

Glendale Unified School District

"Excellence is Worth the Effort"



Allan F. Daily High School

2001-2002 Annual School Report Card

220 N. Kenwood, Glendale, CA 1206-4209

(818) 247-4805

Ninth through Twelfth Grade

www.glendale.k12.ca.us

School Administration

Gail Rosental, Principal

Carmen Gonzalez, Assistant Principal

2001-02 Board of Education

Chakib Sambar, President

Pam Ellis, Vice-President

Greg Krikorian, Clerk

Lina Harper, Member

Mary Boger, Member

District Administration

James R. Brown

Superintendent

Alice Petrossian

Assistant Superintendent

Hoover High Cluster

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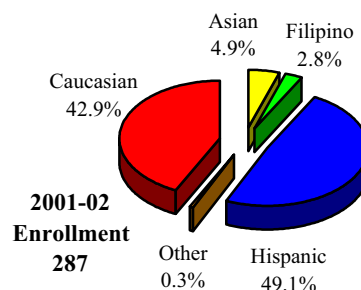
Community & School Profile

The City of Glendale, the third largest city in Los Angeles County, is situated on the eastern border of the San Fernando Valley at the base of the Verdugo Mountains – only 8 miles north of the city of Los Angeles. Embracing cultural diversity, 50 percent of the city's 200,000 residents were born outside the United States, challenging local educational agencies to offer and support over 60 foreign languages. National studies, residents, and realtors concur that Glendale's reputation for picturesque neighborhoods, excellent schools, commercial industries, shopping facilities, strong municipal agencies, and its multitude of local attractions are motivating factors to families moving to the valley. Community pride and involvement are strong forces responding to educational issues, non-profit causes, and city developments.

Glendale has become one of the largest financial, commercial, retail, and motion picture animation centers, featuring many large corporations such as Nestlé USA, Walt Disney Imagineering, Walt Disney Stores, DreamWorks SKG, International House of Pancakes, Cigna Healthcare, KABC-TV and Warner Bros. Animation. The quaint downtown area of the city is unique for its social atmosphere, beautiful landscaping, dramatic towering office buildings.

The Glendale Unified School District is proud of its excellent quality of education and award winning schools. Its commitment to providing safe and effective learning environments for students is unmatched. The district serves approximately 30,000 students in its 20 elementary schools, four middle schools, five high schools, and two special schools. Year-round and traditional calendar systems, complimented by a variety of creative programs, provide Glendale parents and students many choices for individual needs and achievements.

The main Daily campus is located in the eastern section of the city of Glendale, serving over 300 ninth through twelfth grade students on a traditional calendar system. A smaller satellite campus serving approximately 25 students is located in northern Glendale on Foothill Boulevard. Daily High School teachers at both campuses are committed to providing a safe and productive learning experience. In the tradition of continuation education, Daily High School's educational program is designed to meet the customized needs of students who learn best in a flexible educational environment.



Discipline & Climate for Learning

Students at Daily High School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that mutual respect is a solid foundation on which to build an effective school. The goal of Daily High School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies upon entry to the school through the orientation program, and again at the beginning of each school year.

The district annually provides a Student Conduct Code for each of its schools, which is supplemented by a set of behavioral standards developed by Daily High School. The program's design establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience. Appropriate behavior is encouraged through praise and motivational incentives, as well as assertive discipline and conflict resolution tools to further develop personal growth.

Building a positive self-image, as well as respect for others, is important to a student's success. Glendale Unified School District supports the philosophy that students who have high self-esteem are more likely to become productive citizens and resist temptations such as abusing alcohol and dangerous drugs. The district participates in the Glendale Character and Ethics Project, a character education program that provides a strong link between the schools and the community. The project highlights one "guiding word" per month, including respect, honesty, self-discipline, citizenship, and responsibility. Glendale Character and Ethics teaches students to consider the consequences of their actions, encouraging them to choose behaviors that benefit themselves and others.

