



Herbert Hoover High School

Glendale Unified School District

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Kevin Welsh, Principal
Deborah Baroi, Associate Principal
Hagop Eulmesseikian, William Sterling, & Lena Kortoshian, Assistant Principals
Caroline Sweeney, Dean of Attendance

2005-2006 School Accountability Report Card

District Administration

Dr. Michael F. Escalante
Superintendent

Eva Rae Lueck
Chief Business & Financial Officer

Cathleen McMullen
Assistant Superintendent,
Human Resources

Dr. Gregory Franklin
Assistant Superintendent,
Educational Services

Alice Petrossian
Assistant Superintendent,
Educational Services

Lou Stewart
Assistant Superintendent,
Special Education

Board of Education

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Principal's Message

At Hoover this year our goal is to increase academic success. Our Academic Performance Index continues to climb. In 1999 our initial API base was 606. Our scores reflect sustained yearly incremental growth. Currently our 2006 API score is 757, a dramatic increase of 151 points, since 1999! Hoover High School continues to improve student learning. This year we have a new data program: Data Director. Data Director provides teachers an opportunity to look at their current students' academic progress, using a variety of databases. Teachers continue to examine student work, analyze data, and use assessment from multiple sources so we can continue to make appropriate instructional adjustments.

We competed and received a 5-year safety grant. The grant provides a program of strategies for students that do not have the skills to redirect their behavior to better choices. The grant is \$100,000 for five years from the California Department of Education. Our goal is to reduce out of class suspensions for not following adult authority (not following directions). We are trying to build relationships with kids and adults. We have hired 2 skilled adult liaisons that help re-direct, through counseling, improved student behavior. Our new Dean of Students focus is to improve attendance for Hoover. We know that academic success is linked to good attendance. Our Personal and Social counselor leads our intervention programs.

I am pleased to announce that our Single-School-Plan is aligned and connected to WASC (Western Association of Schools and Colleges) Focus on Learning criteria. The WASC Accrediting Commission Team visited Hoover High School in March 2006 to review our Self-Study and Action Plans. The visiting team validated our findings. With great pride, we were granted a six-year clear accreditation!

A priority of Glendale Unified is to provide high quality teaching that reflects researched based practices. Last year, our Superintendent, Dr. Michael Escalante, invited me to select a core team of Hoover teachers to participate in an ongoing instructional leadership process known as Focus on Results. From this core group of teachers, our Instructional Leadership Team has expanded to include teachers from all curricular areas!

The implementation, growth, and leadership of this teacher-centered process are my major focus. Our current Leadership Team (ILT) helped to organize Hoover teaching staff to identify and implement a targeted School-wide Instructional Focus. Our identified focus is writing across the curriculum. Our motto: Hoover-The Write Place to Be! We have all students writing 4 times this year, using a school-wide prompt and teachers using a rubric to score the writing sample. ILT strengthens professional relationships by promoting teacher-centered conversations. Our professional conversations discuss student learning and teaching strategies. Our staff meetings use researched based articles that identify and implement classroom strategies that provide high quality teaching. I am dedicated to finding result-oriented solutions to the challenge of educating students at high levels.

School Mission Statement

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

School Vision Statement

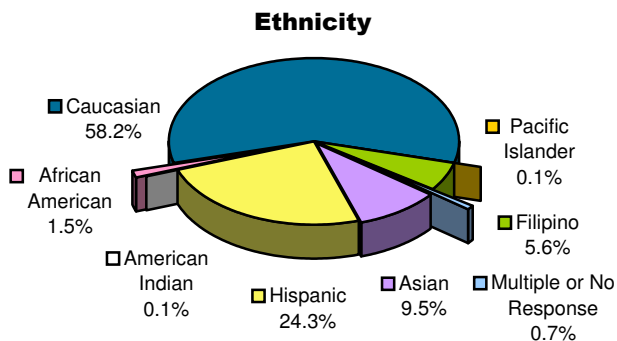
Hoover High School is a Professional Learning Community that prepares each student for success in college, the workplace, and life.



Community & School Profile

Situated on the eastern border of the San Fernando Valley at the base of the Verdugo Mountains, the city of Glendale is the third largest city in all of Los Angeles County. Glendale Unified School District serves more than 28,000 students on both year-round and traditional calendar systems. Comprised of 20 elementary schools, four middle schools, five high schools, and two specialized schools, the district offers a variety of creative programs that provide Glendale parents and students with many options for fulfilling individual needs and goals.

