



Glendale Unified School District

"Excellence is Worth the Effort"

Herbert Hoover High School

2002-2003 Annual School Report Card

651 Glenwood Road, Glendale, California 91202-1552

(818) 242-6801 (818) 247-8825 Fax

Ninth through Twelfth Grade

www.glendale.k12.ca.us

School Administration

Hasmik Danielian, Co-Principal

Kevin Welsh, Co-Principal

Lena Kortoshian, Assistant Principal

Sarah O'Reilly, Assistant Principal

Tammie Hollis-Jackson,

Assistant Principal

Adam Warren, 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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Principals' Message

At Hoover this year we will continue our emphasis on the implementation of Standards-based instruction with an emphasis on assessing its progress. 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. We will also emphasize the student connectedness by continuing our work with our many intervention programs and models to help our students experience and feel a connection to any adult or program at Hoover High School.

Our schoolwide goals are aligned and connected to the WASC Focus on Learning criteria and the Glendale Unified School District's Blue Print for the high-performing high schools.

Staff Development will focus on Explicit Directed Instruction, Literacy across the curriculum, Specially Designed Academic Instruction in English (SDAIE), and Differentiated instruction. We will continue working with the external and internal evaluators and consultants in order to provide training for our entire staff.

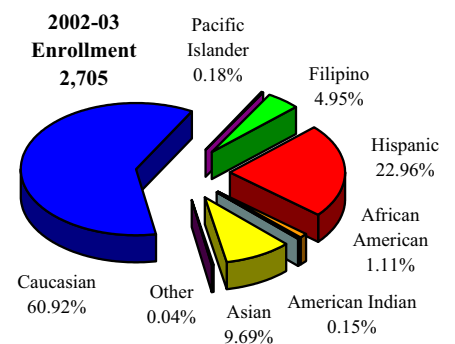
We encourage you as parents to get actively involved with the education of your students and we hope that you join our PTSA and get involved in leadership roles in different school activities. WE ask that you communicate all your questions and concerns directly first to the teachers, counselors, and 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.

Mission Statement

Hoover, 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.



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.

Hoover will celebrate its 75th anniversary in May of 2004. The school has formed the Hoover High School Alumni Association with the goal of reuniting former Tornado friends and classmates while strengthening the alumni bond with current students. For information on the 75th anniversary of Hoover High School, please e-mail HooverAlumni@att.net.

Discipline & Climate for Learning

Students at Hoover 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 Hoover'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.

Building a positive self-image, as well as respect for others, is important to a student's success. The 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.

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
- Art Club
- ASB
- AVID
- Best Buddies
- Ceramics Club
- Cinema Club
- CSF
- Dance Company
- Drama Club
- Drill Team
- FBLA
- Filipino Club
- French Club
- Friends of the Library
- Gay/Straight Alliance
- Greenery Spot
- Hoopster Club
- Interact Club
- International Club
- Jazz Ensemble
- Key Club
- Korean Club
- Latin Club
- Orchestra
- Pep Team
- Sign Language Club
- Spanish Club
- Spirit Club
- Stage Crew
- Tennis 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. Hoover students have the opportunity to participate in over a dozen different sports.

Homework

Hoover 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 Leadership

Leadership at Hoover 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)
- Alumni Association
- Armenian Parent Club
- Korean Parent Club
- Latino Student Initiative
- Hoover Leadership Council
- Latinos Unidos
- ELAC (English Language Advisory Committee)
- Hoover Family Club
- Instructional Cabinet
- Literacy Team

Contact Information

Parents who wish to participate in Hoover'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.

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.

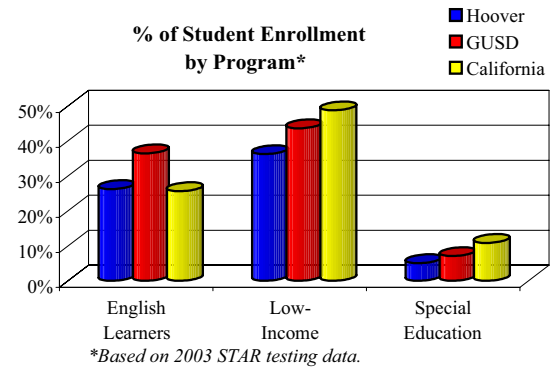
Textbooks & Instructional Materials

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

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

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. Hoover meets specific criteria for federal Title I schoolwide eligibility. As a Schoolwide Title I school, Hoover uses Title I funds to increase the achievement of all students. 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 Hoover'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

