

# Anderson W. Clark Magnet High

## California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- 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 more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) 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., 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.

## About This School

### Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
<b>District Name</b>	Glendale Unified
<b>Phone Number</b>	(818) 241-3111
<b>Superintendent</b>	Marc Winger
<b>E-mail Address</b>	<a href="mailto:mwinger@gusd.net">mwinger@gusd.net</a>
<b>Web Site</b>	<a href="http://gusd.net">gusd.net</a>

School Contact Information - Most Recent Year	
<b>School Name</b>	Anderson W. Clark Magnet High
<b>Street</b>	4747 New York Ave.
<b>City, State, Zip</b>	La Crescenta, Ca, 91214-1841
<b>Phone Number</b>	818-248-8324
<b>Principal</b>	Douglas Dall, Principal
<b>E-mail Address</b>	<a href="mailto:ddall@gusd.net">ddall@gusd.net</a>
<b>County-District-School (CDS) Code</b>	19645681996131

*Last updated: 1/11/2016*

### School Description and Mission Statement - Most Recent Year

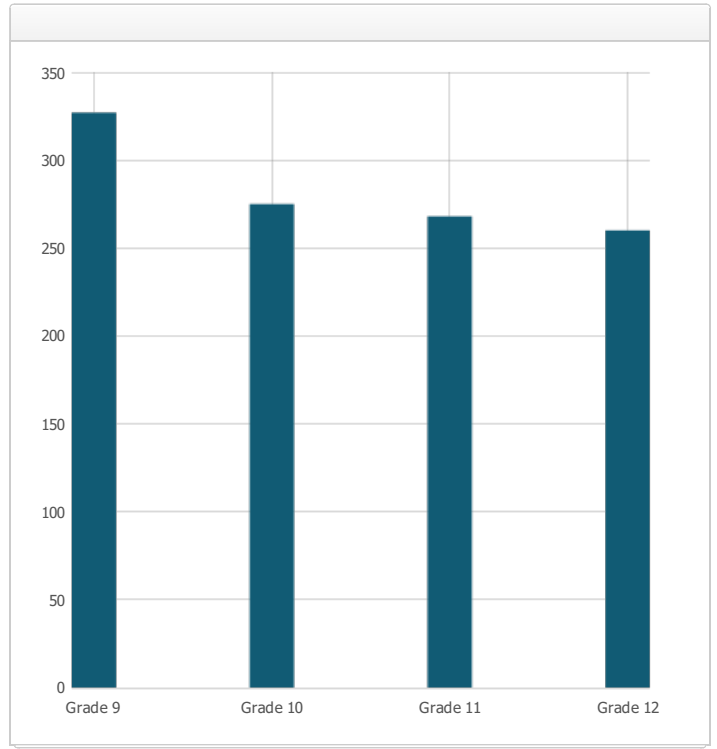
Clark Magnet High School is a National Blue Ribbon School. In 2015, Clark Magnet High School was awarded three statewide distinctions: Gold Ribbon School, Title 1 Academic Achievement Award, and Career Technical Education Exemplary School.

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.

*Last updated: 1/11/2016*

### Student Enrollment by Grade Level (School Year 2014-15)

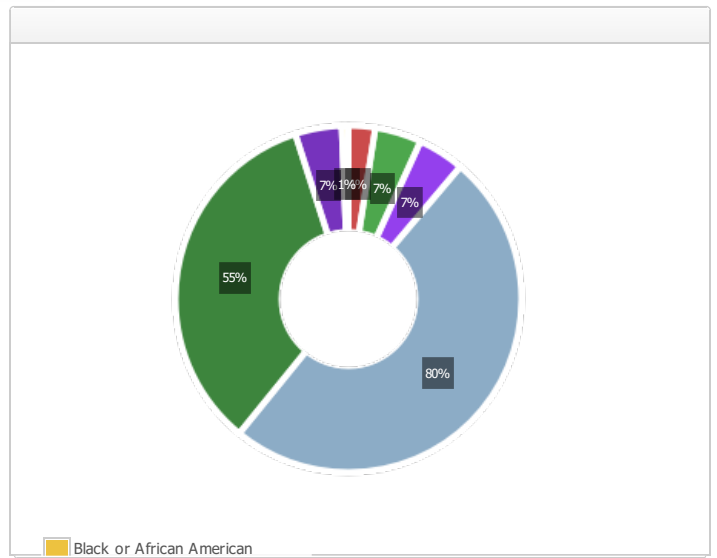
Grade Level	Number of Students
Grade 9	327
Grade 10	275
Grade 11	268
Grade 12	260
<b>Total Enrollment</b>	<b>1130</b>