Daily High School follows the expulsion process as mandated by law and pursues expulsion only in extreme cases where the safety of the students or staff are at risk. During the most recent three-year period, Daily High School has expelled 13 students; expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions and Expulsions						
	Daily High			Glendale USD		
	00	01	02	00	01	02
Suspensions (#)	104	93	109	4,444	3,647	3,425
Suspensions (%)	34.4	39.6	38.0	14.6	12.0	11.30
Expulsions (#)	2	6	5	40	47	40
Expulsions (%)	0.66	2.55	1.74	0.13	0.16	0.13

Note: The rates reflected are not the number of pupils suspended or expelled; rates are calculated per yearly suspensions/expulsions (total incidents) and may appear inflated due to repeat offenders.

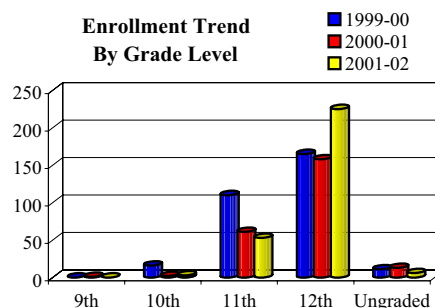
Assignments

The staff of Daily High School feels that all student assignments must be academically meaningful and promote student responsibility and self-discipline. Students are expected to complete all assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for their student to complete assignments and projects undertaken at home. At Daily High School, students "can't get a D, you can't get an F, you just get it back!" This means that any piece of student work that is evaluated to be below average is returned to the student with suggestions for improvement. This policy offers students the opportunity to improve their products while they increase their learning.

School Enrollment & Attendance

Schoolwide enrollment at the beginning of the 2001-02 school year was 287 students, and continuously increased during the course of the year. Daily High School enrolled 332 students from the four Glendale traditional high schools, enrolling up to 20 students every two weeks. Students from the comprehensive high schools may apply for transfer to Daily High School throughout the year. As students are evaluated to determine

whether they have the potential to succeed at Daily High School, the number of students enrolled increases.



Regular attendance at Daily High School is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of why and when students are absent. The school reports all absences, excused or unexcused, to parents. Excessive absences are referred to the School Attendance Review Board (SARB). School districts receive financial support from the state for the education of the students they serve based on how many students attend school each day. As truancy is such a profound issue at most California continuation high schools and average attendance at these schools is 55%, student attendance at Daily High School is carefully monitored. During the 2001-02 school year, the actual attendance rate for all grade levels for Daily High School was 87.82%, up from 83.70% the previous year. This notable increase is due to a number of programs initiated in the last two years, and includes upgrading all instructional materials, implementing powerful teaching and learning strategies, conducting a parent and student orientation program, establishing strict tardy and absence policies, and offering an attendance incentive program.

"Punctuality is the key to success and the mark of excellence."

The school sets strict time limits for tardy admittance, including those with parental excuse. Students not arriving within the appropriate time frame (tardy or otherwise) are not admitted, but have the opportunity to make up for time missed by taking additional classes through an extended-day program. Punctuality and attendance, hand in hand, are crucial to the quality of education students sustain. Therefore, students who do not maintain the standard 80% productive attendance are subject to disciplinary action, beginning with an involuntary schedule change. The program's design establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience.

Glendale Unified School District's School Attendance Review Board (SARB) is composed of parents, representatives from the school district, and members of the community, including representatives from law enforcement, welfare, probation, and mental health agencies. Students are referred to SARB when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective. The members of the SARB, the referred students, and their parents or guardians meet regularly to evaluate the student's situation and

recommend solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavior problems.

The staff at Daily High School considers student attendance of paramount importance to quality education. After extensive research into the correlation between attendance policies, dropout/graduation rates, and student achievement, Daily High School developed a program consistent with their findings. Following are the primary facets of the program:

	Dropouts		
	1998-99	1999-00	2000-01
Dropouts (%)	7.1	8.6	4.7
Dropouts (#)	24	26	11

- Strict tardy policy enforced
- 80% productive attendance required to earn credits and remain on a schedule of choice
- Advantageous incentives offered for perfect attendance with 100% productivity

As a result of these intensive measures, attendance has been bolstered and dropout rates dramatically reduced. Among the incentives are optional attendance days, and preferred schedule changes. The success of this program has allowed the school to reinstate prom and grade night activities.