Located in the northern section of Glendale, Hoover High School tailors its educational programs to meet the needs of an ever-changing population. During the 2005-06 school year, Hoover High School served 2,423 ninth through twelfth grade students on a traditional calendar schedule. The 2005-06 student body consisted of 43.9% 'Socioeconomically Disadvantaged,' 16.9% 'English Learners,' and 8.2% 'Students with Disabilities.' Additional demographics are illustrated below.



Discipline & Climate for Learning

Students at Hoover High School are guided by clear rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of Hoover High School's discipline program is to provide students with opportunities to learn self-discipline through rewards and consequences for individual behavior. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and individual parent/student handbooks.



In addition to sponsoring programs that eliminate bullying, bolster conflict resolution, and promote peaceful interactions on campus, the school utilizes Clay Roberts' 40 Developmental Assets. These assets, incorporated within and outside the classroom, have been identified as strengths necessary for the healthy development of today's youths.

The Suspensions and Expulsions table below illustrates total cases for the school and district at all grade levels, as well as the percentage of total enrollment. Suspensions are expressed in terms of total infractions, not total number of students. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Hoover			GUSD		
	03-04	04-05	05-06	03-04	04-05	05-06
Suspensions	1,625	1,302	711	4,901	4,858	3,355
Suspension Rate	60.86%	50.70%	29.34%	16.65%	16.86%	11.98%
Expulsions	11	7	9	65	56	39
Expulsion Rate	0.41%	0.27%	0.37%	0.23%	0.19%	0.14%

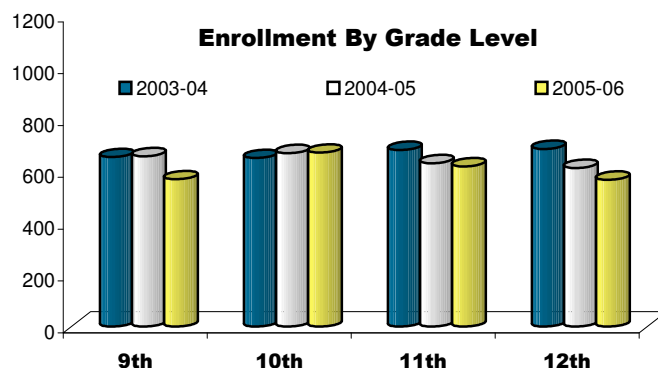
Extracurricular Activities & Student Recognition

Students are encouraged to participate in the school's additional academic and extracurricular activities that promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular and enrichment activities include: Armenian Club, Art Club, Associate Student Body (ASB), Advancement Via Individual Determination (AVID), Best Buddies, Ceramics Club, Cinema Club, California Scholarship Federation (CSF), Dance Company, Debate Club, Drama Club, Drill Team, Future Business Leaders of America (FBLA), Filipino Club, Friends of the Library, French Club, Gay/Straight Alliance, Greenery Spot, Hoopster Club, Interact Club, International Club, Interscholastic Athletic Program, Jazz Ensemble, Key Club, Korean Club, Latin Club, Orchestra, Pep Team, Sign Language Club, Spanish Club, Spirit Club, Stage Crew, and Tennis Club.

To build self-esteem and recognize student achievement, certificates, ribbons, prizes, and various other awards are given to students at assemblies and presentations, school and community newspaper articles and photos, parent support clubs, and public address system weekly announcements. Hoover offers 17 competitive sports athletic programs that promote self- and team-oriented achievement, with approximately 750 students participating. Athletes are recognized at year-end ceremonies that promote all types of team recognition.

School Enrollment & Attendance

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement. Student attendance is carefully monitored to identify those students exhibiting excessive absences. The following chart illustrates enrollment at Hoover High School over the past three years.



Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences are fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Staff members make daily phone calls to parents when children are absent. When a student has repeated tardies or unexcused absences a letter is mailed home, and a parent conference may be scheduled.

In the event of habitual truancy, students may be referred to the district's School Attendance Review Board (SARB). The SARB is utilized when students have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective.

In addition to the school's district-supported Dean of Attendance, intervention programs that promote attendance and reduce dropout rates include: tardy sweeps, counseling office domains, student conference, referral to the school psychologist, phone calls home, AVID, five-, ten-, and twenty-day letters, counseling, parent conference, student support services referral, appeals, and a five-step discipline plan.

The chart at right reflects the graduation and dropout rates at the school for the most recent three-year period.

