

# Herbert Hoover 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://www.gusd.net">www.gusd.net</a>

School Contact Information - Most Recent Year	
<b>School Name</b>	Herbert Hoover High
<b>Street</b>	651 Glenwood Rd.
<b>City, State, Zip</b>	Glendale, Ca, 91202-1552
<b>Phone Number</b>	818-242-6801
<b>Principal</b>	Dr. Jennifer Earl, Principal
<b>E-mail Address</b>	<a href="mailto:jearl@gusd.net">jearl@gusd.net</a>
<b>County-District-School (CDS) Code</b>	19645681934082

*Last updated: 1/11/2016*

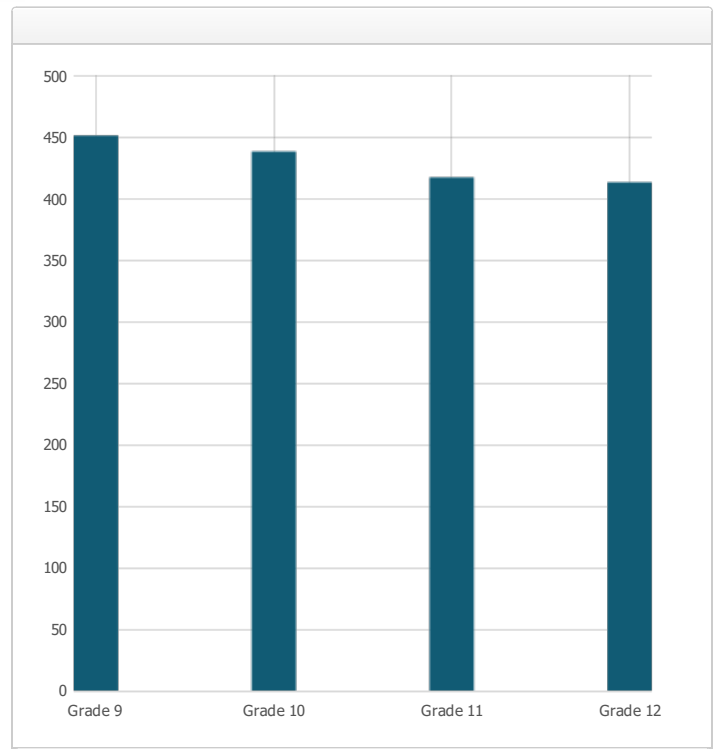
### School Description and Mission Statement - Most Recent Year

Hoover High School, a partnership of students, parents, teachers, staff and the community, graduates lifelong learners who are self-sufficient, ethical, and globally responsible, by providing comprehensive traditional, state-of-the-art and academic programs.

*Last updated: 1/11/2016*

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

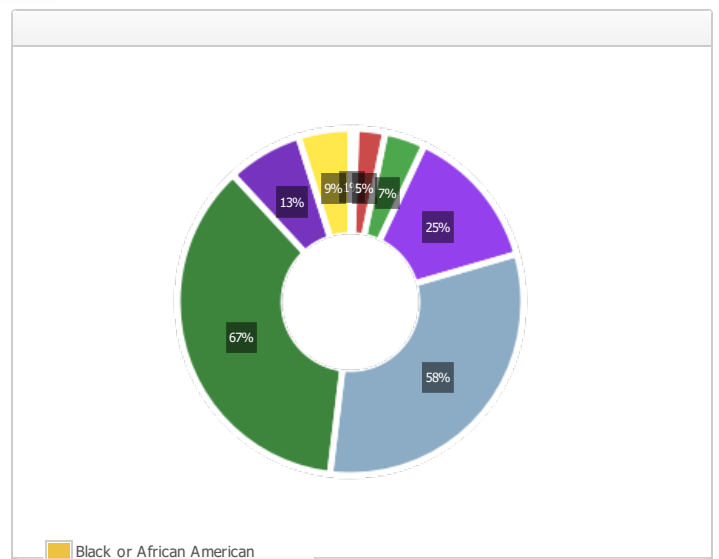
Grade Level	Number of Students
Grade 9	451
Grade 10	438
Grade 11	417
Grade 12	413
<b>Total Enrollment</b>	<b>1719</b>



