

# Glendale Unified School District

"Excellence is Worth the Effort"



## Allan F. Daily High School

### 2002-2003 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

Rickey Jones, Assistant Principal

#### 2002-03 Board of Education

Pam Ellis, President

Greg Krikorian, Vice President

Mary Boger, Clerk

Lina Harper, Member

Chakib Sambar, Member

#### District Administration

James R. Brown

Superintendent

Dr. Michael F. Escalante

Superintendent

(Effective February 1, 2004)

Dr. Mary McKee

Assistant Superintendent

Educational Services

#### Contents

- Community & School Profile
- Discipline & Climate for Learning
- School Leadership
- Contact Information
- Curriculum Development
- Instructional Programs
- Textbooks & Instructional Materials
- Student Achievement & Testing
- Adequate Yearly Progress
- Academic Performance Index
- State Standardized Testing
- Work Force Preparation
- Teacher Assignment
- Teacher Evaluation
- Substitute Teachers
- Counseling & Other Support Services
- Staff Development
- School Facilities & Safety
- School Enrollment & Attendance
- Class Size
- Instructional Time
- Expenditures & Services Funded
- Salary & Budget Comparison

#### 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.

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 29,500 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.

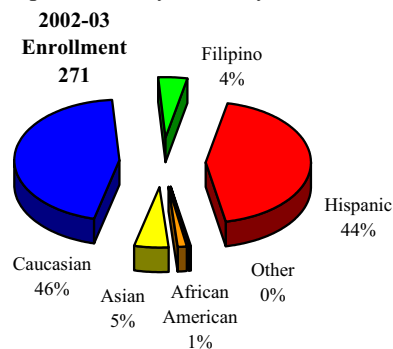
The main Daily campus is located in the eastern section of the city of Glendale, serving over 300 ninth through twelfth grade students on a traditional calendar system. A smaller satellite campus serving approximately 25 students is located in northern Glendale on Foothill Boulevard. Daily teachers at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

During the 2002-03 school year Daily High School achieved two very notable awards. Daily applied for accreditation from the Western Association of Schools and Colleges (WASC) for the first time in its 37 year history, and was awarded full accreditation status. In addition, the California Department of Education, in conjunction with the California Continuation Education Association, recognized Daily as a California Model School. This designation will remain for a tenure of five years.

#### Discipline & Climate for Learning

Students at Daily 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'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.

Building a positive self-image, as well as respect for others, is important to a student's success. The 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.

To create a peaceful learning environment, decrease violence and disruptive behavior, and encourage positive behavior, Daily students participate in a Skills for Managing Anger class, which teaches them to recognize anger triggers and develop constructive and non-violent ways of responding to those triggers. As students learn to break old patterns of behavior the skills they learn in this class are applied to other situations and decision-making processes.

### **Assignments**

The staff of Daily 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, 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 Leadership**

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

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, which meet jointly.

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.

### **Contact Information**

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

### **Curriculum Development**

Throughout Glendale schools, curricula in all of the core content areas have been aligned with the California State Content Standards. The district’s emphasis is on analyzing student work, using data effectively, and working collaboratively to plan and improve instruction. Once a year in August, district and school representatives conduct a formal review of each school’s program by looking at how well students performed on district benchmark assessments and state standardized tests, identifying areas of strength and areas where improvements are needed.

When districtwide curriculum changes are planned, committees form with district and school representatives to oversee planning and implementation. These steering committees establish the long-range plan and objectives and create a timeline for implementation. Each committee reviews curriculum content to verify that new programs are consistent with Board policy. Curriculum committees make certain that curriculum is well-articulated among grade levels, with content specialists identifying and correcting gaps to ensure continuity. The committees recommend textbooks for adoption and develop the districtwide curriculum guides used in each classroom.

School administrators and teachers use the curriculum guides and data analysis to set goals and modify instruction in order to address students’ needs. At grade level and faculty meetings, and meetings of the school’s Leadership Team and School Site Council, members of the school community continually evaluate the school’s success in meeting curricular objectives.

### **Instructional Programs**

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 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 developing 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.