Graduation & Dropout Rates

	03-04	04-05	05-06
Graduates	555	505	*
Graduation Rate	81.0%	82.5%	*
Dropouts	14	45	*
Dropout Rate	0.5%	1.8%	*

* Data not available at time of publication.

Class Size

Hoover High School maintained a schoolwide average class size of 28 students and a pupil-to-teacher ratio of 23:1 during the 2005-06 school year. The following chart shows average class size by subject area, as well as the number of classes offered in reference to their enrollment.

Teaching Load Distribution

Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	04	05	06	04	05	06	04	05	06			
English	27	26	26	51	53	46	39	32	29	44	40	40
Math	27	26	27	42	43	38	22	17	11	32	33	38
Science	30	31	31	11	6	6	10	27	22	39	32	33
Social Science	31	30	30	10	13	11	12	14	16	47	40	37

Minimum Days & Instructional Minutes

During the 2005-06 school year, Hoover High School offered 180 days of instruction, comprised of 157 regular days, four minimum days, and 19 modified days. Minimum and modified days are scheduled for parent-teacher conferences, staff development, curriculum planning, and the last day of instruction. Students were offered 65,210 minutes of annual instructional time during the 2005-06 school year, exceeding the state requirement of 64,800 minutes at the high school level.

College Preparation

Hoover High School offers college-bound students many opportunities to get a head start on their future. College preparation activities and programs are part of the school curriculum, enhanced by supplemental programs sponsored by the school and Glendale Community College. Focusing on academic instruction, tutorial support, and motivational activities, the AVID (Advancement Via Individual Determination) program emphasizes college and university entrance preparation for all participating students. AVID eligibility is determined by grades, STAR scores, and student desire. The GEAR UP program also monitors, guides, and assists students in the Class of 2008 with college preparation.

The school's Advanced Placement program consists of 20 college-level courses for those students seeking to qualify for college credit.

Advanced Placement Classes 2005-06

	# of Classes	Enrollment
History of Art	1	32
Studio Art	2	37
English Language	3	100
English Literature	2	63
French Language	1	21
Latin Literature	1	18
Spanish Language	2	61
Spanish Literature	1	17
Calculus AB	2	56
Calculus BC	1	14
Statistics	2	67
General Biology	1	15
General Chemistry	2	53
Physics B	1	30
Physics C	1	8
Music Theory	1	4
Environmental Science	2	57
U.S. Government & Politics	5	83
U.S. History	3	108
Psychology	3	102

Junior and senior students may take AP exams in these courses to receive college credit at most of the nation's colleges by achieving a score of three, four, or five.

Advanced Placement Exam

	Enrollment		Students Taking AP Exam	Students Scoring:		
	11th	12th		3	4	5
03-04	681	685	259	162	106	68
04-05	630	612	297	154	100	56
05-06	618	566	301	174	99	50



Students at Hoover High School are encouraged to take College Preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade of 'C' or better each semester. Students are encouraged to apply to the University of California/California State University systems through the use of online applications. Hoover High School provides its computer labs and support staff to assist students during the submission process.

College Prep Courses 2005-06

UC/CSU Course Measure	Percentage
Student Enrollment in Courses Required for UC/CSU Admission	69.0%
Graduates who Completed all Courses Required for UC/CSU Admission	34.7%

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Hoover High School. These assessments provide a measurement of students' actual progress and evaluate the effectiveness of instructional programs.

In addition to the Standardized Testing and Reporting (STAR) program, the school and district administer other assessments to determine the progress of each student. High school students are evaluated based on the results of their writing, report card grades, and end-of-course exams each semester. Results of these assessments and state testing are evaluated annually to determine whether each student is performing below, at, or above grade-level standards.

SAT Reasoning Test

Each year, students have the opportunity to participate in SAT testing. This instrument is designed to assess many of the skills that are important to a student's success in college and their general educational development. Students may take the test more than once, but only the highest score is reported at the year of graduation.

SAT Test Results

	03-04	04-05	05-06	03-04	04-05	05-06
	% of Seniors Tested			Average Writing		
Hoover	36.4%	38.9%	38.5%	n/a	n/a	501
GUSD	40.6%	44.0%	42.6%	n/a	n/a	523
California	35.2%	35.9%	40.5%	n/a	n/a	495
	Average Verbal			Average Math		
Hoover	470	491	495	520	535	541
GUSD	494	505	511	548	557	563
California	496	499	495	519	521	516

A GEAR UP grant provides funding to allow all tenth grade students to take the Pre-SAT. SAT Preparation workshops are available to all students after school and on Saturdays. All workshops are free or available for a nominal fee. All students also receive an SAT Prep handbook to help with studying for the test.

