

# ANDERSON CLARK MAGNET HIGH SCHOOL School Accountability Report Card

## Reported Using Data from the 2011–12 School Year

*Published During 2012–13*

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

### I. Data and Access

#### Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

#### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

### II. About This School

#### Contact Information (School Year 2012–13)

School		District	
<b>School Name</b>	Anderson W. Clark Magnet High	<b>District Name</b>	Glendale Unified
<b>Street</b>	4747 New York Ave.	<b>Phone Number</b>	(818) 241-3111
<b>City, State, Zip</b>	La Crescenta, CA, 91214	<b>Web Site</b>	www.gusd.net
<b>Phone Number</b>	(818) 248-8324	<b>Superintendent</b>	Dr. Richard Sheehan
<b>Principal</b>	Douglas Dall, Principal	<b>E-mail Address</b>	dsheehan@gusd.net
<b>E-mail Address</b>	ddall@gusd.net	<b>CDS Code</b>	19645681996131

## School Description and Mission Statement (School Year 2011–12)

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

## Opportunities for Parental Involvement (School Year 2011–12)

In addition to membership in the school's Parent Teacher Student Association (PTSA) and School Site Council, parents of English learners also serve as members of the school's English Language Advisory Committee (ELAC). In keeping with Clark's status as a school that receives Title I funding, we have now developed a Parent Involvement Policy that lists opportunities for parents to connect with the school community. A Parent/Student/School Compact is also distributed annually in order to clarify student behavior policies and facilitate communication among all stakeholders. To encourage community involvement and communication, Clark Magnet also features an expanded web site at [clarkmagnet.net](http://clarkmagnet.net). We continue to inform and involve the various school and community stakeholders in the vision and purpose of Clark Magnet and its instructional focus.

## Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten		Grade 8	
Grade 1		Ungraded Elementary	
Grade 2		Grade 9	326
Grade 3		Grade 10	284
Grade 4		Grade 11	266
Grade 5		Grade 12	254
Grade 6		Ungraded Secondary	
Grade 7		Total Enrollment	1,130

## Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	0.2%
American Indian or Alaska Native	0.1%
Asian	3.3%
Filipino	5.8%
Hispanic or Latino	6.1%
Native Hawaiian or Pacific Islander	0.1%
White	84.2%
Two or More Races	0.4%
Socioeconomically Disadvantaged	49.8%
English Learners	20.4%
Students with Disabilities	1.2%

## Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	20	3	8	0	30.3	5	10	19	30.6	6	5	21
Mathematics	31	1	4	3	33.4	1	7	21	33.9	0	7	21
Science	31.8	1	3	4	34.6	0	6	20	33.3	0	9	20
Social Science	25	2	3	2	35.8	1	1	22	34.8	0	4	19

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

## III. School Climate

### School Safety Plan (School Year 2011–12)

Clark's closed campus is a safe, clean, and well-maintained learning environment. The distinctive Clark student dress standard makes it easy to distinguish Clark students from unauthorized visitors. Security guards patrol the campus using electric vehicles that facilitate easy travel from one part of the campus to another. Security cameras with monitors in the main office provide immediate views of the hallways and grounds of the school.

The School Safety Plan was reviewed and revised in January 2012 and was presented to staff and parents in public meeting. Committees have been formed to provide essential services during disasters such as fires or earthquakes, and staff members have received training in emergency preparedness techniques.

The Clark GIS/GPS class spent time conducting an Earthquake analysis of Clark using FEMA software called HAZUS, providing a win/win for the District and the students who participated in the study.

### Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
Suspensions	9	4	4	24	6	6
Expulsions	0	0	0	0	0	0

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2012–13)

After a \$15 million renovation of a former junior high school campus built in 1961, Clark Magnet High School opened in 1998 as a state-of-the-art technology high school. Through the diligent efforts of the school's custodians and district maintenance personnel, along with the cooperation of Clark's students, the facilities continue to be clean, safe, and well maintained. The current computer network infrastructure supports multiple computer labs and computer access in classrooms. Ten year old Intel network switches that support the school's computer network were upgraded last year to state of the art Cisco switches and the computer networks in the Cybrary and computer labs were upgraded through Measure S funds.