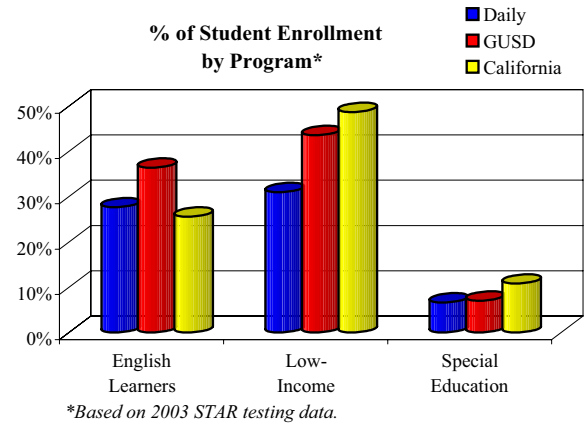
### **Textbooks & Instructional Materials**

Daily 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.

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. During 2002-03, Daily continued working with the North Dakota State Department of Education, which offers fully accredited classes electronically. Students at Daily may take electives online through this program.

## No Child Left Behind

Title I funding plays a critical role in the landmark education act more popularly known as No Child Left Behind (NCLB). Title I is federal money used to support additional staffing and programs to meet the needs of low-income, low-achieving, and other designated students with special needs. Daily meets specific criteria for federal Title I schoolwide eligibility. As a Schoolwide Title I school, Daily uses Title I funds to increase the achievement of all students. Information regarding Title I designation assists our parents and school community members to understand the impact NCLB will have on the school. NCLB requires evaluation of student performance both schoolwide and by specific subgroups participating in Title I programs. A profile of Daily's enrollment, as defined by these subgroups, is provided to create an appropriate context for evaluating the overall success of the school's educational program.

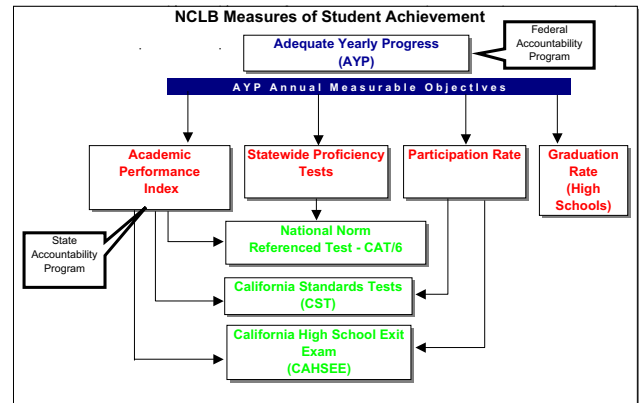


## Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Daily. 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.

### Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires all students to perform at or above the proficient level on the State's standards-based assessment by 2014. To reach that goal, districts and schools must achieve Adequate Yearly Progress (AYP). This means annually increasing the percentage of students achieving academic proficiency. AYP requires evaluating and reporting all students' academic progress, including students in subgroups, such as English language learners, socioeconomically disadvantaged students, students with disabilities, migrant students, and students in numerically significant ethnic subgroups. Beginning with the 2003 AYP reporting cycle, schools receiving Title I revenue that fail to make AYP for two consecutive years will be identified for Program Improvement.



### California's AYP

In California, AYP is determined by: California Standards Tests (CST) for grades 2-8, California High School Exit Exam (CAHSEE) for tenth grade students, Academic Performance Index scores, percentages of students participating in standardized testing, and high school graduation rates. Beginning with the 2003-04 school year, high schools must achieve a 11.2% at-or-above proficiency rate in English Language Arts and 9.6% for Mathematics on CAHSEE, a participation rate of 95% or greater on CAHSEE, an API of 560 or one point of API growth, and a graduation rate of 82.2% or a 0.2 increase over two years. Over the next several years, these standards of achievement increase until 2014 when all students will be required to meet or exceed state standards. Daily did not achieve Adequate Yearly Progress for 2003. It is important to note, however, that over 50 percent of Daily High School students are 12th graders who do not participate in STAR which includes the CST. 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, these results should be just one factor used to gauge the quality of Daily High School's instructional program.