Last updated: 1/11/2016

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

Student Group	Percent of Total Enrollment
Black or African American	1.6 %
American Indian or Alaska Native	0.2 %
Asian	5.9 %
Filipino	7.4 %
Hispanic or Latino	25.5 %
Native Hawaiian or Pacific Islander	0.0 %
White	58.8 %
Two or More Races	0.6 %
Socioeconomically Disadvantaged	67.4 %
English Learners	13.8 %
Students with Disabilities	9.2 %
Foster Youth	0.2 %



- 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: 1/11/2016

## A. Conditions of Learning

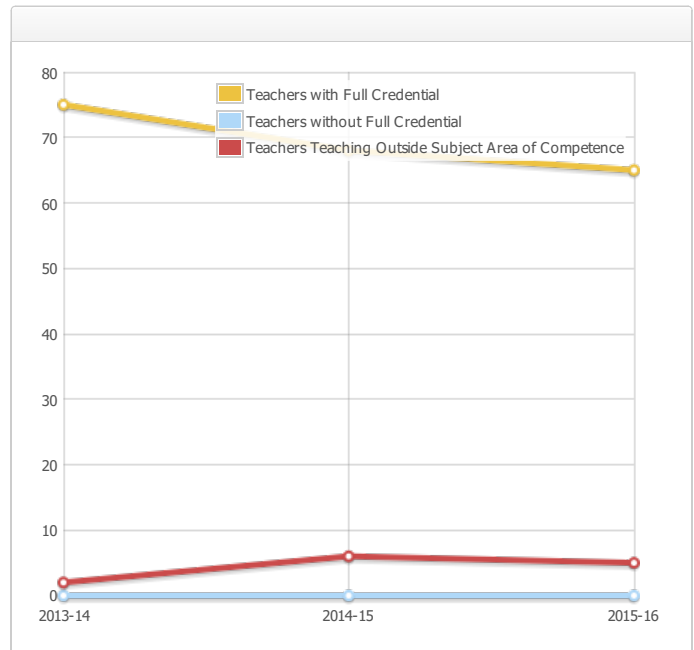
### State Priority: Basic

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

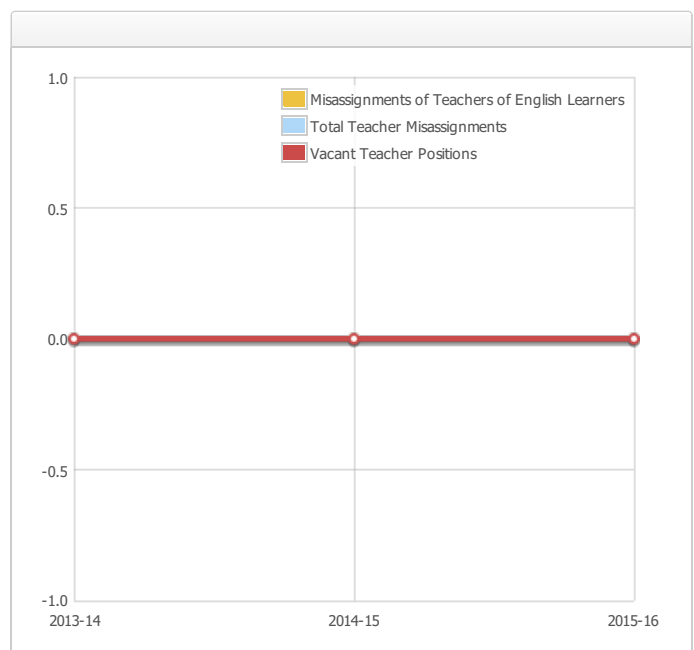
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	75	68	65	1089
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	2	6	5	65



Last updated: 1/11/2016

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	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: 1/11/2016

