer	10.1	7.7	4.9
Classrooms connected to Internet	108	110	110

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 Herbert Hoover Senior Valley 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.

Standardized State Testing

Herbert Hoover Senior 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 California English Language Development Test (CELDT) is administered to students identified as Limited English Proficient to assess English language proficiency and progress in English acquisition. 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

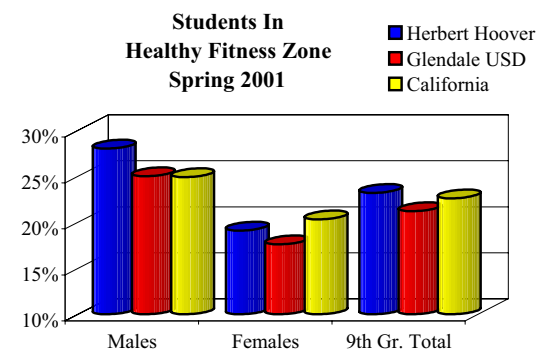
The Golden State Exam is a voluntary program that offers end-of-course examinations in key academic subjects. The program establishes a statewide standard of excellence and identifies students worthy of recognition for their academic accomplishments. The goal is to provide individual students with the incentive to exert extra effort in key subjects and receive public recognition for their achievements. During the 2001-02 school year, 56 students received High Honors, 134 received Honors, and 243 received School Recognition achievement levels.

California High School Exit Exam

Herbert Hoover Senior High School's tenth grade students participated in the California High School Exit Exam. More than three-quarters of the sophomores tested (78.6%) passed the English-Language Arts portion of the exam. More than two-thirds (69.8%) 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.

Physical Fitness

In the spring of each year, Herbert Hoover Senior 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.

**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
Herbert Hoover	31	27	28	27	30	32	30	32	41
Glendale USD	39	37	41	36	37	40	36	38	44
California	35	35	34	34	34	34	36	37	37
Math									
Herbert Hoover	57	62	61	49	51	52	56	47	58
Glendale USD	63	64	71	56	55	60	58	53	58
California	51	51	52	46	45	46	47	46	57
Language									
Herbert Hoover	56	62	61	40	46	42	49	49	53
Glendale USD	69	68	70	50	53	55	57	55	60
California	52	53	53	40	42	42	48	49	50
Science									
Herbert Hoover	34	40	35	46	44	44	35	40	39
Glendale USD	43	45	46	48	50	52	43	42	43
California	41	41	41	46	46	46	43	42	43
Social Science									
Herbert Hoover	38	43	35	30	35	30	56	62	56
Glendale USD	47	50	51	39	41	40	62	62	64
California	46	47	46	37	38	37	57	59	59

**California Standards Test Results
% of Students Scoring at Advanced or Proficient Levels
2001 & 2002**

	English/Language Arts			Math			Science			Social Science		
	9		10	9		10	9		10	9		10
	01	02	01	02	01	02	02	02	02	02	02	02
All Students												
Herbert Hoover	24	34	30	30	26	33						
Glendale USD	35	45	39	42	33	39						
California	28	33	31	33	29	31						
Gender												
Male	18	28	23	22	25	28						
Female	29	39	38	37	28	36						
Ethnicity	<i>Data unavailable</i>											
Language Fluency												
English Learners (EL)	3	2	2	5	5	5						
Non EL	35	49	46	44	42	46						
Socioeconomic Status												
SED	17	28	24	24	19	24						
Non SED	32	40	37	35	34	39						
Migrant Education	<i>Data unavailable</i>											

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/.

API School Results						
Base	Base			Growth	Growth	
	1999	2000	2001		99-00	00-01
Percent Tested	96.3	100	97	Percent Tested	100	97
API Score	606	614	632	API Growth Score	614	634
Growth Target	10	9	8	Actual Growth	8	20
Statewide Rank	5	5	5	Eligible for Awards	No	Yes
Similar Schools Ra	5	3	7	Eligible for II/USP	No	No
API Subgroup Results						
Asian-American						
Base API Score	758	763	771	API Growth Score	763	778
Growth Target	8	7	6	Actual Growth	5	15
Hispanic or Latino						
Base API Score	512	525	556	API Growth Score	525	556
Growth Target	8	7	6	Actual Growth	13	31
Caucasian						
Base API Score	611	620	633	API Growth Score	620	634
Growth Target	8	7	6	Actual Growth	9	14
Socioeconomically Disadvantaged						
Base API Score	549	555	582	API Growth Score	555	582
Growth Target	8	7	6	Actual Growth	6	27
<i>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.</i>						

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 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, Herbert Hoover Senior High School qualified to participate in the 2000-01 Governor's Performance Award program, receiving \$72,322 for schoolwide use.