California High School Exit Exam

Beginning with the graduating class of 2006, students in California public schools must pass both the English/Language Arts and Mathematics sections of the California High School Exit Examination (CAHSEE) to receive a high school diploma.



California High School Exit Exam

	English/Language Arts	Mathematics
All Students		
HHS	96.8%	96.8%
GUSD	97.1%	96.9%
Socioeconomically Disadvantaged		
HHS	96.1%	96.6%
GUSD	95.7%	95.2%
English Learners		
HHS	83.9%	88.2%
GUSD	87.8%	90.4%
Special Education		
HHS	96.3%	96.3%
GUSD	97.8%	98.8%
Asian		
HHS	90.7%	96.2%
GUSD	95.7%	97.7%
Caucasian		
HHS	98.0%	98.3%
GUSD	97.8%	98.1%
Filipino		
HHS	96.3%	92.6%
GUSD	97.6%	95.9%
Hispanic		
HHS	96.2%	94.3%
GUSD	95.7%	93.0%

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts and Social Science, for the most recent three-year period, is shown at right.

Physical Fitness

In the spring of each year, Hoover High School is required by the state to administer a physical fitness test to all ninth grade students. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Abdominal Strength, Trunk Extension Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ). During the 2005-06 school year, 23.0% of Hoover High School's ninth grade students met or exceeded state fitness standards.

Curriculum Improvement

Hoover High School's curriculum is written in compliance with the state framework and the model curriculum standards dictated by the State Department of Education. The District Curriculum Committee is the primary leadership team responsible for monitoring and evaluating the curriculum. Decisions concerning curriculum improvement are then made through a collaborative effort among school representatives, ensuring that all changes are schoolwide, not isolated to a single class or grade level.

The school's website is an exciting new tool, unveiled in February 2005, that has helped to increase communication among students, parents, and the community. Teachers post homework assignments on the site, students and administrators update daily events, and parents and alumni are able to access a direct link to sports schedules and other school activities.

School Leadership

Leadership at Hoover High School is a responsibility shared among district administration, school site administrators, instructional staff, students, and parents. Primary leadership duties at the school have been assumed by Principal Kevin Welsh for the past ten years. Mr. Welsh has 35 years of experience as an educator.

Staff members are encouraged to participate on various committees that make decisions regarding the priorities and direction of the educational plan. These committees ensure that instructional programs are consistent with students' needs and comply with district goals. Opportunities for involvement include: Instructional Leadership Team (ILT), Leadership Council, Parent-Teacher-Student Association (PTSA), Latino Student Initiative, Latinos Unidos, Alumni Association, Armenian Parent Club, Instructional Cabinet, Hoover Family Club, Literacy Team, and English Learner Advisory Committee (ELAC).

Parent & Community Involvement

Parents and the community are very supportive of the educational programs at Hoover High School. Numerous programs and activities are enriched by the generous contributions made by the following organizations: PTSA, Alumni Association, Armenian Parent Club, Korean Parent Club, Latinos Unidos, Hoover Family Club, Hoover Leadership Council, Instructional Leadership Team, ELAC, Instructional Cabinet, and Literacy Team.

Contact Information

Parents who wish to participate in Hoover High School's leadership teams, school committees, school activities, or become volunteers may contact the school office at (818) 242-6801, or visit the school's website at <http://hooverhs.org>. The district's website (www.gusd.net) also provides resources and information for parents, students, and community members.

California Standards Test (CST)