Last updated: 1/4/2016

### Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.4 %
American Indian or Alaska Native	0.0 %
Asian	4.2 %
Filipino	7.3 %
Hispanic or Latino	7.4 %
Native Hawaiian or Pacific Islander	0.2 %
White	80.2 %
Two or More Races	0.3 %
Socioeconomically Disadvantaged	55.7 %
English Learners	7.8 %
Students with Disabilities	1.5 %
Foster Youth	0.0 %



- Black or African American
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- White
- Two or More Races
- Socioeconomically Disadvantaged
- English Learners
- Students with Disabilities
- Foster Youth

Last updated: 1/4/2016

## A. Conditions of Learning

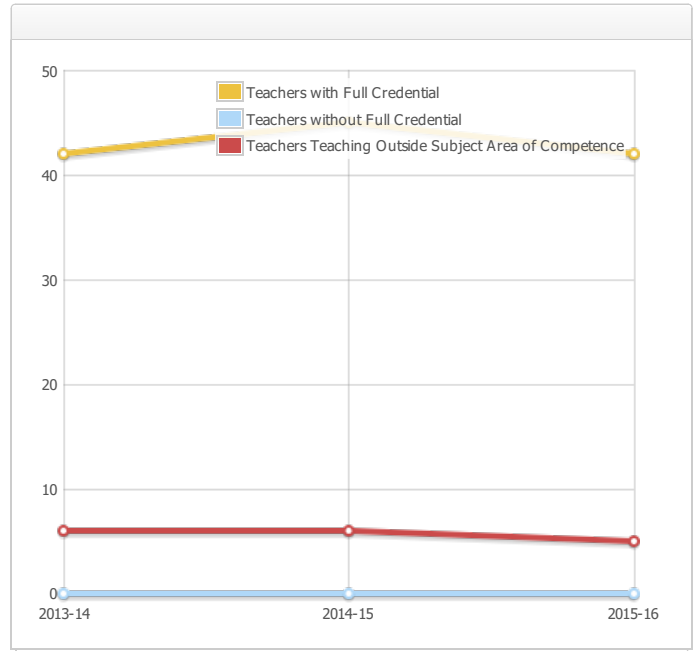
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### Teacher Credentials

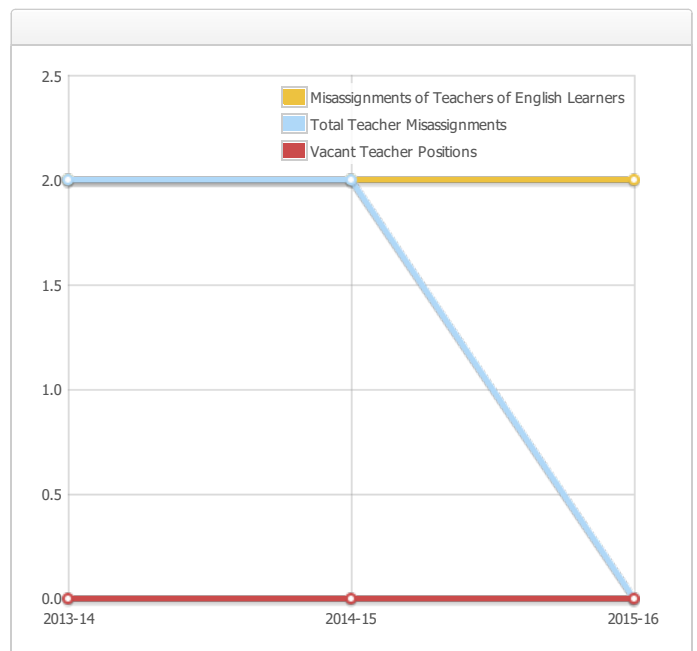
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	42	45	42	1089
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	6	6	5	65



Last updated: 1/4/2016

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	2	2	2
Total Teacher Misassignments*	2	2	0
Vacant Teacher Positions	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.