SAT-9 Disaggregated Results 2001 & 2002												
% At or Above National Average												
Gender	Reading						Math					
	9		10		11		9		10		11	
	01	02	01	02	01	02	01	02	01	02	01	02
Male	25	24	25	27	31	36	61	57	46	49	47	57
Female	29	32	35	37	33	45	63	65	54	54	48	58
Ethnicity												
Asian	48		53		55		89		78		73	
Filipino	50		45		45		73		59		45	
Hispanic	20		24		15		51		34		27	
Caucasian	25		28		32		61		52		48	
Language Fluency												
English Learners (EL)	6	2	2	8	8	11	36	28	25	28	24	28
Non EL	39	41	45	46	49	55	76	77	64	65	63	71
Socioeconomic Status												
SED	19	21	21	27	25	30	58	57	43	46	39	51
Non SED	37	34	40	37	38	50	67	65	58	56	54	63
Migrant Education												
No data reported												
<i>SED = Socioeconomically Disadvantaged</i>												
<i>Ethnic data for 2001-02 currently unavailable.</i>												

College Preparation

Herbert Hoover Senior 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. The AVID (Advancement Via Individual Determination) program offered at Herbert Hoover Senior High School 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 Senior 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. 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 2000-01 school year was 2,773.

2000-01 Graduates	Graduates with		2000-01 Course Enrollments
	UC/CSU Required Courses	UC/CSU Course Enrollment	
529	218	5,057	15,382
	41.2%*	32.9%**	
<i>*Total graduates</i>		<i>**Total course enrollments</i>	

Scholastic Aptitude Test (SAT)

Each year, students have the opportunity to participate in the PSAT and 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.

Scholastic Assessment Test (SAT) Results			
2000, 2001, 2002			
	00	01	02
Grade 12 Enrollment			
Hoover High	754	677	632
Glendale Unified	2,459	2,393	2,538
California	347,813	357,789	365,907
Percentage of Seniors Tested			
Hoover High	49	48	48
Glendale Unified	41	43	40
California	37	45	37
Average Verbal			
Hoover High	450	454	459
Glendale Unified	478	479	493
California	492	498	490
Average Math			
Hoover High	524	510	509
Glendale Unified	543	533	547
California	517	517	516
Average Total			
Hoover High	975	964	968
Glendale Unified	1,021	1,012	1,040
California	1,009	1,015	1,006

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

	Advanced Placement Courses	
	Number of Classes	Enrollment
Fine/Performing Arts	1	16
English	2	55
Foreign Language	8	168
Mathematics	4	121
Science	4	189
Social Science	3	171
Total	22	720

of the nation's colleges. The following table illustrates the number of AP courses offered at Herbert Hoover High during the 2001-02 school year, by subject.

	Advanced Placement Exam					
	Students			Number of Exams		
	Enrollment		Taking AP	With a Score of:		
	11th	12th	Exam	3	4	5
1999-00	701	754	265	167	101	61
2000-01	670	677	219	129	72	38
2001-02	614	601	303	155	83	38

Work Force Preparation

It is the goal of Herbert Hoover Senior 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.

are integrated throughout standard curriculum. Students receive computer-assisted instruction on a regular schedule. Software includes programs to develop critical thinking skills, technological skills, and mathematical proficiency.

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

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 Senior High School offers a variety of career-path related classes in the following career clusters:

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

Herbert Hoover Senior High School encourages juniors, seniors, and students who are age 16 or older to participate in the diverse opportunities provided by ROP (Regional Occupational Program)

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.*

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.

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, seniors at Herbert Hoover Senior High School were able to work with Junior Achievement to teach economics to local elementary school students.

School Facilities & Safety

Herbert Hoover Senior High School provides a safe, clean environment for students, staff, and volunteers. The campus includes 111 classrooms, playing fields, ball courts, a swimming pool, a courtyard, two gymnasiums, a cafe, a cafeteria, an auditorium, a library, and administrative offices. Facilities encompass more than 392,000 square feet of the 18.63-acre site. 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 School District to ensure that all classrooms and facilities are maintained to a degree of adequacy that provides for good learning.