Class Size

Due to the constant fluctuation in enrollment throughout the course of the school year (see *School Attendance* section) in a continuation school setting, determining average class sizes can be difficult; contributing factors are many and varied. The chart reflects class sizes at one particular time during the school year, October, when the CBEDS (California Basic Educational Data System) form is filled out. However, Daily High School staff is dedicated to keeping class sizes as small as possible, to ensure increased teacher-to-student focus and attention.

	Teaching Load Distribution								
	Number of Classes by Size								
	Avg.			1-20			21-32		
	00	01	02	00	01	02	00	01	02
English	20	12	13	5	14	22	8	0	3
Math	20	14	19	5	8	3	2	1	0
Science	19	14	19	6	10	8	2	0	3
Social Science	19	15	20	11	13	9	6	1	4

Instructional Time

All instructional time requirements at Daily High School either met or exceeded state requirements for the 2001-02 school year. The California Education Code requires that continuation school students in grades nine through twelve receive a minimum of 33,300 minutes of instructional time per year. Daily High School offered students the opportunity to take up to 41,640 minutes of instructional time, not including ROP (Regional Occupation Program) courses.

For the 2001-02 school year, Daily High School offered 180 days of instruction comprised of 168 regular days and 12 minimum days. Minimum days allow for enhanced staff development, planning, and articulation activities.

Textbooks & Instructional Materials

Daily High School sets a high priority upon ensuring that sufficient and current textbooks and materials are available to

support the school's instructional program. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks.

Each textbook is formally adopted by the Board of Education following a comprehensive review process. A committee consisting of administrators and teachers establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Board of Education for final adoption.

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule. Software includes programs to develop critical thinking skills, technological skills, and mathematical proficiency.

	Computer Resources		
	1999-00	2000-01	2001-02
Computers	35	61	107
Students per computer	8.6	3.9	2.7
Classrooms connected to Internet	1	15	16

School Facilities & Safety

Daily High School provides a safe, clean environment for students, staff, and volunteers. Facilities are up-to-date and provide adequate space for students and staff. During the day, a custodian provided by the district ensures classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by the Glendale Unified School District to ensure that all classrooms and facilities are maintained to a degree of adequacy that provides for good learning.

Daily High School is a closed campus. All visitors are required to sign-in at the school's office and to wear visitor badges during their stay. While the school welcomes visits by parents and community members, anyone wishing to be on campus during school hours should notify school staff ahead of time. Visitors are restricted at certain times of the year to minimize classroom disruption during activities such as SAT-9 testing. Before school and during lunch a security agent, the principal and the assistant principal monitor campus activity and ensure student safety.

A Comprehensive School Safety Plan was developed by the school staff in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include the following:

- Child abuse reporting procedures
- Teacher notification of dangerous pupils procedures
- Disaster response procedures
- Procedures for safe entering to, and exiting from, school
- Sexual harassment policy
- Suspension and expulsion policies
- Dress code
- Discipline policies

School and district personnel evaluate the plan annually and update the plan as needed. The plan was updated and submitted for Board approval in the spring of 2002 and reviewed with school staff at the beginning of the 2002-03 school year. A copy of the plan is available to the public at both the school site and the district office.

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Daily High School. These assessments measure student progress, as well as the effectiveness of the instructional program. These assessments, which include student performance on state standardized testing, performance on district administered Language Arts tests, and report card grades allow teachers to determine which students are meeting or exceeding the district's grade level standards.