Last updated: 1/4/2016

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)**

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
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	99.0%	1.0%

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 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year**

Year and month in which data were collected: December 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Holt, Reinehart & Winston - Literature & Language/2003 McDougal Littell - American Lit & Comp: the Language of Literature/2003	Yes	0.0 %
Mathematics	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 Statistics, 3rd edition/2008 Pearson Addison Wesley - Trigonometry/2008 Thompson - Calculus: Single Variable Calculus with Vector Functions/2008	Yes	0.0 %
Science	Prentice Hall - Biology, California/2007 Glencoe - Chemistry: Matter & Change/2007 Holt - Physics/2007 Thomas - College Physics/2006 Pearson - Biology, AP/2005	Yes	0.0 %
History-Social Science	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: Principales & Practices/2005 Cengage Learning - American Governmetn: Institutions & Policies/2011	Yes	0.0 %
Foreign Language	McDougal Littell - En Espanol Level 1/2004 McDougal Litell - En Espanol Level 2/2004 McDougal Littell - en Espanol Level 3/2004	Yes	0.0 %

Health	Holt - Lifetime Health/2004	Yes	0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)			0.0 %

*Last updated: 1/4/2016*

### School Facility Conditions and Planned Improvements - Most Recent Year

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. Eleven year old Intel network switches that support the school's computer network were upgraded to state of the art Cisco switches and the computer networks in the Cybrary and computer labs were upgraded through Measure S funds.

The Engineering lab continues to expand with the addition of 3D printers and an electrical upgrade to allow additional numerically controlled metal machining tools, allowing Clark students to better build their robots and engineering projects and to better mentor students from feeder elementary and middle schools.

All classrooms were equipped with 55" LED Flat Screen Monitors, DVD players and MAC Mini computers, replacing TV monitors and VCR presentation equipment. A sound system/speaker installation was completed in December 2014. As part of the Verdugo Creative Technology Consortium Pathways Grant, new computers were purchased for the animation lab. Additionally Centique monitors that allow direct drawing input to computers were also added. Large plotter/printers were obtained through Career Technical Education (CTE) for use in art, graphics and map making. Clark received a Specialized Secondary Program (SSP) grant in 2015 which will result in an upgrade of computers in the Engineering lab.

*Last updated: 1/4/2016*

### School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: January 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

### Overall Facility Rate - Most Recent Year

Year and month in which data were collected: January 2015

Overall Rating	Exemplary
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*Last updated: 1/15/2016*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

#### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	92.0%	58.0%	44.0%
Mathematics (grades 3-8 and 11)	80.0%	49.0%	33.0%

Note: Percentages are not calculated 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 1/4/2016*



**ELA - Grade 11**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	266	260	97.7%	0.0%	8.0%	42.0%	50.0%
Male	266	131	49.2%	1.0%	8.0%	40.0%	50.0%
Female	266	129	48.5%	0.0%	7.0%	43.0%	50.0%
Black or African American	266	3	1.1%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	266	8	3.0%	--	--	--	--
Filipino	266	15	5.6%	0.0%	0.0%	27.0%	73.0%
Hispanic or Latino	266	14	5.3%	0.0%	0.0%	50.0%	50.0%
Native Hawaiian or Pacific Islander	266	1	0.4%	--	--	--	--
White	266	219	82.3%	0.0%	9.0%	43.0%	47.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	266	152	57.1%	1.0%	11.0%	43.0%	45.0%
English Learners	266	22	8.3%	5.0%	23.0%	59.0%	14.0%
Students with Disabilities	266	1	0.4%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 1/4/2016*