Federal Programs	01	02
	Recognition for Achievement (Title I)	No
Identified for Program Improvement	No	No
Exited Title I Program Improvement	N/A	N/A
Number of Years in Program Improvement	0	0

Adequate Yearly Progress (AYP) 2003					
Daily High School					
	Participation Rate	% Proficient or Advanced			
		English/ Language Arts	Mathematics		
Target	95%	11.2%	9.6%		
Met Target? Yes (Y) or No (N)					
All Students	Met	Rate	Met	%	Met %
	N	21.2%	Y	*	Y *
Academic Performance Index (API)		Graduation Rate			
Target	560 or 1 point growth		82.8% or 0.2 increase		
Met Target? Yes (Y) or No (N)					
Schoolwide	Met	Score	Increase	Met	Rate Increase
	Y	458	+32	Y	80 +6.2

\*No percentage reported by the California Department of Education. School was determined to meet criteria based on adjusted percentages for school with less than 100 valid scores.  
No subgroups were large enough to be considered significant for reporting purposes.

## Academic Performance Index

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time based on CAT/6 and California Standards Tests results. The Immediate Intervention/Underperforming Schools Program (II/USP) and Governor's Performance Award Program are the two remaining components of the PSAA. API and STAR results determine a school's eligibility for each program. II/USP-eligible schools may apply for funding to provide the necessary resources to improve student performance. The Governor's Performance Award acknowledges those schools that demonstrate significant improvement based on several specific measures.

## Standardized State Testing

Daily participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the California Achievement Test (CAT/6), California Standards Tests (CST), the Spanish Assessment of Basic Education/2 (SABE/2), and the California Alternative Performance Assessment (CAPA). The CAT/6 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. Prior to 2003, the STAR included the SAT-9 norm-referenced test, which has been replaced by CAT/6. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit: <http://star.cde.gov/>.

API School Results			
All Students			
	Base		Growth
	2002		02-03
Students Tested	196	Percent Tested	91
API Score	426	API Growth Score	458
Growth Target	*	Actual Growth	32
Statewide Rank	*		
Similar Schools Rank	*		
Subgroups			
Socioeconomically Disadvantaged			
Base API Score	421	API Growth Score	460
Growth Target	*	Actual Growth	39
Caucasian			
Base API Score	393	API Growth Score	
Growth Target	*	Actual Growth	
Hispanic			
Base API Score	443	API Growth Score	
Growth Target	*	Actual Growth	

*\*Prior to 2002 continuation high schools were not required to participate in the API; therefore no prior data is available.  
The school's API Growth calculation is based on between 11 and 99 valid test scores. Statistically results from such a small sample should be interpreted with caution.  
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 and contains at least 30 students with valid scores.*

Norm Referenced Test (SAT-9 and CAT/6)												
% At or Above 50th Percentile												
Grade	Reading						Math					
	10			11			10			11		
	01	02	03	01	02	03	01	02	03	01	02	03
Year Ending												
Daily High	3	18	17	12	7	12	7	8	11	12	6	8
GUSD	37	40	64	38	44	57	55	60	74	53	58	62
California	34	34	49	37	37	47	45	46	52	46	47	47
Gender												
Male	7		5	14	8	13	7	9	9	13	7	11
Female	0	33		7	33	9	7	8		9	2	2
Language Fluency												
English Learners (EL)	7			1	3	7	7			4	1	2
Non EL	0	25	24	22	11	16	7	6	10	19	9	13
Socioeconomic Status												
SED			13	11	7	9	7		7	8	8	3
Non SED	7	25	21	12	8	14	7	6	15	13	4	12
Ethnicity												
Caucasian	0	6		12	4	11	0	6		11	4	9
Filipino												2
Hispanic	0	13		10	10	10	8	11		9	8	2

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

## California Standards Test

The California Standards Tests in the subject areas of Language Arts, Mathematics, Science, and Social Science assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the subject areas tested. The state target for every student is to score at the Advanced or Proficient level.

### How to Read CST Results

All school districts in the State of California are required to report their CST results in comparison to the state average. In this report, the percentage of Daily students achieving Advanced (A) and Proficient (P) levels is reported. Data are broken out by gender, language fluency, participation in special education, socioeconomic status, ethnicity, and participation in migrant education. District level and statewide scores may be found in Glendale Unified School District's Report Card.