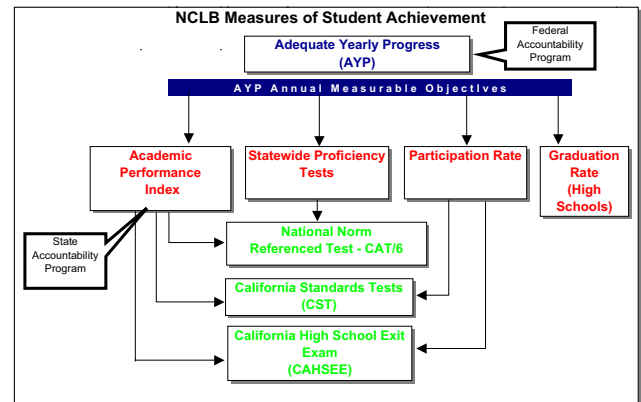
Various measures of student achievement are used as an ongoing part of the quality instructional program at Hoover. These assessments measure student progress, as well as the effectiveness of the instructional program. These assessments, which include student performance on state standardized testing, 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, Hoover achieved Adequate Yearly Progress for 2003. The appeal was based on participation rates in overall STAR testing mitigating participation rates in CAHSEE.

Federal Programs	01 02	
	01	02
Recognition for Achievement (Title I)	No	No
Identified for Program Improvement	No	No
Exited Title I Program Improvement	N/A	N/A
Number of Years in Program Improvement	0	0

Adequate Yearly Progress (AYP) 2003						
Hoover High School						
California High School Exit Exam (CAHSEE)						
	Participation Rate	% Proficient or Advanced				
		English/ Language Arts	Mathematics			
Target	95%	11.2%	9.6%			
Met Target? Yes (Y) or No (N)						
	Met	Rate	Met	%	Met	%
All Students	Y	95.6%	Y	52.3%	Y	54.2%
Subgroups:						
Hispanic or Latino	N	93.2%	Y	38.2%	Y	32.8%
Caucasian	Y	97.1%	Y	53.3%	Y	55.9%
SED	N	92.9%	Y	41.3%	Y	46.2%
English Learners	N	63.3%	Y	48.3%	Y	54.4%
		Academic Performance Index (API)		Graduation Rate		
Target	560 or 1 point growth		82.8% or 0.2 increase			
Met Target? Yes (Y) or No (N)						
	Met	Score	Increase	Met	Rate	Increase (Over 2 years)
Schoolwide	Y	693	+28	Y	96	+0.9

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, Hoover qualified to participate in the 2001 Governor's Performance Award.



Standardized State Testing

Hoover 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	1,714	1,785	1,905	Percent Tested	97	99	99	
API Score	614	632	665	API Growth Score	634	626	693	
Growth Target	9	8	7	Actual Growth	20	-6	28	
Statewide Rank	5	5	6					
Similar Schools Rank	3	7	8					
Subgroups								
Socioeconomically Disadvantaged								
Base API Score	555	582	617	API Growth Score	582	574	650	
Growth Target	7	6	6	Actual Growth	27	-8	33	
Asian								
Base API Score	763	771	800	API Growth Score	778	791	794	
Growth Target	7	6	*	Actual Growth	15	20	-6	
Caucasian								
Base API Score	620	633	661	API Growth Score	634	622	688	
Growth Target	7	6	6	Actual Growth	14	-11	27	
Hispanic								
Base API Score	525	556	600	API Growth Score	556	553	637	
Growth Target	7	6	6	Actual Growth	31	-3	37	

**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 13% of the school population tested and contains at least 30 students with valid scores.*

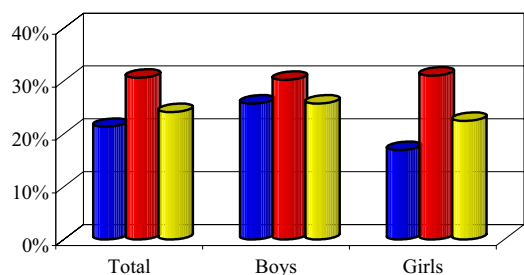
State Awards and Intervention Programs

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

Physical Fitness

In the spring of each year, Hoover 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) 2001, 2002, 2003 % At or Above 50th Percentile