**Mathematics - Grade 11**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	266	260	97.7%	2.0%	18.0%	43.0%	36.0%
Male	266	131	49.2%	2.0%	14.0%	38.0%	47.0%
Female	266	129	48.5%	3.0%	22.0%	49.0%	26.0%
Black or African American	266	3	1.1%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	266	8	3.0%	--	--	--	--
Filipino	266	15	5.6%	0.0%	13.0%	33.0%	53.0%
Hispanic or Latino	266	14	5.3%	0.0%	21.0%	29.0%	50.0%
Native Hawaiian or Pacific Islander	266	1	0.4%	--	--	--	--
White	266	219	82.3%	3.0%	19.0%	46.0%	32.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	266	152	57.1%	2.0%	22.0%	45.0%	31.0%
English Learners	266	22	8.3%	0.0%	32.0%	59.0%	9.0%
Students with Disabilities	266	1	0.4%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 1/4/2016*

**California Standards Tests for All Students in Science – Three-Year Comparison**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	86.0%	77.0%	81.0%	73.0%	72.0%	70.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/4/2016

**California Standards Tests Results by Student Group in Science (School Year 2014-15)**

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	70.0%
All Students at the School	81.0%
Male	85.0%
Female	75.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	100.0%
Filipino	93.0%
Hispanic or Latino	100.0%
Native Hawaiian or Pacific Islander	--
White	76.0%
Two or More Races	--
Socioeconomically Disadvantaged	75.0%
English Learners	34.0%
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/4/2016

## Career Technical Education Programs (School Year 2014-15)

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 projects 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 four near space balloons that returned video and still images from 103,000 feet. Data from these missions resulted in a first place award in the 2014 Lexus Eco Challenge Land/Water competition for analysis of the station fire burn area. In 2015, the Clark Cricket Busters team, focused on sustainable food sources, won the Lexus Eco Challenge again, earning individual prizes, and a school award as well.

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 Classes benefit 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 21st 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 local production company, Keycode Media and graduate with industry standard certifications in video and sound editing that result in internships with Keycode and make them highly employable. e Clark Animation program has grown and benefits from an Emmy award winning animator who teaches the courses and partners with industry leaders. The California Career Pathways trust grant has resulted in curriculum development, technology software and equipment as well as partnerships with local businesses such as Warner Brothers, Disney Imagineering, JPL, HAAS Automation, Autodesk, Nickelodeon, and KCET in which students can job shadow and tour their facilities.

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.

*Last updated: 1/4/2016*

## Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	443
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	16.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	53.0%

*Last updated: 1/25/2016*

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

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	77.8%

# State Priority: Other Pupil Outcomes

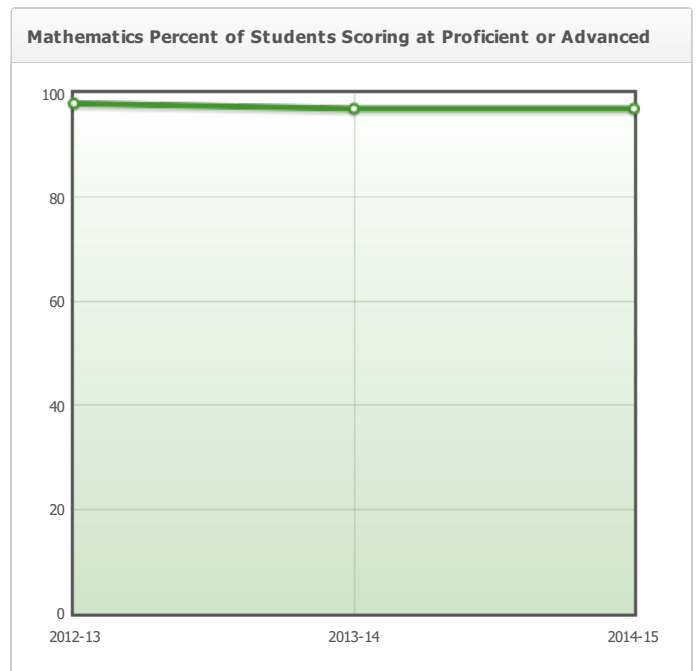
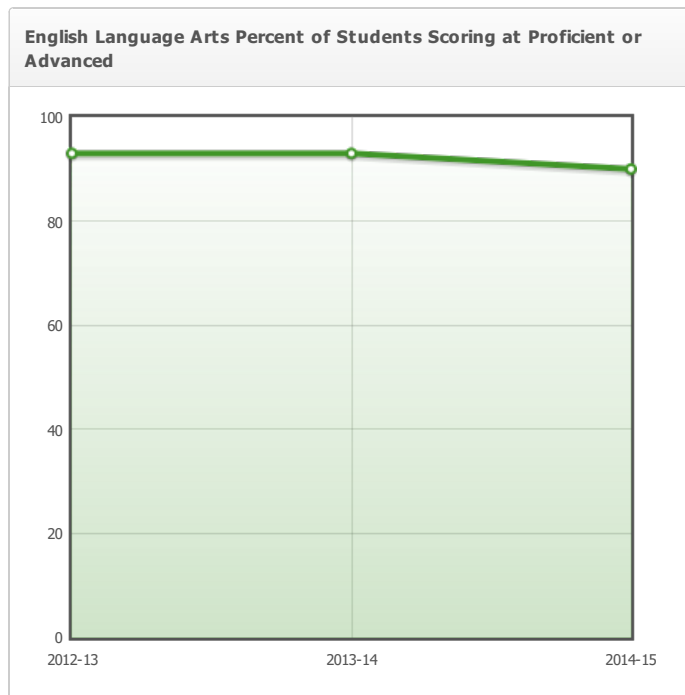
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	93.0%	93.0%	90.0%	74.0%	55.0%	58.0%	57.0%	56.0%	58.0%
Mathematics	98.0%	97.0%	97.0%	81.0%	60.0%	61.0%	60.0%	62.0%	59.0%