**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 - Literature & Language/2003 McDougal Littell - American Literature & Comp: The Language of Literature/2003 McDougal Littell - The Language of Lit: World Lit/2003	Yes	0.0 %
Mathematics	Glenco/McGraw Hill - Pre Algebra CA Edition/2006 Glencoe - Algebra/2008 Glencoe/McGraw Hill - Algebra 1 CA Concepts & Skills/2008 Pearson/Addison Wesley - Trigonometry by Lial, Hornsby & Schneider/2008 Thompson - Calculus: Single Variable Calculus with Vector Functions/2008 Pearson/Addison Wesley - Intro Stats by DeVaux/Belleman, Bock/2008 W.H. Freeman & Co. - the Practice of Statistics Yates, Moore & Stames/2009	Yes	0.0 %
Science	Holt - California Biology/2007 Pearson/Prentice - Biology, California Edition/2007 Wiley & Sons - Introduction to the Human Body/2007 Wiley - Physiology/2007 Holt- Geoscience: Earth Science/2007 Wiley - Anatomy & Physiology from Science to Life/2007 Thomson - College Physics/2007	Yes	0.0 %
History-Social Science	Prentice Hall - California world History/The Modern World/2006 Holt, Rinehart & Winston - California American Anthem/Modern American/2006 Prentice/Pearson - Macgruder's American Government/2006 Glencoe/McGraw Hill - Economics: Principals and Practices/2006 Learson/Longman - AP Government in America/People, Politics, Policy/2006 Pearson Prentice Hall - AP Western Heritage Since 1300/2006	Yes	0.0 %

Houghton Mifflin - AP American Pagean/2006

Foreign Language	Western Prelacy of the Apostolic Hurch- Our Language Armenian/2004 McDougal Littell - California En Espanol/2005 Glenco - bon Voyage/2005 Longman - Ecc Romani/2000	Yes	0.0 %
Health	Holt - Lifetime Health/2005	Yes	0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)			0.0 %

Last updated: 1/11/2016

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

Hoover High School, originally constructed in 1929, is currently situated on 18.6 acres and is comprised of 107 classrooms, a library, six computer labs, two gymnasiums, a fitness room, a swimming pool, an auditorium, a cafeteria, two quads, a courtyard, a cafeteria, administrative offices, playing fields and ball courts. The Student Services floor is comprised of the administrative, attendance, counseling, health, psychologist offices as well as the career center and 3 conference rooms. The Rally Quad is an amphitheater, which is joined to the lower quad through a tunnel and unites our student body. In 2013 the grass football field and dirt track were replaced with a new turf field and rubber track, as well as the addition of new restroom facilities on the south west corner of the field. The SDC program classrooms were updated to include a computer lab and restrooms. In the Spring of 2015, the small engines class was introduced which will be followed with a full auto shop program in the 2015-16 school year. The Auto Shop program is part of a pathway that includes community college and local auto industry partners. Security cameras around campus were upgraded with the addition of 40 more cameras, totaling 100 cameras, in new locations providing more comprehensive coverage of the campus.

*Last updated: 1/11/2016*

## 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	Good
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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)	60.0%	58.0%	44.0%
Mathematics (grades 3-8 and 11)	38.0%	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: 1/11/2016*



## ELA - 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	403	389	96.5%	15.0%	24.0%	33.0%	27.0%
Male	403	183	45.4%	23.0%	26.0%	30.0%	19.0%
Female	403	206	51.1%	8.0%	22.0%	35.0%	33.0%
Black or African American	403	8	2.0%	--	--	--	--
American Indian or Alaska Native	403	2	0.5%	--	--	--	--
Asian	403	25	6.2%	4.0%	8.0%	20.0%	68.0%
Filipino	403	30	7.4%	3.0%	13.0%	53.0%	30.0%
Hispanic or Latino	403	82	20.3%	18.0%	26.0%	34.0%	18.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	403	239	59.3%	17.0%	26.0%	31.0%	25.0%
Two or More Races	403	3	0.7%	--	--	--	--
Socioeconomically Disadvantaged	403	254	63.0%	17.0%	29.0%	30.0%	22.0%
English Learners	403	38	9.4%	61.0%	21.0%	16.0%	3.0%
Students with Disabilities	403	32	7.9%	44.0%	34.0%	13.0%	3.0%
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: 1/11/2016

**Mathematics - 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	403	387	96.0%	35.0%	27.0%	22.0%	16.0%
Male	403	181	44.9%	45.0%	24.0%	17.0%	14.0%
Female	403	206	51.1%	25.0%	29.0%	27.0%	17.0%
Black or African American	403	8	2.0%	--	--	--	--
American Indian or Alaska Native	403	2	0.5%	--	--	--	--
Asian	403	25	6.2%	16.0%	8.0%	28.0%	48.0%
Filipino	403	30	7.4%	23.0%	30.0%	27.0%	20.0%
Hispanic or Latino	403	81	20.1%	43.0%	28.0%	21.0%	5.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	403	238	59.1%	34.0%	28.0%	22.0%	16.0%
Two or More Races	403	3	0.7%	--	--	--	--
Socioeconomically Disadvantaged	403	252	62.5%	37.0%	30.0%	20.0%	12.0%
English Learners	403	38	9.4%	66.0%	18.0%	11.0%	5.0%
Students with Disabilities	403	31	7.7%	84.0%	10.0%	6.0%	0.0%
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: 1/11/2016*