Combined % of Students Scoring at Advanced & Proficient Levels

	English/Language Arts						Social Science								
	9th			10th			11th			10th			11th		
	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06
All Students															
Hoover	36	50	52	40	40	41	36	41	35	31	28	34	40	43	41
GUSD	50	61	64	51	50	54	44	48	47	39	42	45	45	49	44
California	37	43	44	35	36	37	32	36	36	27	31	30	32	37	35
Females															
Hoover	40	53	59	44	44	44	40	43	35	26	26	27	40	43	37
GUSD	53	65	67	56	55	57	48	52	48	36	38	40	43	50	41
California	41	48	48	40	41	42	35	39	39	25	28	27	31	36	34
Males															
Hoover	31	46	44	34	35	38	32	39	34	35	29	42	40	45	45
GUSD	47	57	60	46	47	51	40	45	45	43	45	50	47	47	48
California	32	38	40	31	32	33	29	33	33	31	34	33	34	37	37
Socioeconomically Disadvantaged															
Hoover	26	36	32	31	26	25	29	32	14	23	16	21	34	35	25
GUSD	32	42	42	34	34	26	29	31	23	24	25	20	30	35	23
California	20	26	27	18	20	21	17	21	21	15	18	17	19	23	21
English Learners															
Hoover	10	16	23	10	11	9	11	9	10	15	11	12	18	17	24
GUSD	16	24	27	11	16	17	12	10	13	14	16	14	16	17	18
California	4	7	7	4	3	4	3	4	4	5	6	5	6	7	7
Special Education															
Hoover	2	0	8	8	0	3	3	6	3	10	0	8	10	13	6
GUSD	11	13	13	7	9	13	9	7	10	9	11	14	16	16	13
California	6	8	9	5	5	6	5	5	6	6	7	8	8	8	8
Asian															
Hoover	46	75	61	54	41	56	43	56	48	48	28	64	53	61	64
GUSD	67	84	77	69	66	75	65	65	67	60	62	70	68	67	71
California	57	64	66	53	56	58	47	53	55	47	52	53	49	56	54
Caucasian															
Hoover	36	50	53	40	40	42	38	40	33	29	28	32	35	40	36
GUSD	51	61	65	51	52	54	43	47	46	38	43	43	42	47	43
California	56	61	63	53	53	54	46	50	50	40	44	45	44	48	48
Filipino															
Hoover	67	57	65	58	61	61	47	64	54	58	43	47	71	70	65
GUSD	60	73	74	58	59	66	54	57	55	48	45	49	58	61	53
California	50	60	62	46	48	51	40	44	46	36	40	39	40	46	45
Hispanic															
Hoover	23	39	43	27	31	26	24	31	27	20	23	24	41	35	34
GUSD	31	42	49	35	32	35	28	35	31	25	26	30	31	36	29
California	21	26	28	19	20	21	17	21	21	15	17	17	19	23	21

Summative scores are not available for 9th grade Social Science. For results on course-specific Math tests, please visit <http://star.cde.ca.gov>.



Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800.

Statewide API Rank: The statewide API rank ranges from 1 to 10. A statewide rank of '1' means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of '10' means that the school has an API score in the highest 10 percent of all schools in the state.

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

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/ Language Arts (ELA) and Math.
- Percent proficient on the state's standards-based assessments in ELA and Math.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site.

API Growth				
	2003-04	2004-05	2005-06	2006 API Growth Score
Statewide API Rank	7	8	8	
Similar Schools API Rank	9	10	8	
All Students				
Actual API Growth	6	24	5	757
Socioeconomically Disadvantaged				
Actual API Growth	-3	21	-14	685
English Learners				
Actual API Growth	*	*	6	695
Asian				
Actual API Growth	-15	20	10	841
Caucasian				
Actual API Growth	9	25	5	757
Hispanic				
Actual API Growth	1	27	14	709

* Data unavailable through the California Department of Education.

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores, or (2) at least 15% of the school population tested, containing at least 30 students with valid scores.



Results of school and district performance are displayed at left. Hoover High School met all of the 2006 AYP criteria.

Met AYP Criteria	Hoover		Glendale Unified School District	
	English/Language Arts	Mathematics	English/Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	Yes		Yes	
Made Overall AYP	Yes		Yes	

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.



Federal Intervention Program		
	Program Improvement (PI)	
	Hoover	GUSD
PI Status	Not in PI	Not in PI
First Year of PI Implementation	n/a	n/a
Year in PI (2006-07)	n/a	n/a
Number of Schools Currently in PI	n/a	2
Percent of Schools Identified for PI	n/a	6.3%

Counseling & Support Services Staff

	Number of Staff	Full-Time Equivalent
Librarian	1	1.0
Library Assistant	1	1.0
College Counselor *	1	1.0
Academic Counselors *	2	2.0
Career Academic Counselor *	1	1.0
Psychologist	2	1.0
Personal/Social Counselor	1	1.0
Nurse	1	0.2
Health Clerk	1	1.0
Speech & Language Specialist	1	1.0
Special Day Class (SDC) Teachers	8	6.0

* Counselor-to-Pupil Ratio = 1:404

Counseling & Other Support Services

In addition to academics, the staff at Hoover High School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. Psychologists and counselors are devoted to helping students deal with problems and assisting them to reach positive goals. The adjacent chart displays a list of support services that are offered to students at the school.