Grade	Reading						Math											
	9			10			9			10			11					
Year Ending	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03			
Hoover High	27	28	53	30	32	54	32	41	50	62	61	61	51	52	70	47	58	58
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
Gender																		
Male	25	24	45	25	27	49	31	36	44	61	57	62	46	49	69	47	57	56
Female	29	32	59	35	37	58	33	37	55	63	65	60	54	54	71	48	58	61
Language Fluency																		
English Learners (EL)	6	2	15	2	8	17	8	11	21	36	28	32	25	28	45	24	28	33
Non EL	39	41	73	45	46	74	49	55	64	76	77	77	64	65	84	63	71	71
Socioeconomic Status																		
SED	19	21	46	21	27	47	25	30	41	58	57	56	43	46	64	39	51	53
Non SED	37	34	59	40	37	61	38	50	57	67	65	66	58	56	76	54	63	62
Ethnicity																		
Asian	48	50	67	53	45	71	55	57	64	89	85	75	78	82	91	73	85	83
Caucasian	25	25	51	28	33	53	32	40	47	61	64	62	52	53	71	48	57	58
Filipino	50	52	81	45	53	79	45	50	80	73	77	48	59	66	53	45	53	41
Hispanic	20	22	44	24	22	43	15	35	42	51	44	48	34	32	53	27	46	41

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 Hoover 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	
Hoover High															
All Students	24	34	44	30	30	35	26	33	30	23	23	27	40	36	
Male	18	28	40	23	22	30	25	28	24	22	29	27	37	37	
Female	29	39	49	38	37	41	28	36	36	21	17	24	40	34	
English Learners	3	2	5	2	5	6	5	5	6	3	8	9	9	13	
Non English Learners	35	49	69	46	44	52	42	46	40	33	31	39	53	50	
SED	17	28	36	24	24	26	19	24	23	16	21	21	29	30	
Non SED	32	40	53	37	35	46	34	39	36	29	26	31	48	41	
Special Ed.		0	14		2	3		4	2	3	4	6	7	2	
Asian	67	59		52	55		52	46		65	35	46	57	52	
Caucasian	33	44		29	35		33	27		18	21	25	36	32	
Filipino	61	75		53	67		41	66		48	53	43	56	60	
Hispanic	19	31		20	22		18	21		17	18	16	33	29	

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 unavailable 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.

College Preparation

Hoover 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 Hoover 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, STAR scores, and student desire.

Students at Hoover 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 2001-02 school year was 2,733.

2001-02 Total Graduates	Graduates with		2002-03 Total Course Enrollments
	UC/CSU Required Courses	UC/CSU Course Enrollment	
484	173	7,048	14,658
	35.7%	48.1%	

Advanced Placement

Hoover offers 23 advanced placement courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges. The following table illustrates the number of AP courses offered at Hoover during the 2002-03 school year, by subject.

	Advanced Placement Exam					
	Enrollment		Students Taking AP Exam	Number of Exams With a Score of:		
	11th	12th		3	4	5
00-01	670	677	219	129	72	38
01-02	651	632	305	155	84	38
02-03	706	643	281	151	130	53

	Advanced Placement Classes	
	Number of Classes	Enrollment
English	5	118
Foreign Language	11	98
Mathematics	5	129
Science	6	149
Social Science	11	334
Total	38	828

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.

	SAT I Test Results		
	01	02	03
	Grade 12 Enrollment		
Hoover	677	632	643
GUSD	2,393	2,538	1,050
California	357,789	365,907	385,181
% of Seniors Tested			
Hoover	46.23	47.78	41.21
GUSD	42.95	39.75	39.85
California	36.63	37.26	41.41
Average Verbal			
Hoover	454	459	470
GUSD	480	493	497
California	492	490	494
Average Math			
Hoover	510	509	525
GUSD	533	547	546
California	516	516	518
Average Total			
Hoover	964	968	995
GUSD	1,013	1,040	1,043
California	1,008	1,006	1,012

Work Force Preparation

It is the goal of Hoover 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
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.*

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

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

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

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

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 Hoover were able to work with Junior Achievement to teach economics to local elementary school students.

