Anderson W. Clark Magnet High

California Department of Education
School Accountability Report Card
Reported Using Data from the 2015-16 School Year

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 and the county. 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 (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Glendale Unified
Phone Number	(818) 241-3111
Superintendent	Winfred Roberson
E-mail Address	wroberson@gusd.net
Web Site	www.gusd.net

School Contact Information (School Year 2016-17)	
School Name	Anderson W. Clark Magnet High
Street	4747 New York Ave.
City, State, Zip	La Crescenta, Ca, 91214-1841
Phone Number	818-248-8324
Principal	Lena Kortoshian, Principal
E-mail Address	lkortoshian@gusd.net
County-District-School (CDS) Code	19645681996131

Last updated: 1/12/2017

## School Description and Mission Statement (School Year 2016-17)

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. Also in 2015, CMHS was recognized as one of Newsweek's America's Top High Schools and received the California School Boards Golden Bell Award.

Clark Magnet High School's mission 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: 1/12/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	288
Grade 10	307
Grade 11	253
Grade 12	255
Total Enrollment	1103
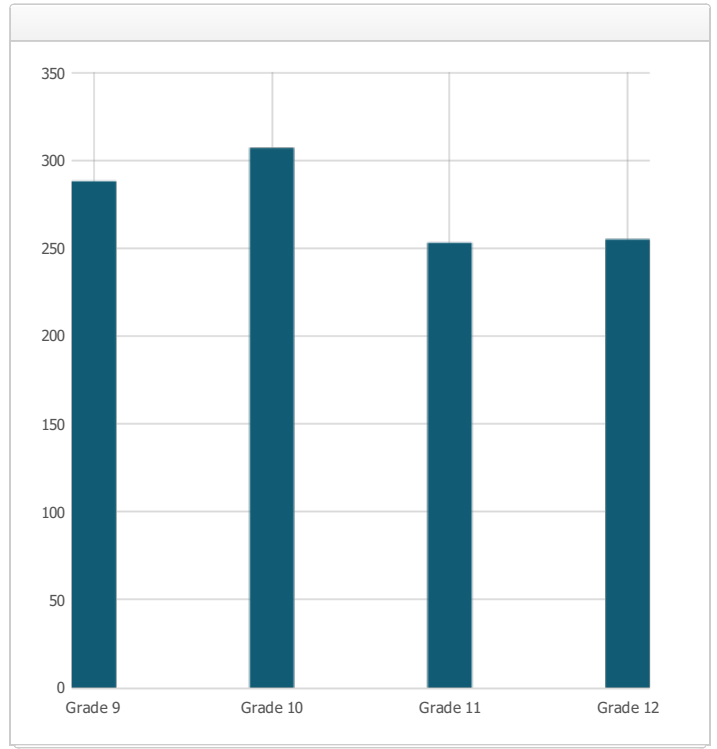
Last updated: 1/12/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.2 %
American Indian or Alaska Native	0.0 %
Asian	5.1 %
Filipino	6.5 %
Hispanic or Latino	7.9 %
Native Hawaiian or Pacific Islander	0.1 %
White	79.9 %
Two or More Races	0.4 %
Other	-0.1 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	53.5 %
English Learners	9.2 %
Students with Disabilities	1.8 %
Foster Youth	0.1 %