**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)	59.0%	56.0%	57.0%	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: 1/11/2016*

**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	57.0%
Male	55.0%
Female	56.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	70.0%
Filipino	77.0%
Hispanic or Latino	50.0%
Native Hawaiian or Pacific Islander	--
White	55.0%
Two or More Races	--
Socioeconomically Disadvantaged	54.0%
English Learners	21.0%
Students with Disabilities	13.0%
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: 1/11/2016*

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

Hoover High School has a number of programs designed to prepare students for the world of work. Of particular note are the Media Arts Academy (MAAC) and the Public Service Academy (PSA). These programs are open to all students. Hoover also offers a wide range of Regional Occupation Program (ROP) courses both during and after school hours for students to obtain specific career related skills.

*Last updated: 1/25/2016*

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	254
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	12.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	46.0%

*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	96.2%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	35.1%

# State Priority: Other Pupil Outcomes

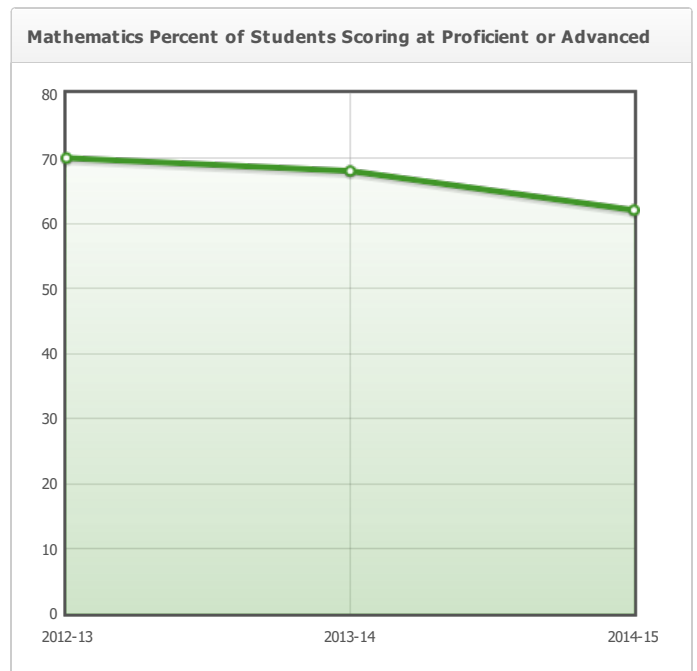
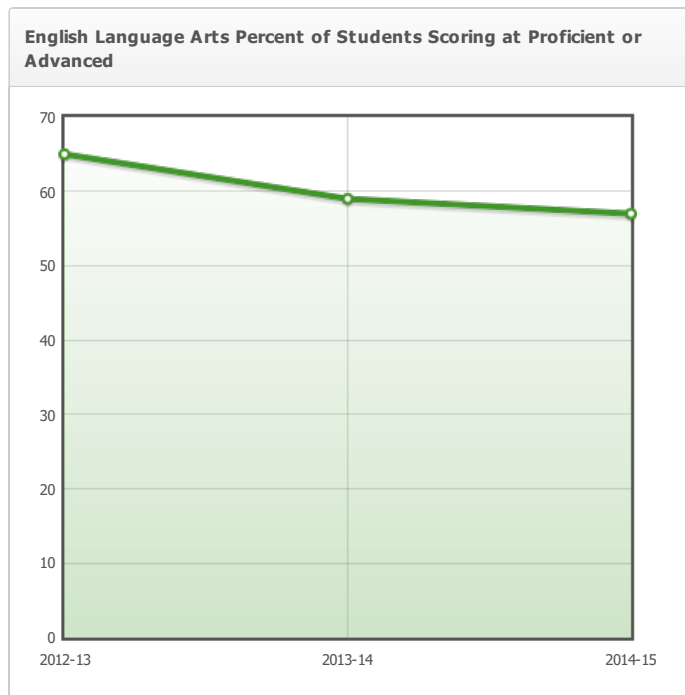
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- 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	65.0%	59.0%	57.0%	74.0%	55.0%	58.0%	57.0%	56.0%	58.0%
Mathematics	70.0%	68.0%	62.0%	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: 1/11/2016