Note: Percentages are not calculated 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. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 1/4/2016

**California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if****applicable)**

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	27.0%	23.0%	50.0%	22.0%	39.0%	38.0%
All Students at the School	10.0%	26.0%	64.0%	3.0%	33.0%	64.0%
Male	9.0%	27.0%	64.0%	2.0%	29.0%	69.0%
Female	12.0%	24.0%	64.0%	4.0%	38.0%	59.0%
Black or African American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	7.0%	7.0%	86.0%	0.0%	29.0%	71.0%
Filipino	6.0%	6.0%	88.0%	0.0%	19.0%	81.0%
Hispanic or Latino	4.0%	17.0%	78.0%	0.0%	35.0%	65.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	11.0%	29.0%	60.0%	4.0%	34.0%	62.0%
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	13.0%	30.0%	57.0%	4.0%	35.0%	61.0%
English Learners	50.0%	45.0%	5.0%	13.0%	52.0%	35.0%
Students with Disabilities	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Note: Percentages are not calculated 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 1/4/2016*

**California Physical Fitness Test Results (School Year 2014-15)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	16.8%	14.3%	62.0%

Note: Percentages are not calculated 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.

*Last updated: 1/4/2016*

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

#### Opportunities for Parental Involvement - Most Recent Year

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, parent committees also oversee Local Control Accountability Program and the budget associated with supplemental funding. We have 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). Additionally, teachers and counselors actively encourage students and parents to monitor student progree using the Parent Portal. Apps such as "Classroom DOJO" are used to improve specific student behavior and engagement by awarding tand recording real-time student behavior and communicating feedback to parents. We continue to inform and involve the various school and community stakeholders in the vision and purpose of Clark Magnet and its instructional focus.