Standardized State Testing

Daily High School participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the Stanford Achievement Test Series (SAT-9), and the California Standards Assessments. The SAT-9 measures achievement based on student comparison; the California Standards Tests aid in determining the level of individual student comprehension and knowledge of skills required by the California Content Standards for each grade or course. However, over 50 percent of Daily High School Students are 12th graders who do not participate in STAR. In addition, most of the school's 10th and 11th graders have been enrolled at Daily High School three months or less prior to the testing period. Therefore, STAR results should be just one factor used to gauge the quality of Daily High School's instructional program.

Academic Performance Index

Daily High School does not have an API score. As a continuation high school, Daily High School will participate in the state's new Alternative Schools Assessment Model (ASAM). Baseline data was collected during the 2001-02 school year.

Work Force Preparation

It is the goal of Daily High School 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 skills.

Students receive counseling from school personnel regarding career paths and courses of study. Counselors expose students to a variety of career opportunities and facilitate selection of a career path based on individual interests, goals, strengths, and abilities.

During the 2001-02 school year, Daily High School offered 2 ROP (Regional Occupation Program) courses that enriched the growth of career related learning: Computer applications and Web Page Design.

SAT-9 Results - All Students 2000, 2001, 2002 % At or Above National Average									
Grade	Reading								
	9			10			11		
Year Ending	00	01	02	00	01	02	00	01	02
Daily High				11	3	18	6	12	7
Glendale USD	39	37	41	36	37	40	36	38	44
California	35	35	34	34	34	34	36	37	37
Math									
Daily High				13	7	8	10	12	6
Glendale USD	63	64	71	56	55	60	58	53	58
California	51	51	52	46	45	46	47	46	57
Language									
Daily High				15	14	20	12	15	13
Glendale USD	69	68	70	50	53	55	57	55	60
California	52	53	53	40	42	42	48	49	50
Science									
Daily High				12	12	8	11	13	8
Glendale USD	43	45	46	48	50	52	43	42	43
California	41	41	41	46	46	46	43	42	43
Social Science									
Daily High				9	10	22	24	33	28
Glendale USD	47	50	51	39	41	40	62	62	64
California	44	46	46	37	37	37	57	57	59

Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.

California Standards Test Results % of Students Scoring at Advanced or Proficient Levels 2001 & 2002												
	English/Language Arts			Math			Science			Social Science		
	9	10	11	9	10	11	9	10	11	9	10	11
	01	02	01	02	01	02	02	02	02	02	02	02
All Students												
Daily High		4	15	8	4							
Glendale USD	35	45	39	42	33	39						
California	28	33	31	33	29	31						
Gender	<i>Data unavailable</i>											
Male		8	0	9	4							
Female		0	33	5	2							
Ethnicity	<i>Data unavailable</i>											
Language Fluency	<i>Data unavailable</i>											
English Learners (EL)		7		1	1							
Non EL		0	22	15	5							
Socioeconomic Status	<i>Data unavailable</i>											
SED		0		3	1							
Non SED		8	22	10	5							
Migrant Education	<i>Data unavailable</i>											

Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.

Summative scores for core subject areas are currently unavailable. For the results of course specific tests, please refer to the STAR website www.star.cde.ca.gov/star2002/.

Substitute Teachers

Glendale Unified School District has not experienced any difficulties retaining qualified substitute teachers. On rare occasions when a substitute teacher is not available for an absent teacher, credentialed staff or administrators take the role of the substitute. Substitute teachers must hold a Bachelor's degree and have successfully passed the California Basic Educational Skills Test. A pool of over 300 qualified substitutes is available to Glendale's schools. In an effort to maintain an adequate pool of substitutes and recruit qualified teachers, Glendale Unified School District advertises employment opportunities in local newspapers and on the Internet.

Training & Curriculum Development

The Glendale Unified School District provides high-quality professional development to promote powerful teaching and learning. Professional development in the district focuses on standards-based instruction and strategies to promote literacy and critical thinking skills in all subject areas. Throughout Glendale Unified School District's schools, curricula in all of the core content areas have been aligned with the state standards. There is also an emphasis on using data effectively to plan instruction and working collaboratively to improve instruction by analyzing student work. The district schedules three staff development days annually.