**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	43.0%	24.0%	33.0%	38.0%	39.0%	23.0%
Male	46.0%	24.0%	30.0%	39.0%	37.0%	24.0%
Female	39.0%	25.0%	36.0%	38.0%	42.0%	21.0%
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	30.0%	35.0%	35.0%	15.0%	50.0%	35.0%
Filipino	23.0%	26.0%	51.0%	23.0%	40.0%	37.0%
Hispanic or Latino	58.0%	21.0%	21.0%	53.0%	36.0%	12.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	41.0%	24.0%	34.0%	35.0%	39.0%	26.0%
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	48.0%	23.0%	29.0%	44.0%	38.0%	19.0%
English Learners	88.0%	10.0%	2.0%	70.0%	26.0%	4.0%
Students with Disabilities	95.0%	3.0%	3.0%	88.0%	12.0%	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: 1/11/2016*

**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	16.6%	23.4%	39.5%

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: 1/11/2016*

## 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

Parents, and/or guardians and community are very supportive of the educational programs at Hoover High School. They take an active role in our school by sitting on and actively participating in PTA, Latino Parents, English Learners Advisory Committee (ELAC), Media Arts Academy (MAAC), School Site Council, Public Service Academy (PSA) and various booster clubs.

Parents and/or guardians who wish to participate in Hoover High School's school committees and activities or become volunteers may contact the school at (818) 242-6801 on the web at hooverhs.org.

### State Priority: Pupil Engagement

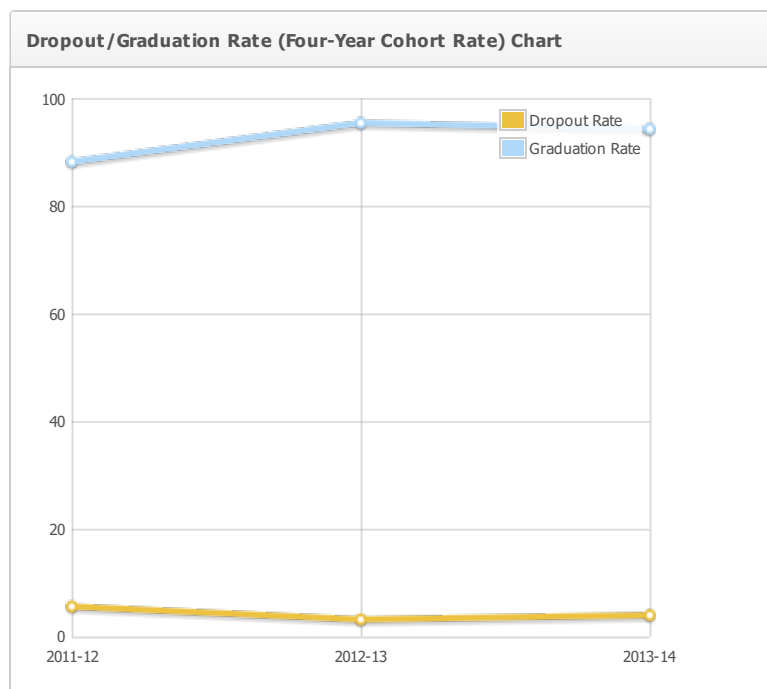
*Last updated: 1/11/2016*

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	5.6%	3.2%	4.0%	6.2%	4.5%	4.1%	13.1%	11.4%	11.5%
Graduation Rate	88.20	95.40	94.30	0.00	91.90	0.00	78.87	80.44	80.95



*Last updated: 1/11/2016*

**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	80	87	84
Black or African American	114	88	76
American Indian or Alaska Native	82	100	78
Asian	0	94	92
Filipino	90	85	96
Hispanic or Latino	24	78	81
Native Hawaiian or Pacific Islander	59	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	--	--	--