Herbert Hoover Senior 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. Visitors are 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, administrators, counselors, security officers, and resource officers from the Glendale Police Department supervise 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.

Counseling & Other Support Services

It is the goal of Herbert Hoover Senior 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 co-principals coordinate counseling and support services.

Counseling and Support Services Staff			
	Number of Staff		Availability Days Per Week
	Staff	FTE	
College Counselor	1	1	5
Career/Academic 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

Teacher Assignment

Glendale Unified School District recruits and employs the most qualified credentialed teachers. For the 2001-02 school year, Herbert Hoover Senior High School had 103 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status			
	1999-00	2000-01	2001-02
Fully Credentialed	101	94	103
Emergency Credentials	20	20	13
Without Credentials	2	2	1
Pre-Interns	3	3	0
University Interns	0	0	0
District Interns	0	0	0
Working Outside Subject	0	0	0
Total Teachers	126	119	117
Average Years Teaching	12.1	12.7	13.3
Average Years in District	10.3	10.9	11.5

Herbert Hoover Senior 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 128 employees: 37.5 percent with 30+ additional units beyond their bachelor's degree and 50.8 percent holding advanced graduate degrees, such as a masters or doctorate degree.

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 co-principals and assistant principals. 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.

Herbert Hoover Senior 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. Herbert Hoover Senior 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 literacy support and ongoing analysis of standardized testing data. Classroom literacy intervention strategies, extended day literacy intervention, and schoolwide promotion of content literacy were all part of the overall staff development.

Herbert Hoover Senior 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. Herbert Hoover Senior 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.

Specialized Instruction

Glendale Unified School 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 structures its educational program so that all students receive instruction appropriate to their learning level. Teachers use a variety of instructional techniques and supplemental instructional materials and programs to ensure the success of every student.

Glendale Unified School District recognizes that students with special gifts and talents need more challenging curriculum and instruction. The District's Gifted and Talented Education (GATE) program is offered to students capable of high levels of achievement. Students in the GATE program receive differentiated instruction in their classrooms. In

In addition to district-sponsored GATE activities, Herbert Hoover Senior High School provides Advanced Placement courses for GATE students.

Herbert Hoover Senior High School offers assistance and specialized instruction to students with special needs. The school uses research-based programs to provide targeted assistance to students falling below grade level. Extended Day courses are available to at-risk students. Intervention programs give students the opportunity to enhance their understanding and mastery of core subject matter.

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 of special education administers the program of the district and assigns a teacher specialist and a special coordinator to support the school principal and teachers. The director is available to answer any questions and provide support to the principal and teachers. All work together to ensure that the needs of special students are being met.

School Leadership

Leadership at Herbert Hoover Senior High School is a responsibility shared between district administration, the co-principals, the assistant principals, instructional staff, students, and parents. The Hoover Leadership Council, consisting of school administrators, staff, parents, and students, 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.

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
- Latino Student Initiative
- Hoover Leadership Council
- Latinos Unidos
- ELAC (English Language Advisory Committee)
- Hoover Family Club
- Instructional Cabinet
- Literacy Team

Herbert Hoover Senior 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 adjacent table 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.

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:

Current Expense of Education Per Student* 2000-01		
	Statewide Average	
Glendale USD	All Unified Districts	All Districts
\$6,143	\$6,414	\$6,360

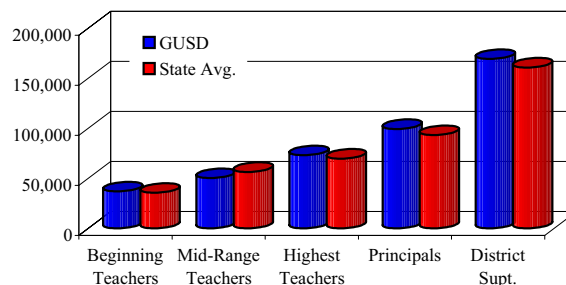
**Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.*

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

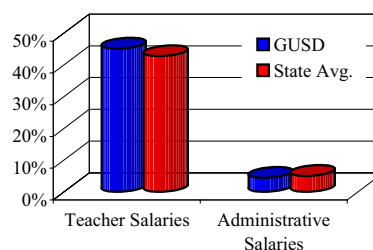
Salary & Budget Comparison

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 Herbert Hoover Senior High School's leadership teams, school committees, school activities, or become volunteers may contact Hasmik Danielian, Co-Principal, or Kevin Welsh, Co-Principal, at (818) 242-6801.