Daily High School Curriculum Study Committees meet regularly to review course content in the various subject areas, recommend the adoption of new courses and textbooks, and discuss methods of assessing student progress.

To ensure that curriculum is implemented in the most effective manner, the school and the district provide teachers with opportunities to acquire needed knowledge, upgrade skills, and develop professionally. Daily High School prepares a staff development plan that is aligned with district strategic targets, and which uses a variety of resources to assist teachers in refining instructional practice. During the 2001-02 school year, staff development focused on Thinking Maps and literacy strategies. Thinking maps allow teachers to present information in a uniform and meaningful way in all content areas to improve student understanding of subject matter.

Daily High School participates in district and school inservices that are based on research and established learning theories. Staff members build teaching skills and content knowledge by participating in many conferences and workshops throughout the year and then sharing their experiences and knowledge with district colleagues. Daily High School further supports teachers and paraprofessionals by participating in the following district programs:

- The Peer Assistance and Review (PAR) program utilizes Consulting Teachers to help veterans to refine subject matter knowledge and instructional strategies.

During the 2001-02 school year, over 150 new teachers and paraprofessionals participated in these the following programs:

- The Beginning Teacher Support and Assessment (BTSA) program is a two-year program that provides ongoing support from Consulting Teachers, with an emphasis on formative assessment and reflection. All activities are based on the California Standards for the Teaching Profession.

- The Pre-Intern Program prepares teachers not yet credentialed to demonstrate mastery of subject matter competencies.
- The Paraprofessional Teacher Training Program (PTTP) offers opportunities for teacher preparation and certification to education assistants. This program sponsors enrollment in required university courses and provides peer support and training.

Counseling & Other Support Services

It is the goal of Daily High School to assist students in their social and personal development, as well as academics. The district provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making or handling peer pressure. The principal coordinates counseling and support services.

	Number of Staff	FTE	Availability Days Per Week
Child Development Teacher	1	1	5
Counselor	2	2	5
Teacher Specialist	1	1	5
Nurse	1	0.2	1
Psychologist	1	0.1	1
Special Day Class Teacher	1	1	5
Resource Specialist	1	1	5

FTE = Full-Time Equivalent

Specialized Instruction

Glendale Unified School District's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. The district structures its educational program so that all students receive instruction appropriate to their learning level. Teachers use a variety of instructional techniques and supplemental instructional materials and programs to ensure the success of every student.

Daily High School offers assistance and specialized instruction to students with special needs. The school uses research-based programs to provide targeted assistance to students falling below grade level. The school focuses on development students literacy skills. Students who are identified as at-risk, have their schedule structured into blocks of learning time, allowing them more time to focus on reading and writing. Literacy skills are reinforced in all areas of the curriculum. Students needing additional assistance may arrange for one-on-one tutoring with their instructors.

The district's Special Education Program addresses the needs of those students with special needs through appropriate assessment, identification of problems areas, placement, and program implementation. The director of special education administers the program of the district and assigns a teacher specialist and a special coordinator to support the school principal and teachers. The director is also available to answer any questions and provide support to the principal and teachers. All work together to ensure that the needs of special students are being met.

School Leadership

Leadership at Daily High School is a responsibility shared between district administration, the principal, the assistant principal, instructional staff, students, and parents.

The district requires various levels of participation from school staff to regularly assemble and address specific issues for each school, as well as districtwide issues. Committees to facilitate this include: Curriculum Study Committees, District Advisory Councils, Bilingual Parent Advisory Council, Safe & Drug-Free School/Tobacco Use Prevention Education Advisory Committee, and many others.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the school's educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. These committees include: School Site Council and Bilingual Advisory Council.

The School Site Council, consisting of school staff and parents, is a major governing body that meets regularly to address programs and components that make up the school, to discuss the effectiveness and appropriateness of the various programs and components relative to the goals of the school, and to act as a communication liaison between the community and the school.

