



# Glendale Unified School District

"Excellence is Worth the Effort"

## Anderson W. Clark Magnet High School

### 2002-2003 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

Douglas Dall, Principal  
Dr. Joan Shoff, Assistant Principal

#### 2002-03 Board of Education

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

#### District Administration

James R. Brown  
Superintendent

Dr. Michael F. Escalante  
Superintendent  
(Effective February 1, 2004)

Dr. Mary McKee  
Assistant Superintendent  
Educational Services

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#### Mission Statement

The mission of Clark Magnet is to provide ethnically diverse students with the knowledge and skills necessary to succeed in a highly competitive technological world. Clark Magnet 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 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.

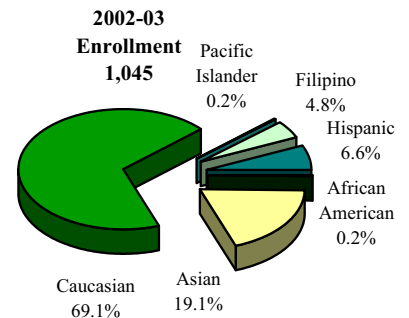
#### Tenets

- 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 21<sup>st</sup> 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.

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 29,500 students in its 20 elementary schools, four middle schools, five high schools, and two special schools. Year-round and traditional calendar systems, complimented by a variety of creative programs, provide Glendale parents and students many choices for individual needs and achievements.



The Clark Magnet campus serves over 1,050 ninth through twelfth grades students from 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.

## Discipline & Climate for Learning

Students at Clark Magnet 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'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.

Building a positive self-image, as well as respect for others, is important to a student's success. 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 expelled one student over the past three years; expulsions occur only when required by law or when all other alternatives are exhausted.

## 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
- Armenian Club

## Homework

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 Leadership

Leadership at Clark Magnet 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 other school community representative, meets quarterly to address schoolwide issues and communicate regarding matters of educational programs and operations.

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.

## Contact Information

Parents who wish to participate in Clark Magnet's leadership teams, school committees, school activities, or become volunteers may contact Douglas Dall, Principal, at (818) 248-8324.

## Instructional Programs

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.

The 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.

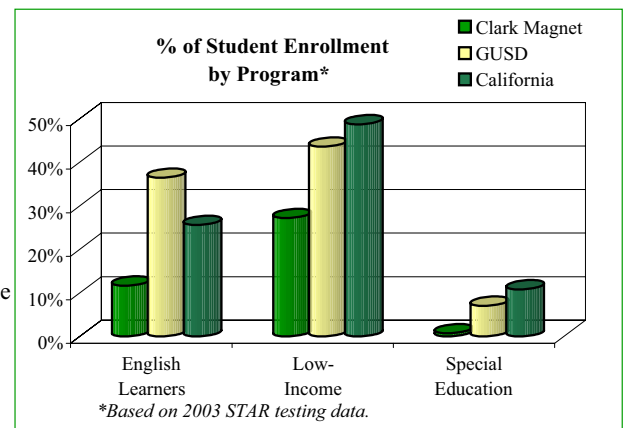
The District offers assistance and specialized instruction to students with special needs. The District uses research-based programs to provide targeted assistance to students falling below grade level. Intervention programs give students the opportunity to enhance their understanding and mastery of core subject matter.

For English-learning students, tiered English Language Development (ELD) courses are offered to meet students' various levels of English acquisition. The school monitors student progress so students may be redesignated as their English mastery improves.

The district's Special Education Program addresses the needs of those students with special needs through appropriate assessment, identification of problems 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.

## No Child Left Behind

Title I funding plays a critical role in the landmark education act more popularly known as No Child Left Behind (NCLB). Title I is federal money used to support additional staffing and programs to meet the needs of low-income, low-achieving, and other designated students with special needs. While Clark Magnet receives no Title I funds, information regarding Title I designation assists our parents and school community members to understand the impact NCLB will have on the school. NCLB requires evaluation of student performance both schoolwide and by specific subgroups participating in Title I programs. A profile of Clark Magnet's enrollment, as defined by these subgroups, is provided to create an appropriate context for evaluating the overall success of the school's educational program.