### State Priority: Pupil Engagement

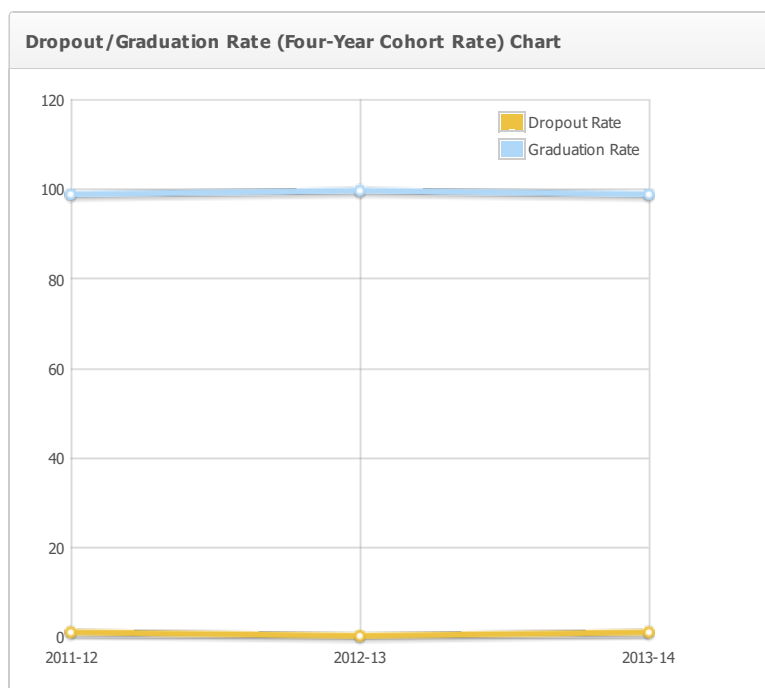
Last updated: 1/4/2016

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	1.2%	0.4%	1.2%	6.2%	4.5%	4.1%	13.1%	11.4%	11.5%
Graduation Rate	98.80	99.60	98.80	0.00	91.90	0.00	78.87	80.44	80.95



Last updated: 1/4/2016

**Completion of High School Graduation Requirements**

<b>Student Group</b>	<b>Graduating Class of 2014</b>		
	<b>School</b>	<b>District</b>	<b>State</b>
All Students	100	87	84
Black or African American	0	88	76
American Indian or Alaska Native	100	100	78
Asian	100	94	92
Filipino	107	85	96
Hispanic or Latino	100	78	81
Native Hawaiian or Pacific Islander	100	100	83
White	87	90	89
Two or More Races	88	73	82
Socioeconomically Disadvantaged	100	92	81
English Learners	94	47	50
Students with Disabilities	85	53	61
Foster Youth	--	--	--



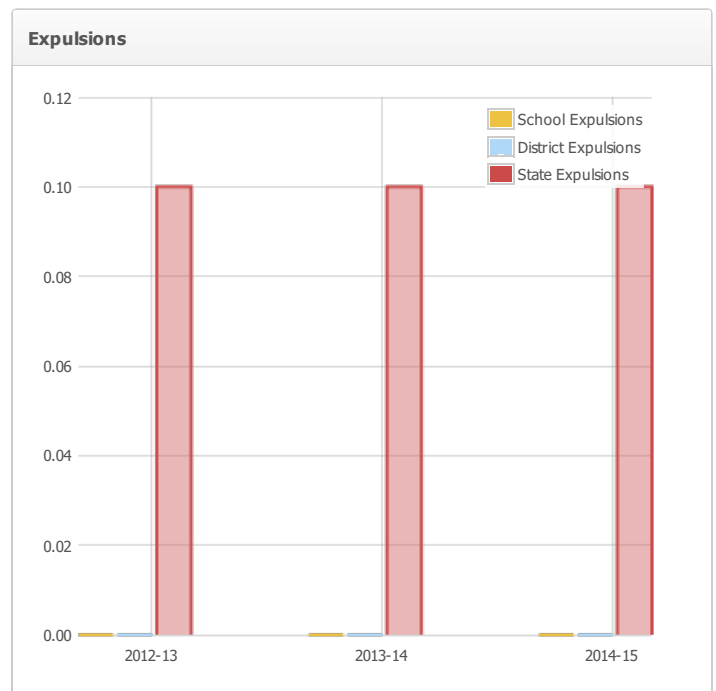
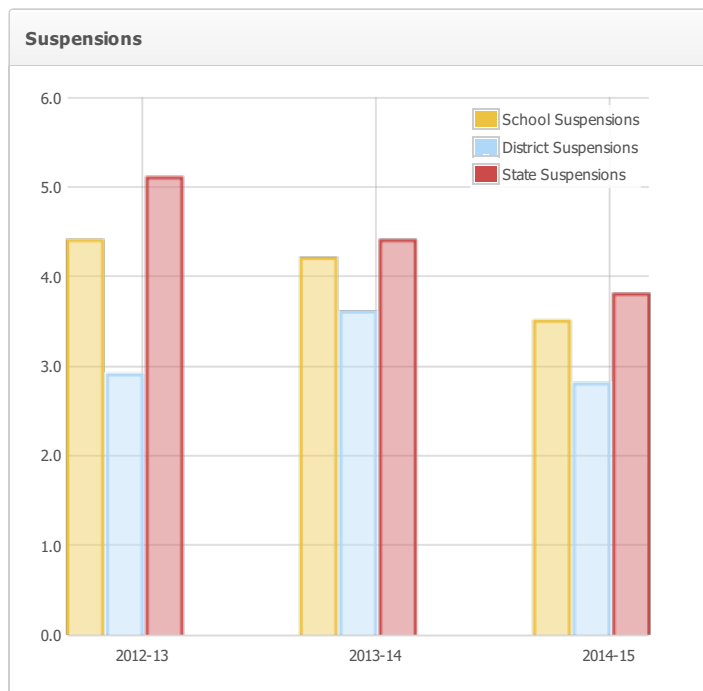
# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	4.4	4.2	3.5	2.9	3.6	2.8	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/4/2016