Daily High School staff and administrators worked with the district in the spring of 2002 to revise the district's strategic plan, Glendale Schools 2005. The plan articulates the district's goals and values for all schools. Elements of the plan include: Standards, Assessments, and Accountability; Teaching and Learning; Professional Development; Connections and Communication; Leadership, Governance, and Finance; and School Climate, Safety, and Facilities.

Expenditures & Services Funded

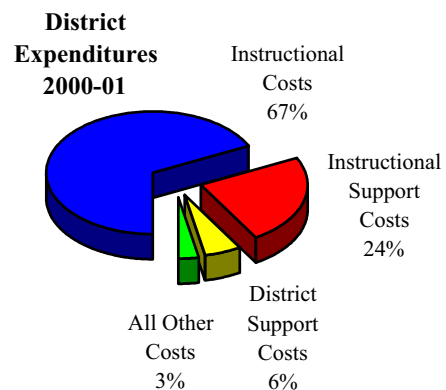
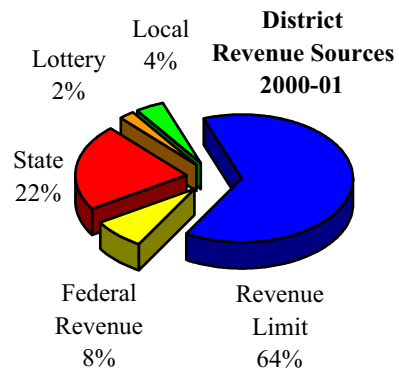
For the 2000-01 school year, Glendale Unified School District spent an average of \$6,143 to educate each student (based on 2000-01 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

Current Expense of Education Per Student* 2000-01		
Statewide Average		
	All Unified Districts	All Districts
Glendale USD	\$6,143	\$6,360
	\$6,414	\$6,360

**Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.*

In addition to general fund state funding, Glendale Unified School District receives state and federal categorical funding for special programs. For the 2000-01 school year, the district received approximately \$1,414 per student in federal and state aid for the following categorical, special education, and support programs:

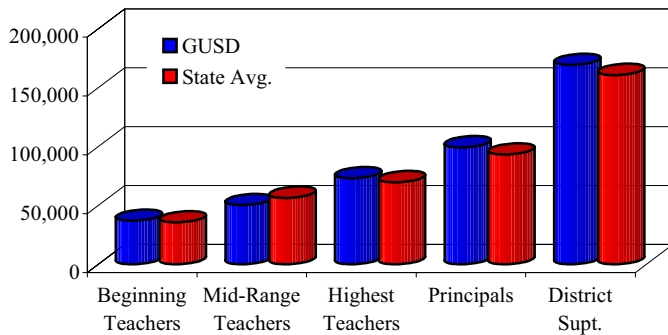
- Special Education
- EESA/Math & Science
- Drug/Alcohol/Tobacco Education
- Vocational & Applied Technology
- Gifted & Talented Pupils
- Home-to-School Transportation
- School Improvement Program
- Economic Impact Aid
- Reading & Math Programs
- Instructional Materials
- Staff Development
- Educational Technology Assistance Grants
- Year Round School Incentive
- School Based Coordination Program
- Class Size Reduction
- Healthy Start
- Peer Assistance and Review
- Tenth Grade Counseling



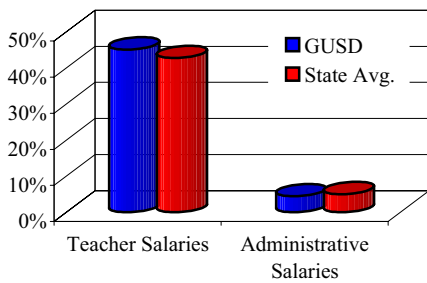
Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having greater than 20,000 average daily attendance throughout the state.

**Average Salary Information
Teachers - Principals - Superintendent
2000-01**



**Average Salary Information
Teachers & Administrative Salary Percentages
2000-01**



Contact Information

Parents who wish to participate in Daily High School's leadership teams, school committees, school activities, or become volunteers may contact Principal Gail Rosental or Assistant Principal Rickey Jones at (818) 247-4805.