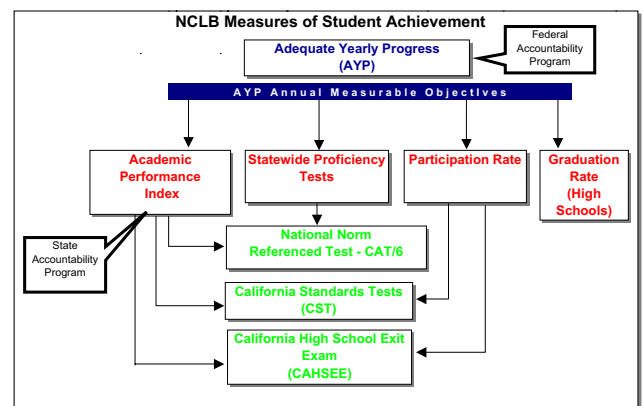


## Student Achievement & Testing

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.

## Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires all students to perform at or above the proficient level on the State's standards-based assessment by 2014. To reach that goal, districts and schools must achieve Adequate Yearly Progress (AYP). This means annually increasing the percentage of students achieving academic proficiency. AYP requires evaluating and reporting all students' academic progress, including students in subgroups, such as English language learners, socioeconomically disadvantaged students, students with disabilities, migrant students, and students in numerically significant ethnic subgroups. Beginning with the 2003 AYP reporting cycle, schools receiving Title I revenue that fail to make AYP for two consecutive years will be identified for Program Improvement.



## California's AYP

In California, AYP is determined by: California Standards Tests (CST) for grades 2-8, California High School Exit Exam (CAHSEE) for tenth grade students, Academic Performance Index scores, percentages of students participating in standardized testing, and high school graduation rates. Beginning with the 2003-04 school year, high schools must achieve a 11.2% at-or-above proficiency rate in English Language Arts and 9.6% for Mathematics on CAHSEE, a participation rate of 95% or greater on CAHSEE, an API of 560 or one point of API growth, and a graduation rate of 82.2% or a 0.2 increase over two years. Over the next several years, these standards of achievement increase until 2014 when all students will be required to meet or exceed state standards. On appeal, Clark Magnet achieved Adequate Yearly Progress for 2003. The appeal was based on participation rates in overall STAR testing mitigating participation rates in CAHSEE.

### Adequate Yearly Progress (AYP) 2003

#### Clark Magnet High School

	California High School Exit Exam (CAHSEE)					
	Participation Rate	% Proficient or Advanced				
		English/ Language Arts	Mathematics			
<b>Target</b>	<b>95%</b>	<b>11.2%</b>	<b>9.6%</b>			
<b>Met Target? Yes (Y) or No (N)</b>						
	Met	Rate	Met	%	Met	%
<b>All Students</b>	Y	98.3%	Y	80.9%	Y	81.9%
Subgroups:						
Caucasian	Y	98.8%	Y	78.6%	Y	77.1%
SED	Y	99.0%	Y	76.7%	Y	75.2%
English Learners	N	75.4%	Y	72.5%	Y	73.7%
	Academic Performance Index (API)			Graduation Rate		
<b>Target</b>	<b>560 or 1 point growth</b>			<b>82.8% or 0.2 increase</b>		
<b>Met Target? Yes (Y) or No (N)</b>						
	Met	Score	Increase	Met	Rate	Increase
<b>Schoolwide</b>	Y	809	+13	Y	100	+1.6

SED = Socioeconomically Disadvantaged

## 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 based on CAT/6 and California Standards Tests results. The Immediate Intervention/Underperforming Schools Program (II/USP) and Governor's Performance Award Program are the two remaining components of the PSAA. API and STAR results determine a school's eligibility for each program. II/USP-eligible schools may apply for funding to provide the necessary resources to improve student performance. The Governor's Performance Award acknowledges those schools that demonstrate significant improvement based on several specific measures. In recognition of its students' outstanding efforts, Clark Magnet qualified to participate in the 2000 and 2001 Governor's Performance Awards.