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

Hoover 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. At-risk students may participate in remediation classes in lieu of electives, or Extended Day courses. Intervention programs give students the opportunity to enhance their understanding and mastery of core subject matter.

For English-learning students, a teacher specialist at Hoover makes assessments to ensure placement in an English Language Development (ELD) class best-suited to each students level of English acquisition, and monitors student progress so students may be redesignated as their English mastery improves. Outside of ELD classes, students may work with instructional assistants or participate in tutoring programs for core content areas.

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.

Staff Development

The 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 two staff development days annually.

Hoover 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 2002-03 school year, staff development focused on literacy, CAHSEE, and using testing data to map curriculum and implement standards-based instructional and assessment programs.

Hoover 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. Hoover further supports teachers and paraprofessionals by participating in the several district programs. Also, staff participated in training and discussion on "Reculturing: What does the ideal Hoover High School look like (the big ideas)?" Reculturing is a term used to refer to assessing and shaping a school's culture for teachers, administrators, parents and students in order to raise the overall quality of the high school experience.

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

Hoover 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.

Hoover 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, 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; 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 2003-04 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 Hoover to assist students in their social and personal development, as well as academics. To attain that goal, the Hoover counseling department has aligned with the National Counseling Standards in a results based delivery model. 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 & Support Services Staff			
Hoover Support Staff	Number of Staff	Available Per Week	Full Time Equivalent
College Counselor	1	5	1
Career Academic Counselor	1	5	1
Personal/Social Counselor	1	5	1
Academic Counselor	2	5	2
Substance Abuse Counselor	1	5	1
Psychologist	1.4	5	1
Nurse	1	1	0.2
Speech/Language Specialist	4	5	4
Health Clerk	1	5	1
Special Education Teacher	9	5	6

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.

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, Hoover had 101 fully credentialed teachers .

	Teacher Credential Status		
	01	02	03
Fully Credentialed	94	103	101
Working Outside Subject	0	0	0
Emergency Credentials	20	13	11
Interns	3	0	2
Waivers	2	1	0
Total Teachers	117	117	114
Average Years Teaching	12.7	13.3	14.0
Average Years in District	10.9	11.5	12.0

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 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

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

Regular attendance at Hoover 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 2002-03 school year, the actual attendance rate for all grade levels for Hoover was 96.87%.

Intervention programs that promote attendance and reduce dropout rates include:

	Dropouts		
	99-00	00-01	01-02
Dropouts (#)	23	9	19
Dropout Rate (%)	0.8	0.3	0.7

Teacher Intervention

- Clear presentation of expectations
- Notes and phone call home
- Verbal warnings
- 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 PLUS (9th grade)
- Counseling Office Domains
- School Psychologist
- AVID
- Counseling
- CAHSEE Preparation
- Athletics/Team Sports
- Appeals
- Five-step discipline plan

District Intervention

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

In 2002-03, Hoover initiated a new tardy/lockout policy. The goal of this new policy is to hold students accountable for their own role and attitude toward their responsibilities in school. Students face a series of consequences for escalating tardies up to and including suspension. Hoover expelled 29 students over the past three years; expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions and Expulsions					
	Hoover			GUSD		
	01	02	03	01	02	03
Suspensions (#)	706	664	1956	3647	3425	5489
Suspensions (%)	25.5	24.3	72.3	12.0	11.3	18.5
Expulsions (#)	15	7	7	47	40	46
Expulsions (%)	0.5	0.3	0.3	0.2	0.1	0.2

The introduction of the school's new tardy policy has resulted in a dramatic increase in suspensions for the 2002-03 school year.

Class Size

Hoover maintained a schoolwide average class size of 22 students and a pupil-to-teacher ratio of 23.2:1 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		
English	27	27		30	45		40	36		53	43
Math	28	29		27	30		26	16		47	39
Science	31	33		7	4		14	9		44	45
Social Science	32	31		5	3		18	31		51	29

Data unavailable at the time of publication.

Instructional Time

During the 2002-03 school year, all instructional time requirements at Hoover 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. Hoover offered 65,541 minutes of instructional time. For the 2002-03 school year, Hoover offered 180 days of instruction comprised of 157 regular days, 4 minimum days, and 19 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.

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	
	Teachers - Principals - Superintendent	
	2001-02	
	GUSD	State Average
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%