Last updated: 1/12/2017

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	45	42	43	1148
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	6	5	5	35
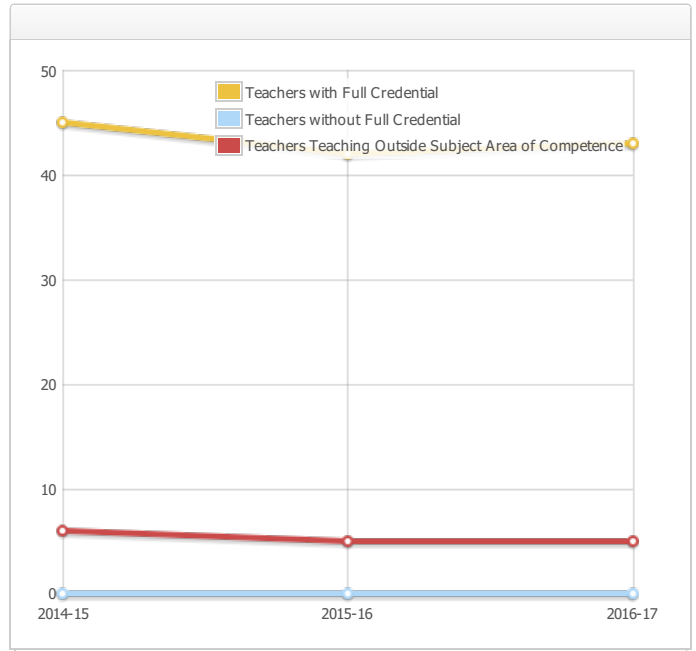
Last updated: 1/24/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	2	2	1
Total Teacher Misassignments*	2	0	0
Vacant Teacher Positions	0	0	1
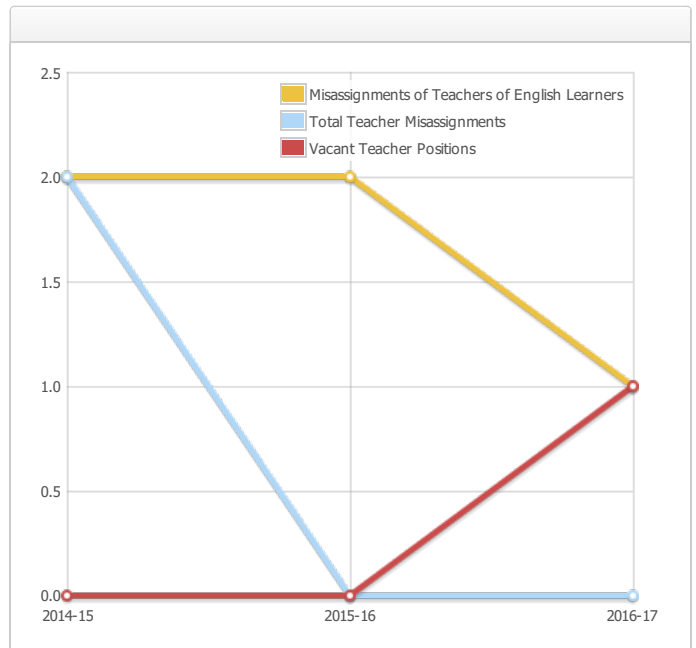
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/24/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

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	99.0%	1.0%
High-Poverty Schools in District	99.0%	1.0%
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.

Last updated: 1/24/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Holt, Rinehart & Winston - Literature & Language/2003 McDougal Littell - American Lit & Comp: The Language of Literature/2003	Yes	0.0 %
Mathematics	"GEMS" - GUSD Open Source Math Curriculum 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: Principles & Practices/2005 Cengage Learning - American Government: Institutions & Policies/2011	Yes	0.0 %
Foreign Language	McDougal Littell - En Espanol Level 1/2004 McDougal Littell - En Espanol Level 2/2004	Yes	0.0 %

	McDougal Littell - En Espanol Level 3/2004		
Health	Holt - Lifetime Health/2004	Yes	0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/12/2017

School Facility Conditions and Planned Improvements

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. Intel network switches support the school's computer network

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 added. The Perkins Grant was used to upgrade a computer lab with high-end PC's for student use. 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. Additionally, Clark Magnet High School has ten 40-unit Chromebook carts utilized regularly for instruction and learning.