## Standardized State Testing

Clark Magnet participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the California Achievement Test (CAT/6), California Standards Tests (CST), the Spanish Assessment of Basic Education/2 (SABE/2), and the California Alternative Performance Assessment (CAPA). The CAT/6 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. Prior to 2003, the STAR included the SAT-9 norm-referenced test, which has been replaced by CAT/6. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit: <http://star.cde.gov/>.

API School Results							
All Students							
	Base				Growth		
	2000	2001	2002		00-01	01-02	02-03
Students Tested	796	771	788	Percent Tested	99	100	100
API Score	786	791	796	API Growth Score	796	779	809
Growth Target	1	1	1	Actual Growth	10	-12	13
Statewide Rank	10	10	10				
Similar Schools Rank	5	7	8				
Subgroups							
Socioeconomically Disadvantaged							
Base API Score	701	709	750	API Growth Score	711	714	768
Growth Target	1	1	1	Actual Growth	10	5	18
Asian							
Base API Score	838	853	852	API Growth Score	862	845	868
Growth Target	*	*	*	Actual Growth	24	-8	16
Caucasian							
Base API Score	759	768	779	API Growth Score	772	758	792
Growth Target	1	1	1	Actual Growth	13	-10	13

*\*Schools or subgroups that receive an API of 800 or more are expected to maintain that level of achievement.*

*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.*

## State Awards and Intervention Programs

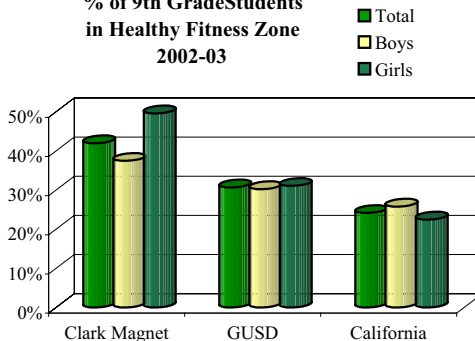
	01	02
Eligible for Governor's Performance Award	Yes	Yes
Eligible for II/USP	No	No
Applied for II/USP \$	N/A	N/A
Received II/USP \$	N/A	N/A



## Physical Fitness

In the spring of each year, Clark Magnet 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).

**% of 9th Grade Students in Healthy Fitness Zone 2002-03**



## Norm Referenced Test (SAT-9 and CAT/6) % At or Above 50th Percentile

Grade	Reading						Math											
	9		10		11		9		10		11							
	01	02	03	01	02	03	01	02	03	01	02	03						
<b>Year Ending</b>																		
Clark Magnet High	53	57	80	63	52	78	59	63	75	85	90	85	85	80	91	85	87	85
GUSD	37	41	63	37	40	64	38	44	57	64	71	67	55	60	74	53	58	62
California	35	34	50	34	34	49	37	37	47	51	52	46	45	46	52	46	47	47
<b>Gender</b>																		
Male	58	57	76	65	55	77	62	66	77	93	92	88	90	85	94	88	92	90
Female	45	56	88	61	47	80	55	47	72	74	87	81	80	71	87	80	81	78
<b>Language Fluency</b>																		
English Learners (EL)	8	10	48	11	8	30	15	29		74	79	61	68	46	91	78	43	
Non EL	66	67	91	67	56	85	65	65	78	89	93	93	87	83	91	86	87	87
<b>Socioeconomic Status</b>																		
SED	30	36	64	42	33	67	41	52	72	74	83	78	79	71	86	82	81	71
Non SED	66	69	90	71	59	85	67	66	77	92	94	90	88	83	94	87	88	90
<b>Ethnicity</b>																		
Asian	70	71	94	76	72	86	77	75	84	99	96	98	94	96	98	99	97	96
Caucasian	49	49	73	55	47	74	53	58	74	84	89	81	81	78	90	81	83	85
Filipino	71	80	100	64	83	100	58	45	75	93	87	81	93	83		92	82	43
Hispanic	30	91	93	89	25		43	79	57	55	91	81	89	44		71	89	43

SED - Socioeconomically Disadvantaged

Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.