## School Safety Plan - Most Recent Year

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. A security guard patrols the campus using an electric vehicle that facilitates easy travel from one part of the campus to another. The security camera system has been upgraded to high definition digital technology and with expanded views of the hallways and grounds of the school. Administrative staff has been trained in the use of the new security program.

The School Safety Plan was reviewed and revised in January 2015 and was presented to staff and parents during School Site Council meetings. 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. Safety drills are conducted monthly to better prepare staff and students in the event of an emergency. During a recent staff meeting, all staff were re-oriented to emergency supply bins, stations and procedures.

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.

Last updated: 1/4/2016

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate			
Met Graduation Rate	Yes	Yes	

*Last updated: 1/4/2016*

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	14
Percent of Schools Currently in Program Improvement	N/A	77.8%

Note: Cells with NA values do not require data.

*Last updated: 1/4/2016*

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

Subject	2012-13			2013-14			2014-15					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	32.0	1	17	20	34.0	2	7	27	34.0	2	7	27
Mathematics	33.0		14	19	34.0		9	25	37.0		3	27
Science	33.0	2	8	22	31.0	3	10	22	33.0	3	6	24
Social Science	31.0	4	5	18	35.0		3	20	33.0		9	15

\* 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.

Last updated: 1/4/2016

**Academic Counselors and Other Support Staff (School Year 2014-15)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	550.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.4	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	0.4	N/A
Other		N/A

Note: Cells with N/A values 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.

Last updated: 1/15/2016

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$5158.0	\$292.0	\$4866.0	\$76672.0
District	N/A	N/A	\$0.0	\$76630.0
Percent Difference – School Site and District	N/A	N/A	0.0%	--
State	N/A	N/A	\$5348.0	\$72971.0
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/5/2016