Last updated: 1/12/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2016

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

Year and month of the most recent FIT report: August 2016

Overall Rating	Exemplary

Last updated: 1/12/2017

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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- The percentage of students 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

| | Percent of Students Meeting or Exceeding the State Standards | | | | | |
| | School | | District | | State | |
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	92.0%	92.0%	58.0%	61.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	80.0%	80.0%	49.0%	51.0%	34.0%	36.0%

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: 1/12/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	252	250	99.2%	91.6%
Male	148	147	99.3%	91.8%
Female	104	103	99.0%	91.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	14	14	100.0%	100.0%
Filipino	15	15	100.0%	100.0%
Hispanic or Latino	22	22	100.0%	95.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	199	197	99.0%	89.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	136	135	99.3%	89.6%
English Learners	11	11	100.0%	36.4%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

Last updated: 1/12/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	252	250	99.2%	79.6%
Male	148	147	99.3%	83.0%
Female	104	103	99.0%	74.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	14	14	100.0%	92.9%
Filipino	15	15	100.0%	93.3%
Hispanic or Latino	22	22	100.0%	90.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	199	197	99.0%	76.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	136	135	99.3%	77.8%
English Learners	11	11	100.0%	54.6%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

Last updated: 1/12/2017

CAASPP Test Results in Science for All Students

	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
Subject	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	77.0%	81.0%	78.0%	72.0%	70.0%	69.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Last updated: 1/12/2017

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	303	303	100.0%	78.2%
Male	171	171	100.0%	86.0%
Female	132	132	100.0%	68.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	30	30	100.0%	76.7%
Hispanic or Latino	31	31	100.0%	83.9%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	230	230	100.0%	77.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	163	163	100.0%	74.2%
English Learners	21	21	100.0%	38.1%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Last updated: 1/12/2017

Career Technical Education Programs (School Year 2015-16)

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. 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. In 2016, clark's EcoNarc 3.0 student team won the Lexus Eco Challenge and was awarded $10,000 in individual and school prize money.

A close relationship exists between Clark and Glendale Community College which provides instructors and advisors for some Clark CTE classes. Our students benefit from a dual enrollment program wherein they may choose to take Architecture/CADD or Speech and earn both college and high school credit.

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. The 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: 1/12/2017

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1103
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	100.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100.0%

Last updated: 1/12/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	82.3%

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 area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	24.5%	18.6%	36.0%

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: 1/12/2017

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 (School Year 2016-17)

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 (LCAP) 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. Additionally, teachers and counselors actively encourage students and parents to monitor student progress using the Parent Portal. Apps such as "Classroom DOJO" are used to improve specific student behavior and engagement by awarding and 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, and instructional focus of Clark Magnet High School. On-going communication efforts between school and parents include regular use of Blackboard Connect andRemind.com.

State Priority: Pupil Engagement
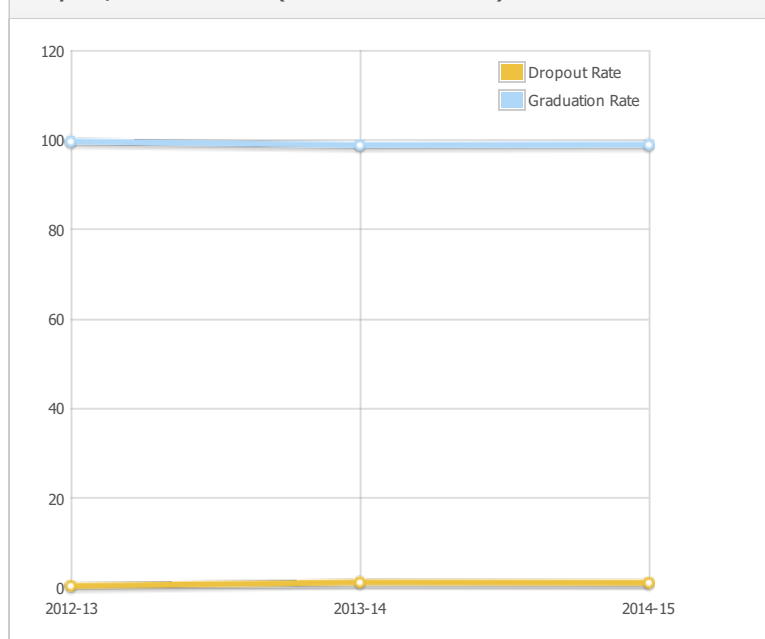
Last updated: 1/12/2017

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)