Students with special needs are provided support through the district's Special Education Program and eight on-site Special Day Class (SDC) teachers. Each identified student is evaluated by a team consisting of his/her parent(s), a teacher specialist, school administrators, and the psychologist in order to develop an Individual Education Plan (IEP). The IEP defines the individualized instruction a special needs student will receive. Instruction is provided in the least restrictive environment possible and students are mainstreamed whenever appropriate.

All teachers at Hoover High School are appropriately credentialed and able to instruct students acquiring English as a second language. English Learners (EL) receive core instruction in all content areas daily, including leveled English Language Development (ELD).

EL students are tested with the California English Language Development Test (CELDT) annually to measure progress.

The school uses research-based programs to provide targeted assistance to students falling below grade level. At-risk students may participate in remediation classes in lieu of electives, or Extended Day courses. Silent Sustained Reading (SSR) continues to be a schoolwide strategy for improving reading comprehension.

The Gifted and Talented Education (GATE) program is offered to students in grades nine through twelve who have been recognized as capable of attaining high levels of achievement. Students are identified based on teacher recommendations and individual performance on state tests. Hoover High School provides advanced placement courses for GATE students.

The district participates in the state's Healthy Start, Healthy Families and Healthy Kids programs. These programs are coordinated through the Healthy Start and Family Resource Center at the Pacific Avenue Education Center (440 West Lomita; Glendale, CA 91204), and serve qualifying students and their families throughout the district, providing medical and nutrition services along with a variety of other assistance and referrals. The Healthy Start and Family Resource Center also administers Project Access to Education (PACE), assisting homeless families to enroll their children in school, overcome obstacles that might keep their child from attending school, and allow their child to stay in one school while the family transitions into a more stable environment.

School Facilities & Safety

Hoover High School, originally constructed in 1929, is currently situated on 18.6 acres and comprised of 111 classrooms, a library, three computer labs, two gymnasiums, a swimming pool, an auditorium, a cafeteria, a courtyard, a cafe, administrative offices, playing fields, and ball courts. Renovations to the campus are set to begin in spring of 2007, made possible through Measure K funding. Once completed, the textbook room will be moved and upgraded, and all school facilities, including the swimming pool, will be modernized and expanded. The following chart displays the results of the most recent school facilities inspection, completed on October 24, 2006.

Facility Conditions & Planned Improvements

Date of Williams Facilities Inspection: n/a

Item Inspected	Facility in Good Repair		Repair Needed & Action Taken or Planned
	Yes	No	
Gas Leaks	X		At the time of publication, Hoover High School had not yet received a Williams Facility Inspection due to its statewide ranking (8th decile). The school is inspected annually by the fire marshal and monthly by school site administrators. All issues discovered during these inspections are given the utmost priority. For more information regarding the new facilities requirements pursuant to Williams vs. the State of California, please see http://www.cde.ca.gov .
Mechanical Systems	X		
Windows/Doors/Gates (interior/exterior)	X		
Interior Surfaces (walls, floors, & ceilings)	X		
Hazardous Materials (interior/exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior/exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside/outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other	X		

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 which must be displayed at all times.

The School Site Safety Plan is evaluated and revised each spring by members of the Site Safety Committee; all revisions are shared immediately with staff members. Key elements of the plan include: 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.

The 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.

Cleaning Process

Hoover High School provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The Principal works daily with the custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by Hoover High School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Glendale Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

For the 2006-07 school year, Glendale Unified School District has budgeted \$1,238,000 for the deferred maintenance program, which represents 0.57% of the district's general fund budget. As part of a five-year plan, Hoover High School is scheduled to receive asbestos abatement, electrical and plumbing upgrades, new floor covering, roofing, HVAC, boiler, and chiller repairs, asphalt repair and sealcoating, door hardware replacements, and exterior painting between 2006 and 2010.

Teacher Assignment

Glendale Unified School District recruits and employs only the most qualified credentialed teachers. During the 2005-06 school year, Hoover High School staffed 101 fully certificated teachers who met all credential requirements in accordance with the State of California guidelines.

Teacher Credential Status

	Hoover			GUSD
	03-04	04-05	05-06	05-06
With Full Credential	98	108	101	1,262
Without Full Credential	11	9	9	58
Teaching Outside Subject Area of Competence	n/a	n/a	11	67

Figure reflects Interns, Emergency Credentials, and Waivers.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2006-07 school year, the most current available data are reported.

Misassignments/Vacancies

	04-05	05-06	06-07
Teacher Misassignments of English Learners	28	37	26
Teacher Misassignments (Other)	0	0	0
Total Misassignments	28	37	26
Teacher Vacancies	0	0	1

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year.

Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliance - Core Academic Subjects

	Hoover	GUSD		
		All Schools	High-Poverty Schools	Low-Poverty Schools
% of Classes Taught by NCLB Compliant Teachers	89.6%	89.0%	86.0%	89.0%
% of Classes Taught by Non-NCLB Compliant Teachers	10.4%	11.0%	14.0%	11.0%

Substitute Teachers

Substitute teachers must hold a bachelor's degree and have successfully passed the California Basic Educational Skills Test (CBEST). Prior to a substitute's first assignment in the district, he/she attends a three-hour training session on district policies and expectations. A pool of over 300 qualified substitutes is available to Glendale's schools and the district has not yet experienced any difficulties providing qualified substitute teachers. On rare occasions when a substitute is not available for an absent teacher, credentialed staff or administrators will assume the role of the substitute.



Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated twice a year and tenured teachers are evaluated every other year. Evaluations are conducted by the principal and associate principal, who have been trained and certified for competency to perform teacher evaluations.

Evaluations are based on the California Standards for the Teaching Profession, which include: Engaging and Supporting all Students in Learning; Understanding and Organizing Subject Matter for Student Learning; Assessing Student Learning; Creating and Maintaining Effective Environments for Student Learning; Planning Instruction and Designing Learning Experiences for all Students; and Developing as a Professional Educator.



Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district has sponsored two staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. During the 2005-06 school year, staff development topics at Hoover High School centered around "Focus on Results" and improving writing across all content areas.

For additional support in their profession, teachers may enlist the services of the district's Peer Assistance and Review (PAR) program, and/or the Beginning Teacher Support and Assessment (BTS) facilitator. The Paraprofessional Teacher Training Program (PTTP) is also available, offering assistance to educational assistants interested in pursuing a teaching career.

Textbooks & Instructional Materials

Pursuant to the settlement of Williams vs. the State of California, Glendale Unified School District thoroughly inspected each of its school sites at the beginning of the 2006-07 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Education.

The following chart displays data collected in October of 2006 in regards to the textbooks in use at Hoover High School during the current school year (2006-07).

Textbooks				
Subject	Publisher	Grade Levels	Year Adopted	Quality, Currency, & Availability of Textbooks & Instructional Materials
Language Arts	Holt, Rinehart, & Winston	9th-10th	2003	On August 15, 2006, the district's Board of Education determined that all textbooks at Hoover High School are in adequate supply and fair to excellent condition. The school and district place great emphasis on providing students with the most up-to-date, standards-aligned textbooks and instructional materials; 100% of students in each core subject area possess the necessary textbooks and instructional materials.
	McDougal Littell	11th-12th		
Mathematics	McDougal Littell	9th-12th	2003	
	Glencoe/Merrill			
	Wiley/Thompson	11th-12th		
	W.H. Freeman			
Social Science	Prentice Hall	9th-10th, & 12th	2006	
	Holt, Rinehart, & Winston	11th		
	Glencoe/McGraw Hill	12th		
Health	Holt	9th	2005	
Foreign Language	McDougal Littell	9th-12th	2006	
	Glencoe			
	Prentice Hall			
	Holt			
Science	Prentice Hall	9th-12th	2002	
	McDougal Littell			
	Mosby Yearbook			
	Addison Wesley/Prentice Hall	10th-12th		
	Holt	11th-12th		
	Brooks			

Science Laboratory Equipment: HHS stocks an adequate supply of laboratory equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders, test tube brushes, crucible tongs, flasks, beakers, and bunsen burners. For a complete listing of inventory, please contact the school office at (818) 242-6801.

The school's fully automated library, staffed by a full-time librarian and full-time library assistant, is stocked with thousands of books that are available for students to check out. Students visit the library on a weekly basis with their classes and are encouraged to visit on breaks and before and after school. Twenty-two computer workstations within the library are connected to the Internet so students are able to access resources and information online.

Computer skills and concepts prepare students for technological growth and opportunities. Each classroom at Hoover High School contains a minimum of two computers. Students also have access to three computer labs on campus, each containing 32 Internet-accessible workstations. Regularly utilized software programs enhance instruction, mathematical proficiency, and reading comprehension.

Computer Resources

	03-04	04-05	05-06
Computers	483	557	557
Students per computer	5.5	4.6	4.4
Classrooms connected to Internet	111	112	112

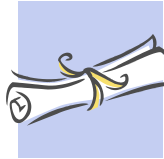
Work Force Preparation

Hoover High School places great emphasis on ensuring that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies that foster critical thinking, problem solving, leadership, and academic skills are consistently taught to the students to ensure work-readiness.