## California Standards Test

The California Standards Tests in the subject areas of Language Arts, Mathematics, Science, and Social Science assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the subject areas tested. The state target for every student is to score at the Advanced or Proficient level.

### How to Read CST Results

All school districts in the State of California are required to report their CST results in comparison to the state average. In this report, the percentage of Clark Magnet students achieving Advanced (A) and Proficient (P) levels is reported. Data are broken out by gender, language fluency, participation in special education, socioeconomic status, ethnicity, and participation in migrant education. District level and statewide scores may be found in Glendale Unified School District's Report Card.

California Standards Test (CST)\*  
Combined % of Students Scoring at Advanced & Proficient Levels

	English/Language Arts									Social Science					
	9			10			11			9		10		11	
	01	02	03	01	02	03	01	02	03	02	02	03	02	03	
<b>Clark Magnet High</b>															
<b>All Students</b>	56	60	69	67	62	62	55	61	63	40	33	47	46	54	
Male	57	56	68	68	61	64	55	63	64	44	39	59	58	61	
Female	53	65	72	66	63	59	53	59	61	34	24	32	32	43	
English Learners	13	10	29	10	15	12	15	0	10	0	15	7			
Non English Learners	68	70	91	71	67	89	59	62	76	46	37	65	47	82	
SED	31	43	52	40	41	47	35	48	47	26	27	32	35	46	
Non SED	70	69	80	77	69	72	62	63	69	49	36	57	49	56	
Asian		75	92		79	73		77	76	47	43	57	53	69	
Caucasian		53	61		57	56		53	61	35	32	43	40	52	
Filipino		80	86		92	100		45	83	80	42	57	55	58	
Hispanic		82	70		50			79	36	45	13		68	14	

SED - Socioeconomically Disadvantaged

Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.

\*Summative scores for Math and Science are not available from the State Department of Education. For scores from individual course tests, please visit the STAR website at <http://star.cde.ca.gov/star2003>.

Data unavailable through the California Department of Education.

## California High School Exit Exam

The California High School Exit Exam (CAHSEE) is a State-mandated test to measure student abilities in math and language arts. Starting with the Class of 2006, every student must pass all three components of the CAHSEE in order to graduate from high school. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the three portions of the test during their sophomore, junior, and senior years. Once a student passes a portion of the test, he/she will not have to test again. Administration of the test initiated in the 2001-02 school year. Proficiency scores from the test are currently being used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this card. Clark Magnet offers a support class to prepare students to take the CAHSEE.

## College Preparation

Clark Magnet 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. Clark Magnet maintains educational partnerships with Glendale Community College and California State University of Los Angeles in support of academic and technical programs. All ninth grade students participate in a college and careers class in which they develop plans and portfolios to prepare them for post-secondary education and/or careers.

Students at Clark Magnet 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.

### Advanced Placement

Clark Magnet offers 14 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 2002-03 school year, Clark Magnet's AP courses had a total course enrollment of 379.

### 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.

2001-02 Total Graduates	Graduates with UC/CSU Required Courses		2001-02 UC/CSU Course Enrollment	2001-02 Total Course Enrollments
	Required Courses	UC/CSU Course Enrollment		
248	122	3,877	5,810	
	49.2%	66.7%		

	Advanced Placement Exam					
	Enrollment		Students Taking AP Exam	Number of Exams With a Score of:		
	11th	12th		3	4	5
00-01	268	131	94	40	22	13
01-02	244	249	88	65	10	13
02-03	255	236	142	85	38	10

	Advanced Placement Classes	
	Number of Classes	Enrollment
English	3	94
Mathematics	4	102
Science	4	90
Social Science	3	93
Total	14	379