## Types of Services Funded (Fiscal Year 2014-15)

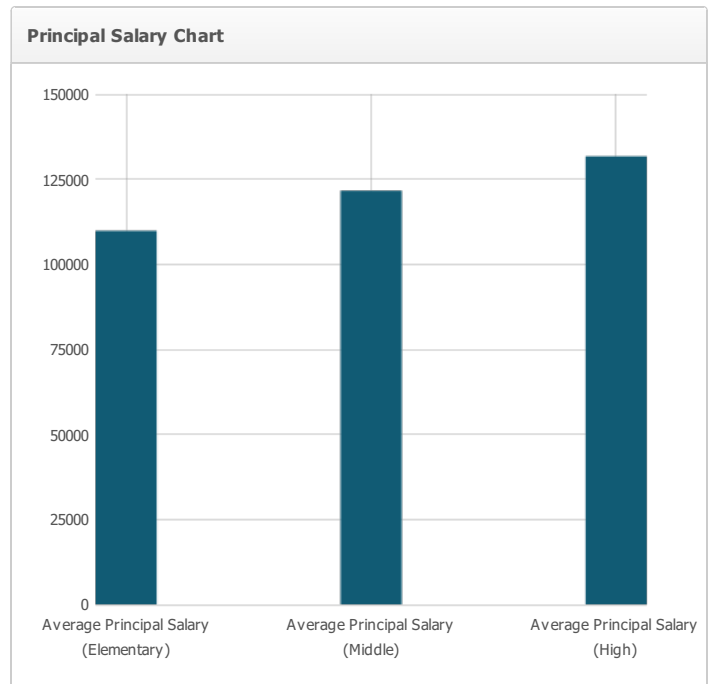
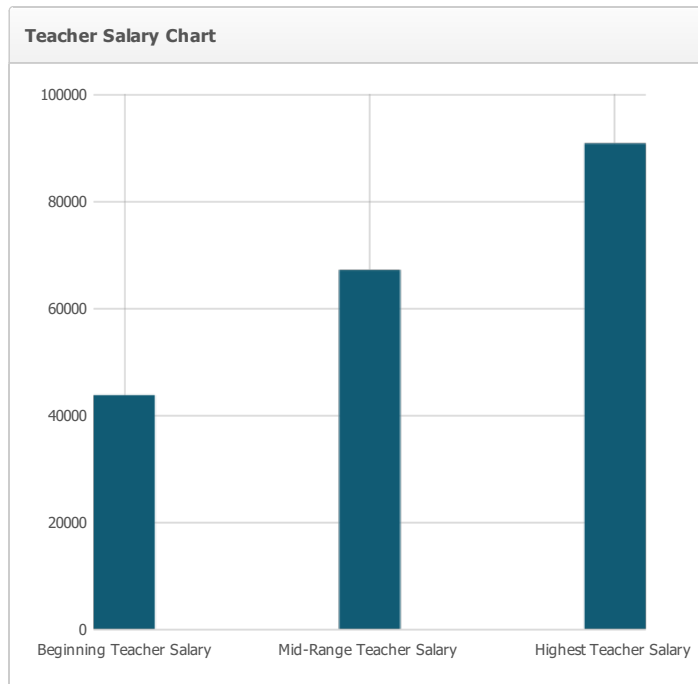
A combination of state and federal funding is used to cover all aspects of our instructional program. Strong PTA and school foundation support is evident in many of our schools' supplemental activities. Two 80" LCD Monitors were recently installed in the Clark Auditoria through PTSA and Class funds. 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.

*Last updated: 1/4/2016*

## Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,725	\$43,165
Mid-Range Teacher Salary	\$67,125	\$68,574
Highest Teacher Salary	\$90,802	\$89,146
Average Principal Salary (Elementary)	\$109,834	\$111,129
Average Principal Salary (Middle)	\$121,635	\$116,569
Average Principal Salary (High)	\$131,723	\$127,448
Superintendent Salary	\$259,000	\$234,382
Percent of Budget for Teacher Salaries	41.0%	38.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



*Last updated: 1/4/2016*

**Advanced Placement Courses (School Year 2014-15)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	4	N/A
Fine and Performing Arts	0	N/A
Foreign Language	2	N/A
Mathematics	5	N/A
Science	4	N/A
Social Science	6	N/A
All Courses	22	1.5%

Note: Cells with N/A values do not require data.

\*Where there are student course enrollments.

Note : AP means Advanced Placement.

*Last updated: 1/4/2016*

**Professional Development – Most Recent Three Years**

The District-wide staff development has been focused on the implementation of the Common Core State Standards, adopted by the California Department of Education in 2010. In the past three years over 100 professional development opportunities have been available to teachers, and/or administrators to support the Common Core State Standard implementation.

Professional development has been delivered in various formats that include; Elementary grade-level trainings, Secondary content specific trainings, Staff and/or faculty meetings, Community/parent information meetings, Principal meetings, New Teacher Trainings, Teachers' Summer Academy workshops and Principal Summer Institutes.

Teacher Leaders were recruited to lead professional development efforts supporting the implementation of the new standards. Teachers have been supported through Grade-level and content-specific trainings by site based Teacher Leaders, Staff and/or faculty meetings, District-wide collaboration training days by grade-level or content area and Teachers' Summer Academy Workshops.

*Last updated: 1/25/2016*