Hoover High School offers a variety of career-path related classes in the following career clusters: Business Engineering & Technology Academy (BETA), Construction, Design, Communication & Art, Education, Repair & Mechanics, Sales, Science & Technical, Social Science, Transportation, and Visual and Performing Arts Academy (VAPA).

The school encourages students who are age 16 or older to participate in the diverse opportunities provided by Regional Occupational Program (ROP) classes through LA County. Students are able to attain Career Preparation credits toward graduation through ROP participation.

The school addresses the needs of all students, as well as those in career preparation, through guidance and counseling from school personnel regarding career paths and courses of study. Career Counselors expose students to a broad array of career opportunities and facilitate selection of a career path based on individual interests, goals, strengths, and abilities. Additionally, the Verdugo School-to-Career Advisory Committee is a consortium of business leaders and educators who provide grants for work-related programs at local schools. Using surveys and evaluations, the district monitors the success of these programs and reports to the Verdugo School-to-Career Advisory board of directors. Through this partnership, seniors at Hoover High School are able to work with Junior Achievement, enabling them to teach economics at local elementary schools.



For more information about Career/Technical Education and/or ROP, please contact Mike Seaton at (818) 241-3111. Career Preparation courses offered to Hoover High School students are listed in the chart below.

Career Preparation Courses

Hoover High School

Course	How do these classes support student achievement:	Course Evaluation
Auto *	Courses meet high school graduation requirements and incorporate CTE model curriculum standards.	All courses are evaluated through 1) displayed mastery of "employment readiness standards," and/or 2) business, labor, and other community stakeholder support.
Auto		
Bank Occupations		
Retail Marketing		
Introduction to Law		
Graphic Arts *		
Foods		
Foods *		
Desktop Publishing *		
Graphic Arts *		
Business Technology	Courses meet high school graduation requirements.	
Future Choices *		
Keyboarding *		
Introduction to Business *		
Cinematography *		
Photography *		
Commercial Design *		

* Courses are offered on-site. All other course are offered through the Regional Occupation Program (ROP) at off-site locations.

% of pupils participating in CTE during 2005-06: 30.0%

% of pupils completing a CTE program and earning a high school diploma during 2005-06: 11.0%

% of CTE courses that are sequenced or articulated between HHS and institutions of post-secondary education: 100.0%

Teacher & Administrative Salaries

The following chart displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. Teacher and administrative salaries as a percent of a district's budget are also listed below.

Teacher & Administrative Salaries 2004-05

	GUSD	California
Beginning Teacher Salary	\$38,260	\$37,540
Mid-Range Teacher Salary	\$58,736	\$59,426
Highest Teacher Salary	\$75,794	\$73,925
Average Principal Salary (High)	\$107,519	\$105,092
Superintendent Salary	\$186,401	\$185,251
% of Budget for Teacher Salaries	41.9%	40.9%
% of Budget for Administrative Salaries	4.8%	5.3%

School Site Teacher Salaries

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary comparison data from the State of California was for the 2004-05 school year. For comparison purposes, the California Department of Education has provided average salary data from unified school districts having above 20,000 average daily attendance statewide. The chart at right illustrates the average teacher salary at Hoover High School and compares it to the average teacher salaries at the district and state levels.

Average Teacher Salaries

School & District	Hoover	\$58,527
	GUSD	\$58,888
Percentage of Variation: 0.6%		
School & State	Hoover	\$58,527
	All Unified School Districts	\$57,560
Percentage of Variation: 1.7%		

Expenditures & Services Funded

Based on 2004-05 audited financial statements, Glendale Unified School District spent an average of \$7,037 to educate each student. The chart below provides a comparison of Hoover High School's per-pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

Expenditures per Pupil

Hoover	Total	\$4,447
	Restricted (Supplemental) Sources	\$452
	Unrestricted (Basic) Sources	\$3,995
GUSD	Unrestricted Sources	\$4,839
	Percentage of Variation (School/District): 21.1%	
California	Unrestricted Sources	\$4,743
	Percentage of Variation (School/State): 18.7%	

In addition to general state funding, Hoover High School received state and federal categorical funding for the following support programs:

- Title I, Part A (Basic Grant)
- Title V, Part A (Innovative Assistance Programs)
- Economic Impact Aid (EIA)
- Gifted & Talented Education Program (GATE)
- School & Library Improvement Block Grant (SLIBG)