	School			District			State		
Indicator	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**
Dropout Rate	0.4%	1.2%	1.1%	4.5%	4.1%	5.6%	11.4%	11.5%	10.7%
Graduation Rate	99.60	98.80	98.90				80.44	80.95	82.27

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart

Completion of High School Graduation Requirements - Graduating Class of 2015

(One-Year Rate)

| Student Group	School	District	State
All Students	100	89	85
Black or African American	100	88	77
American Indian or Alaska Native	0	83	75
Asian	100	99	99
Filipino	100	85	97
Hispanic or Latino	100	82	84
Native Hawaiian or Pacific Islander	100	100	85
White	100	90	87
Two or More Races	0	87	91
Socioeconomically Disadvantaged	100	92	77
English Learners	100	64	51
Students with Disabilities	100	65	68
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

	School			District			State		
Rate	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	4.2	3.5	4.0	3.6	2.8	2.5	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1
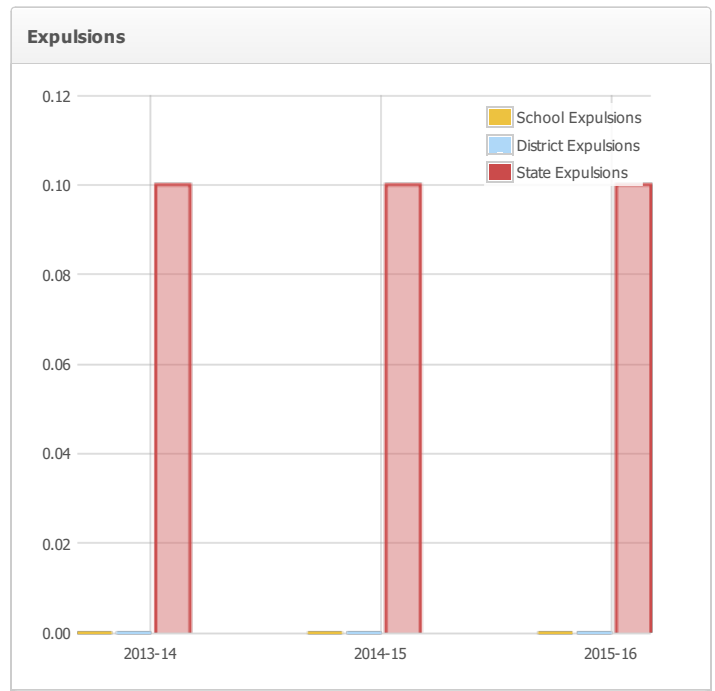
School Safety Plan (School Year 2016-17)

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 2016 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 including CPR certification in Fall of 2016. Safety drills, including earthquake, lockdown, shelter in place, and field evacuations are conducted monthly to better prepare staff and students in the event of an emergency. All staff has been 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.

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.

Federal Intervention Program (School Year 2016-17)

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	11
Percent of Schools Currently in Program Improvement	N/A	64.7%

Note: Cells with NA values do not require data.

Last updated: 1/12/2017

Average Class Size and Class Size Distribution (Secondary)

| | 2013-14 | | | | 2014-15 | | | | 2015-16 | | | |
| | | Number of Classes * | | | | Number of Classes * | | | | Number of Classes * | | |
Subject	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+
English	34.0	2	7	27	34.0	2	7	27	32.0	27	25	7
Mathematics	34.0	0	9	25	37.0	0	3	27	33.7	1	12	20
Science	31.0	3	10	22	33.0	3	6	24	34.5	3	4	24
Social Science	35.0	0	3	20	33.0	0	9	15	34.0	11	14	8

* 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: 2/1/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	
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: 1/12/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	$5731.0	$320.0	$5411.0	$84468.0
District	N/A	N/A	$5365.0	$82657.0
Percent Difference – School Site and District	--	--	-0.1%	--
State	N/A	N/A	$5677.0	$75837.0
Percent Difference – School Site and State	--	--	--	--

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

Last updated: 1/12/2017

## Types of Services Funded (Fiscal Year 2015-16)

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 Auditeria 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: 1/12/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,725	$45,092
Mid-Range Teacher Salary	$67,125	$71,627
Highest Teacher Salary	$90,802	$93,288
Average Principal Salary (Elementary)	$110,262	$115,631
Average Principal Salary (Middle)	$119,200	$120,915
Average Principal Salary (High)	$130,676	$132,029
Superintendent Salary	$266,500	$249,537
Percent of Budget for Teacher Salaries	39.0%	37.0%
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/ .