In 2011-12, the new Engineering lab was opened, allowing Clark students to better build their robots and engineering devise and to better mentor students from feeder elementary and middle schools.

**School Facility Good Repair Status (School Year 2012–13) as of: 1/23/13**

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X			
<b>Interior:</b> Interior Surfaces		X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X			
<b>Electrical:</b> Electrical		X			Light bulbs out/replaced
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X			
<b>Safety:</b> Fire Safety, Hazardous Materials		X			
<b>Structural:</b> Structural Damage, Roofs		X			Leak in ceiling/work order processed
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
<b>Overall Rating</b>		X			

Note: Cells shaded in black do not require data.

**V. Teachers**

**Teacher Credentials**

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
<b>With Full Credential</b>	44	37	46	1,110
<b>Without Full Credential</b>	1	6	0	1
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	7	44

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2010–11	2011–12	2012–13
<b>Misassignments of Teachers of English Learners</b>	1	0	1
<b>Total Teacher Misassignments*</b>	0	0	1
<b>Vacant Teacher Positions</b>	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

## Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
<b>This School</b>	100.00%	0.00%
<b>All Schools in District</b>	99.45%	0.55%
<b>High-Poverty Schools in District</b>	99.77%	0.23%
<b>Low-Poverty Schools in District</b>	98.69%	1.31%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE*	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>	2	550
<b>Counselor (Social/Behavioral or Career Development)</b>		
<b>Library Media Teacher (librarian)</b>	1	
<b>Library Media Services Staff (paraprofessional)</b>		
<b>Psychologist</b>	.4	
<b>Social Worker</b>		
<b>Nurse</b>	.2	
<b>Speech/Language/Hearing Specialist</b>		
<b>Resource Specialist (non-teaching)</b>	.4	
<b>Other</b>		

Note: Cells shaded in black do not require data.

\* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

**Year and month in which data were collected: November 2012**

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
<b>Reading/Language Arts</b>	Holt, Rinehart & Winston – Literature & Language/2003 McDougal Littell – American Lit & Comp: The Language of Literature/2003	Yes	0%
<b>Mathematics</b>	McGraw Hill – Algebra 1 concepts, Skills & Problem Solving/2008 McGraw Hill – Geometry Concepts, Skills & Problem Solving/2008 Holt – Algebra 2/2008 McDougal Littell – Trigonometry by Lial, Hornsby & Schneider/2008 Bedford – Practices of Statics, 3 <sup>rd</sup> edition/2008 Pearson Addison Wesley – Trigonometry/2008 Thompson – Calculus: Single Variable Calculus with Vector Functions/2008	Yes	0%
<b>Science</b>	Prentice Hall – Biology, California/2007 Glencoe – Chemistry: Matter & Change/2007 Holt – Physics/2007 Thomas – college Physics/2006 Pearson – Biology, AP/2005	Yes	0%
<b>History-Social Science</b>	Prentice Hall – World History: The Modern World/2006 Holt, Rinehart & Winston – American Anthem/2007 Prentice Hall – Macgruder's American Government/2006 Glencoe/McGraw Hill – Economics: Principals & Practices/2005 Cengage Learning – American Government: Institutions & Policies/2011	Yes	0%
<b>Foreign Language</b>	McDougal Littell – En Espanol Level 1/2004 McDougal Littell – En Espanol Level 2/2004	Yes	0%

	McDougal Littell – En Espanol Level 3/2004		
<b>Health</b>	Holt – Lifetime Health/2004	Yes	0%
<b>Visual and Performing Arts</b>			0%
<b>Science Laboratory Equipment (grades 9-12)</b>			0%

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$4,973	\$492	\$4,481	\$79,450
District			\$4,101	\$70,145
Percent Difference – School Site and District			9%	13%
State			\$5,455	\$68,835
Percent Difference – School Site and State			-18%	15%

Note: Cells shaded in black do not require data.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2011–12)

A combination of state and federal funding is used to cover all aspects of our instructional program. Strong PTA and school foundation support is evident in many of our schools' supplemental activities. All Glendale Unified schools benefit from the support of the Glendale Educational Foundation, which offers enhances programs in visual and performing arts, science and technology, and health and fitness.

## Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,451	\$41,455
Mid-Range Teacher Salary	\$65,170	\$66,043
Highest Teacher Salary	\$88,157	\$85,397
Average Principal Salary (Elementary)	\$106,154	\$106,714
Average Principal Salary (Middle)	\$118,692	\$111,101
Average Principal Salary (High)	\$128,189	\$121,754
Superintendent Salary	\$259,000	\$223,357
Percent of Budget for Teacher Salaries	41.00%	39.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.



## Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
<b>English-Language Arts</b>	86%	87%	89%	66%	68%	71%	52%	54%	56%
<b>Mathematics</b>	53%	65%	75%	63%	64%	67%	48%	50%	51%
<b>Science</b>	72%	80%	80%	68%	72%	73%	54%	57%	60%
<b>History-Social Science</b>	76%	85%	79%	60%	63%	61%	44%	48%	49%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History- Social Science
<b>All Students in the LEA</b>	71%	67%	73%	61%
<b>All Students at the School</b>	89%	75%	80%	79%
<b>Male</b>	90%	78%	83%	86%
<b>Female</b>	87%	72%	77%	72%
<b>Black or African American</b>	0%	0%	0%	0%
<b>American Indian or Alaska Native</b>				
<b>Asian</b>	97%	91%	0%	95%
<b>Filipino</b>	94%	75%	82%	91%
<b>Hispanic or Latino</b>	90%	71%	88%	80%
<b>Native Hawaiian or Pacific Islander</b>	0%	0%	0%	0%
<b>White</b>	88%	75%	78%	77%
<b>Two or More Races</b>	0%	0%	0%	0%
<b>Socioeconomically Disadvantaged</b>	85%	75%	74%	73%
<b>English Learners</b>	70%	68%	53%	55%
<b>Students with Disabilities</b>	0%	0%	0%	0%
<b>Students Receiving Migrant Education Services</b>				

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

### California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	85%	95%	94%	68%	74%	71%	54%	59%	56%
Mathematics	90%	96%	98%	74%	75%	79%	54%	56%	58%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	29%	26%	45%	21%	39%	40%
All Students at the School	6%	25%	70%	2%	35%	63%
Male	7%	23%	70%	0%	28%	72%
Female	4%	27%	69%	4%	42%	54%
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino	0%	24%	76%	0%	41%	59%
Hispanic or Latino	0%	24%	76%	0%	35%	65%
Native Hawaiian or Pacific Islander						
White	7%	25%	68%	2%	35%	63%
Two or More Races						

<b>Socioeconomically Disadvantaged</b>	10%	26%	64%	3%	38%	59%
<b>English Learners</b>	27%	27%	47%	3%	30%	67%
<b>Students with Disabilities</b>						
<b>Students Receiving Migrant Education Services</b>						

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### California Physical Fitness Test Results (School Year 2011–12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.00%	0.00%	0.00%
7	0.00%	0.00%	0.00%
9	10.90%	23.80%	58.40%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web page* at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	10	10	10
Similar Schools	10	10	10

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	17	20	11
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	18	23	11
Two or More Races			
Socioeconomically Disadvantaged	14	20	10
English Learners	-15	15	22
Students with Disabilities			

Note: “N/D” means that no data were available to the CDE or LEA to report. “B” means the school did not have a valid API Base and there is no Growth or target information. “C” means the school had significant demographic changes and there is no Growth or target information.

### Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	865	920	19,456	858	4,664,264	788
Black or African American	1		238	836	313,201	710
American Indian or Alaska Native	0		41	840	31,606	742
Asian	32	958	2,376	946	404,670	905
Filipino	52	943	1,308	895	124,824	869
Hispanic or Latino	49	922	4,395	790	2,425,230	740
Native Hawaiian or Pacific Islander	1		21	888	26,563	775
White	726	916	10,834	862	1,221,860	853
Two or More Races	4		204	921	88,428	849
Socioeconomically Disadvantaged	432	904	9,348	808	2,779,680	737
English Learners	182	866	7,710	783	1,530,297	716
Students with Disabilities	10		1,684	658	530,935	607

## Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

AYP Criteria	School	District
<b>Made AYP Overall</b>	Yes	No
<b>Met Participation Rate - English-Language Arts</b>	Yes	Yes
<b>Met Participation Rate - Mathematics</b>	Yes	Yes
<b>Met Percent Proficient - English-Language Arts</b>	Yes	No
<b>Met Percent Proficient - Mathematics</b>	Yes	No
<b>Met API Criteria</b>	Yes	Yes
<b>Met Graduation Rate</b>	Yes	No

### Federal Intervention Program (School Year 2012–13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web page*: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
<b>Program Improvement Status</b>	Not in PI	In PI
<b>First Year of Program Improvement</b>		2011-2012
<b>Year in Program Improvement</b>		Year 2
<b>Number of Schools Currently in Program Improvement</b>		12
<b>Percent of Schools Currently in Program Improvement</b>		37.5%

Note: Cells shaded in black do not require data.

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California's Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the *UC Admissions Information Web page* at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

#### California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the *CSU Web page* at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

### Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
Dropout Rate		0.0	4.7		7.9	6.7		16.6	14.4
Graduation Rate		100.00	95.35		85.54	87.61		74.72	76.26

Note: Cells shaded in black do not require data.

## Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011–12 school year in grade twelve and were a part of the school’s most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	99%	90%	N/D
Black or African American	0%	1%	N/D
American Indian or Alaska Native	0%	0%	N/D
Asian	7%	22%	N/D
Filipino	0%	0%	N/D
Hispanic or Latino	7%	19%	N/D
Native Hawaiian or Pacific Islander	0%	0%	N/D
White	85%	57%	N/D
Two or More Races	0%	0%	N/D
Socioeconomically Disadvantaged	49%	85%	N/D
English Learners	21%	79%	N/D
Students with Disabilities	0%	72%	N/D

Note: “N/D” means that no data were available to the CDE or LEA to report.

## Career Technical Education Programs (School Year 2011–12)

The CTE staff helps students to become effective communicators, creative thinkers, self-directed learners, informed and responsible citizens, and cooperative team members who collaborate effectively. A main premise of the Clark curriculum is the idea that career-oriented courses are undertaken along with rigorous, academic core coursework.

Clark’s students graduate with high level technical skills and the academic preparation needed to succeed in their college years. Since its inception, Clark has had a commitment to project-based learning across the curriculum, as described in Aiming High, the State plan for high school education. This is especially true in CTE courses. A clear example of this is found in the Intro to Engineering course that evolved from a computer repair/A+ certification course.

The Intro to Engineering course has designed robots and other engineering devised that are entered in regional competitions. Students experience all aspects of the design and fabrication as well as graphics and marketing materials for their projects. The Engineering Department has also launched a near space balloon that returned video and still images from 103,000 feet.

A close relationship exists between Clark and Glendale Community College which provides instructors and advisors for some Clark CTE classes. The Clark Marine Science Research and Environmental GIS benefits from using ocean-going research vessels for field trips off the California coast. The students conduct environmental research that later become entries in national competitions. Clark has taken CTE into the 21<sup>st</sup> century by emphasizing the development of technology skills that prepare students for new jobs and emerging industries. Clark cinematography students benefit from partnerships with Avid Media and Keycode and graduate with industry standard certifications in video and sound editing that make them highly employable.

Block scheduling facilitates project-based learning, and longer class times afforded by the block schedule have allowed students to solve complex problems and to design and complete collaborative projects.

### Career Technical Education Participation (School Year 2011–12)

Measure	CTE Program Participation
Number of pupils participating in CTE	892
Percent of pupils completing a CTE program and earning a high school diploma	46%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	40%

### Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	77.3%
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	59.2%

### Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	
English	3	
Fine and Performing Arts	0	
Foreign Language	2	
Mathematics	4	
Science	3	
Social Science	5	
All courses	17	7.7%

Note: Cells shaded in black do not require data. \*Where there are student course enrollments.

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

3 school days are dedicated for staff development.