	SAT I Test Results		
	01	02	03
<b>Grade 12 Enrollment</b>			
Clark Magnet	131	249	236
GUSD	2,393	2,538	2,635
California	357,789	365,907	385,181
<b>% of Seniors Tested</b>			
Clark Magnet	67.93	65.06	68.22
GUSD	42.95	39.75	39.85
California	36.63	37.26	36.73
<b>Average Verbal</b>			
Clark Magnet	479	517	513
GUSD	480	493	497
California	492	490	494
<b>Average Math</b>			
Clark Magnet	568	583	572
GUSD	533	547	546
California	516	516	518
<b>Average Total</b>			
Clark Magnet	1,047	1,100	1,085
GUSD	1,013	1,040	1,043
California	1,008	1,006	1,012

## Work Force Preparation

It is the goal of Clark Magnet 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.

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
<b>Total Students</b>	<b>2,297</b>	<b>493</b>	<b>64</b>	<b>61</b>
SED	194	25	1	0
English Learners	81	50	43	43
<b>Completion Rate: 21.5%</b>		<b>Graduation Rate: 94.9%</b>		

*\*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.*

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 offers a variety of career-path related classes. Among the pathways offered are Multimedia Programming and Network Management. A staff member coordinates career exploration, internships, and job shadowing.

During the 2002-03 school year, Clark Magnet 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
- Digital Electronics
- Photo
- Computer Repair

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 was able to offer a grant program in robotics, and CISCO certification.

## Curriculum Development

Throughout Glendale schools, curricula in all of the core content areas have been aligned with the California State Content Standards. The district's emphasis is on analyzing student work, using data effectively, and working collaboratively to plan and improve instruction. Once a year in August, district and school representatives

conduct a formal review of each school's program by looking at how well students performed on district benchmark assessments and state standardized tests, identifying areas of strength and areas where improvements are needed.

When districtwide curriculum changes are planned, committees form with district and school representatives to oversee planning and implementation. These steering committees establish the long-range plan and objectives and create a timeline for implementation. Each committee reviews curriculum content to verify that new programs are consistent with Board policy. Curriculum committees make certain that curriculum is well-articulated among grade levels, with content specialists identifying and correcting gaps to ensure continuity. The committees recommend textbooks for adoption and develop the districtwide curriculum guides used in each classroom.

School administrators and teachers use the curriculum guides and data analysis to set goals and modify instruction in order to address students' needs. At grade level and faculty meetings, and meetings of the school's Leadership Team and School Site Council, members of the school community continually evaluate the school's success in meeting curricular objectives.

## Textbooks & Instructional Materials

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

With the recent technological improvements in the school, 42 computers have been installed in the cybrary (library/computer lab) and 387 computers are also available throughout the campus of Clark Magnet. 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's website provides a variety of resources and information for parents, staff, students and community members.

## Staff 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. The district schedules three staff development days annually.

Clark Magnet 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 received its Western Association of Schools and Colleges accreditation visit in fall of 2003. Teachers meet to review specific areas of curriculum, accountability, and other facets of student learning to complete the accreditation process.

Clark Magnet 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.

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

Clark Magnet 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 District to ensure that all classrooms and facilities are maintained to a degree of adequacy that provides for good learning.

Clark Magnet 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. 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; and 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 2003 and reviewed with school staff at the beginning of the 2003-0school year. A copy of the plan is available to the public at the district office.

## Counseling & Other Support Services

It is the goal of Clark Magnet 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.

The District offers a variety of programs, training, activities, and services to provide for students emotional, physical, and academic needs. In addition to counseling services provided by the district or through community-based organizations, the district participates in the state's Healthy Start, Healthy Families, and Healthy Kids programs. These programs, based at the district office and Toll Middle School, serve qualifying students and their families throughout the district, providing medical and nutrition services along with a variety of other assistance and referrals.