Teacher Salary Chart

Principal Salary Chart
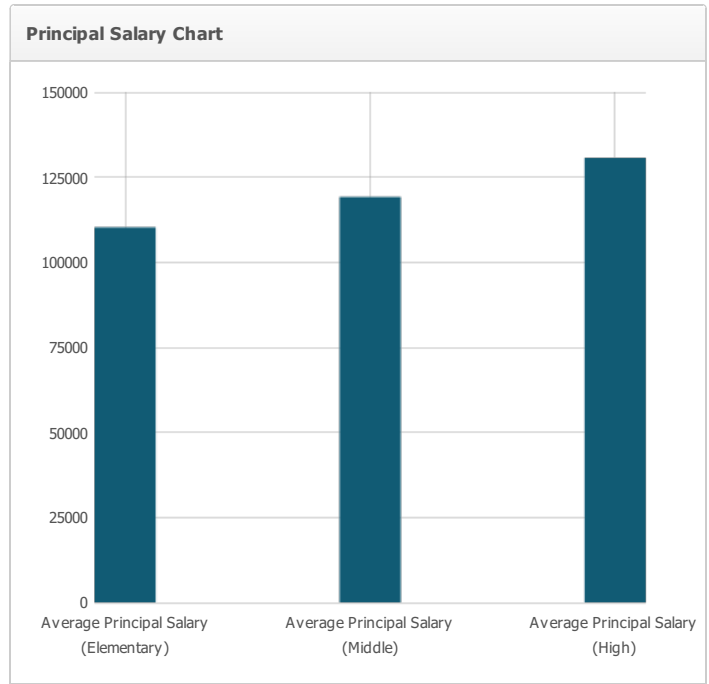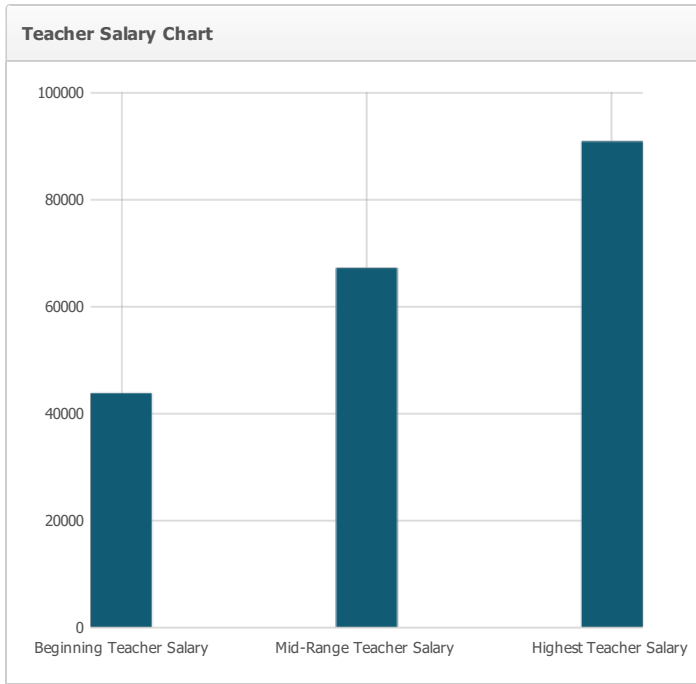
Last updated: 1/12/2017

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	3	N/A
Science	4	N/A
Social Science	1	N/A
All Courses	13	--

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

*Where there are student course enrollments of at least one student.

Last updated: 1/27/2017

Professional Development

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: 1/27/2017