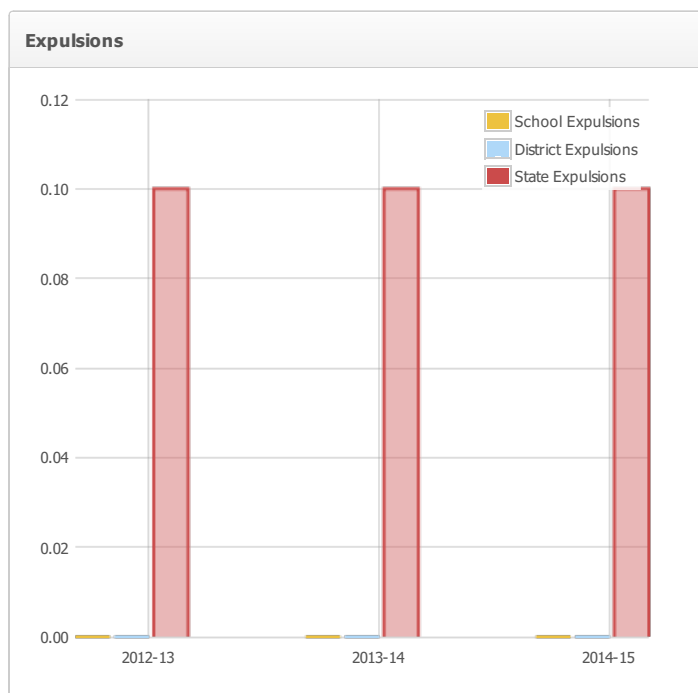
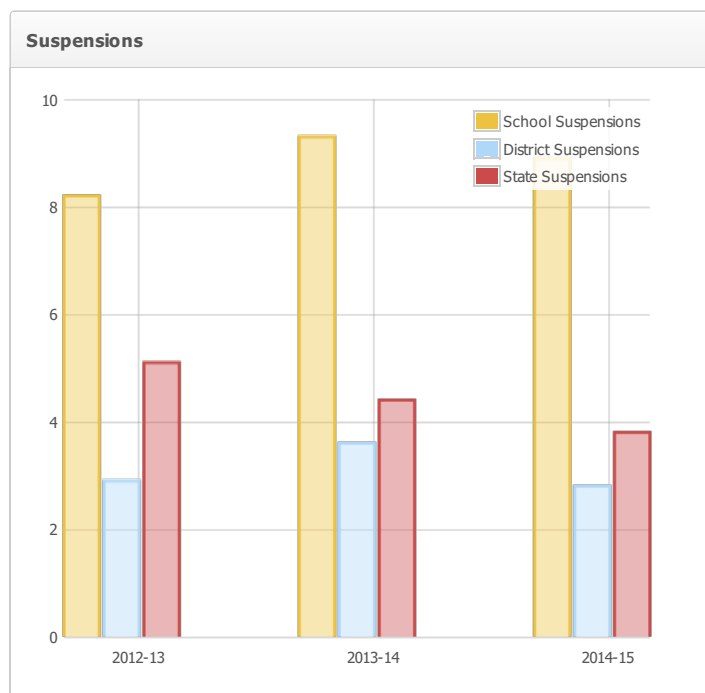
# State Priority: School Climate

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	8.2	9.3	8.9	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: 1/11/2016

## School Safety Plan - Most Recent Year

The safety of students and staff is a primary concern of Hoover High School. Administrators, teachers, and security staff monitor students at breaks, lunch and before and after school. While the school welcomes visits by parents and community members, anyone wishing to be on campus during school hours must notify school staff in advance. All visitors to the campus must report to the front office, sign in and obtain a visitor's pass. The pass must be displayed at all times. The School Safety Plan is evaluated and revised each spring by administration and the school resource officer (SRO) and the PublicSafety Academy (PSA) director. The School Safety Plan was revised in February of 2015. Key elements of the plan include, student bullying, child abuse reporting procedures, teacher notification of dangerous pupils procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and dress code policy.

Hoover High School is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, lockdown, and earthquake drills are conducted on a regular basis throughout the school year. Every year during October, Hoover High School participates in the State and City wide Great California Shakeout drill, with the cooperation of Glendale police and fire departments.