Counseling & Support Services Staff			
Clark Magnet Support Staff	Number of Staff	Days Available Per Week	Full Time Equivalent
Counselor	2	5	2
Psychologist	1	2	0.4
Nurse	1	1	0.2
Resource Specialist	1	5	1

A recently developed program at Glendale Unified School District assists homeless families to enroll their children in school, to overcome obstacles that might keep their child from attending school, and to allow their child to stay in one school while the family is transitioning into a more stable environment. Another new program is a federally funded grant project to combat alcohol abuse in high school students. Four of the five district high schools will be participating in the three-year program.

## Teacher Assignment

The District recruits and employs the most qualified credentialed teachers. For the 2002-03 school year, Clark Magnet had 41 fully credentialed teachers.

Teacher Credential Status			
	01	02	03
Fully Credentialed	35	36	41
Working Outside Subject	0	0	0
Emergency Credentials	5	8	3
Interns	0	0	2
Waivers	2	2	1
<b>Total Teachers</b>	<b>41</b>	<b>44</b>	<b>45</b>
Average Years Teaching	14.7	12.6	13.4
Average Years in District	11.9	10.2	11.1

*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 addition 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

## Substitute Teachers

The 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.

## School Enrollment & Attendance

Student enrollment over the past three years at Clark Magnet has increased by 8.2%. The significant increase in enrollment can be attributed to Clark Magnet 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 2002-03 school year was 1,045 students.

Regular attendance at Clark Magnet 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 was 96.88%.

Clark Magnet had one dropout during the last three years.

	Suspensions and Expulsions					
	Clark Magnet			GUSD		
	01	02	03	01	02	03
Suspensions (#)	105	101	137	3647	3425	5489
Suspensions (%)	10.87	9.59	13.11	12.02	11.30	18.45
Expulsions (#)	1	0	0	47	40	46
Expulsions (%)	0.10	0.00	0.00	0.15	0.13	0.15

## Class Size

Clark Magnet maintained a schoolwide average class size of 23 students and a pupil-to-teacher ratio of 22:1 for the 2002-03 school year. Class size rates are based on grade level and subject area.

	Teaching Load Distribution											
	Number of Classes by Size											
	Avg. Class Size			1-20 Students			21-30 Students			31+ Students		
	01	02	03	01	02	03	01	02	03	01	02	03
English	26	27		7	15		22	14		13	12	
Math	27	27		7	13		13	9		15	11	
Science	32	30		0	2		7	15		21	12	
Social Science	33	33		0	1		3	8		16	22	

*Data unavailable at time of publication.*

## Instructional Time

During the 2002-03 school year, all instructional time requirements at Clark Magnet 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 offered 65,465 minutes of instructional time.

For the 2002-03 school year, Clark Magnet 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 schedule allowed for enhanced staff development activities and student finals.

## Expenditures & Services Funded

For the 2001-02 school year (the most recent year for which state comparison data is available), the District spent an average of \$6,315 to educate each student (based on 2001-02 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.

GUSD	Current Expense of Education Per Student*	
	2001-02	
	Statewide Average	
	All Unified School Districts	All Districts
\$6,315	\$6,767	\$6,719

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

In addition to general fund state funding, the District receives state and federal categorical funding for special programs. For the 2001-02 school year, the district received approximately \$2,371 per student in federal and state aid for the following categorical, special education, and support programs:

- Title I
- 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 Materials
- Staff Development
- Educational Technology Assistance Grants
- Year-Round School Incentive
- School Based Coordination Program
- Class Size Reduction
- Healthy Start
- Peer Assistance and Review

## 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	
	GUSD	State Average
Teachers - Principals - Superintendent		
2001-02		
Beginning Teachers	\$37,236	\$35,490
Mid-Range Teachers	\$57,164	\$56,244
Highest Teachers	\$73,765	\$69,568
Elementary Principals	\$95,958	\$93,094
Middle School Principals	\$99,731	\$93,094
High School Principals	\$103,973	\$93,094
Superintendent	\$177,526	\$160,607
Percentage of Total Budget		
Teacher Salaries	44.3%	42.7%
Administrative Salaries	5.5%	5.0%