Last updated: 1/11/2016

## 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: 1/11/2016*

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

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2011-2012
Year in Program Improvement	Year 5	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: 1/11/2016*

**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	26.0	27	24	34	29.0	15	17	37	28.0	15	22	31
Mathematics	28.0	17	23	27	30.0	12	12	35	30.0	11	18	29
Science	28.0	6	30	17	30.0	7	11	30	31.0	9	8	28
Social Science	30.0	9	15	29	30.0	8	19	22	32.0	4	13	27

\* 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: 1/11/2016

**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	4.0	475.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		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	\$6146.0	\$758.0	\$5388.0	\$81557.0
District	N/A	N/A	\$4832.0	\$76630.0
Percent Difference – School Site and District	N/A	N/A	0.1%	--
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: 1/11/2016

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

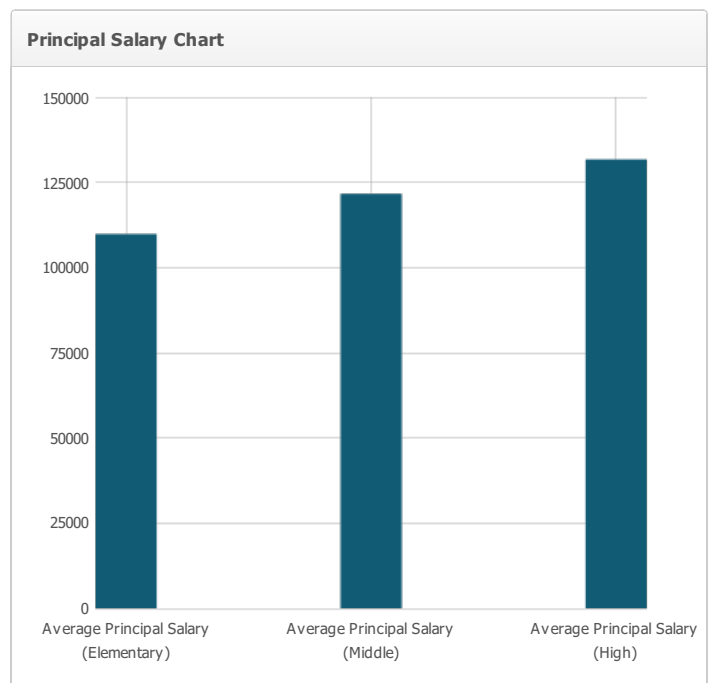
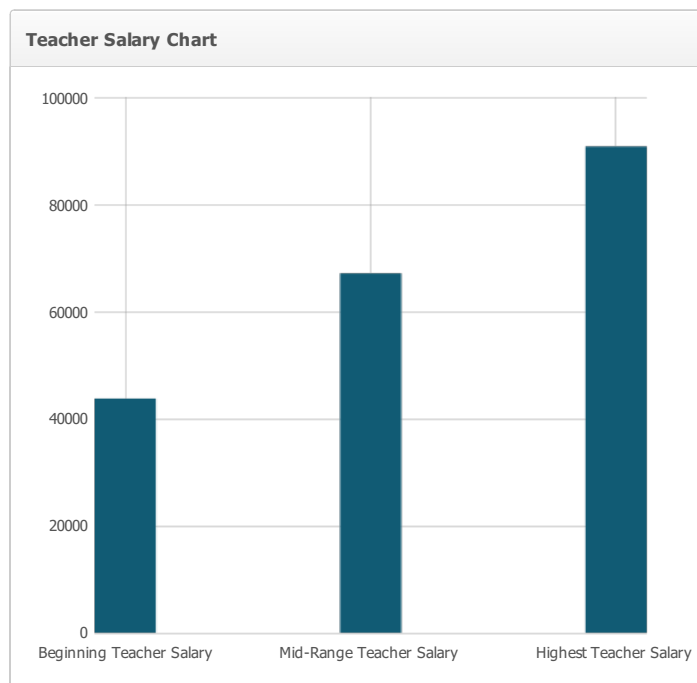
A combination of state and federal funding is used to cover all aspects of our instructional program. Strong PTA and Purple Circle foundation support is evident in many of our schools' supplemental activities. All Glendale Unified schools benefit from the support of the Glendale Educational Foundation, which offers enhances programs in visual and performing arts, science and technology, and health and fitness. Categorical funds are used for a variety of purposes including credit recovery programs such as APEX, English Language Development block periods, supplemental materials, field trips, communication with our feeder middle schools to assist with students' transition to high school and professional development for teachers.

*Last updated: 1/11/2016*

## 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: 1/11/2016*

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

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	5	N/A
Fine and Performing Arts	0	N/A
Foreign Language	7	N/A
Mathematics	4	N/A
Science	4	N/A
Social Science	13	N/A
All Courses	33	0.9%

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

\*Where there are student course enrollments.

Note : AP means Advanced Placement.

*Last updated: 1/11/2016*

**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*