California Standards Test (CST)*										
Combined % of Students Scoring at Advanced & Proficient Levels										
	English/Language Arts						Social Science			
	10			11			10		11	
	01	02	03	01	02	03	02	03	02	03
<b>Daily High</b>										
<b>All Students</b>	4	15	8	8	4	4	4	5	0	
Male	8	0	0	9	4	5	7	0	2	
Female	0	33		5	2	0	0	0	9	
English Learners	7			1	1	2	0	2	0	
Non English Learners	0	22	0	15	5	7	5	9	7	
SED	0	7		3	1	2	0	0	3	
Non SED	8	22	8	10	5	5	0	8	5	
Special Ed.						0				
Caucasian			0	3	5		0	1		
Hispanic			12	3	2			6		

SED - Socioeconomically Disadvantaged  
 \*Summative scores for Math and Science are unavailable from the State Department of Education. For scores from individual course tests, please visit the STAR website at <http://star.cde.ca.gov/star2003/>.  
 Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.  
 Data unavailable through the California Department of Education.

## California High School Exit Exam

The California High School Exit Exam (CAHSEE) is a State-mandated test to measure student abilities in math and language arts. Starting with the Class of 2006, every student must pass all three components of the CAHSEE in order to graduate from high school. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the three portions of the test during their sophomore, junior, and senior years. Once a student passes a portion of the test, he/she will not have to test again. Administration of the test initiated in the 2001-02 school year. Proficiency scores from the test are currently being used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this card.

## Work Force Preparation

It is the goal of Daily 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.

Speakers from the community, job shadowing and work experiences, use of technology, career-related research projects, and community service projects are made available for the students to heighten awareness of options for education, training, and employment beyond high school. The school holds an Armed Forces Day during which representatives from the U.S. Army, Navy, Air Force, and Marines speak to students and provide information on military careers. Daily students have the opportunity to take the ASVAB (Armed Services Vocational Aptitude Battery) on campus.

The Verdugo School-to-Career Advisory Committee is a consortium of business leaders and educators serving Glendale, La Canada, Burbank. Grants from this group fund work-related programs at local schools. The goal is to provide students with the skills employers are seeking in their workforce. Using surveys and evaluations, Glendale Unified School District monitors the success of the programs and reports to the Verdugo School-to-Career Advisory board of directors. Through this partnership, Daily was able to offer students Microsoft Office User Specialist certification.

Glendale Unified School District				
Enrollment, Concentration, and Completion of Career/Technical Courses				
Total Enrollment: 2,297 Students				
	Program Enrollment*	Number Completing Program	12th Graders Completing Program	Program Completers Earning Diploma
Male	1,260	273	43	40
Female	1,037	220	21	21
<b>Total Students</b>	<b>2,297</b>	<b>493</b>	<b>64</b>	<b>61</b>
SED	194	25	1	0
English Learners	81	50	43	43
<b>Completion Rate: 21.5%</b>		<b>Graduation Rate: 94.9%</b>		

\*Number students enrolled in second and succeeding courses of a program sequence.  
 Source: Report of Student Enrollment and Program Completion in Career Technical Education Programs Conducted by Unified and Union High School Districts, County Offices of Education, Adult Education and ROCP's.

## Teacher Assignment

The District recruits and employs the most qualified credentialed teachers. For the 2002-03 school year, Daily had 15 fully credentialed teachers. The numbers in the table below reflect the status of staff members in October, when CBEDS data is compiled. Because of fluctuations in student enrollment Daily staff may change over the course of the school year.

Teacher Credential Status	Teacher Credential Status		
	01	02	03
Fully Credentialed	11	14	15
Working Outside Subject	0	0	0
Emergency Credentials	2	1	0
Interns	2	1	2
Waivers	0	0	1
<b>Total Teachers</b>	<b>14</b>	<b>16</b>	<b>18</b>
Average Years Teaching	14.8	13.8	11.8
Average Years in District	12.4	11.3	9.5

*Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.*

## Teacher Evaluation

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, probationary, and non-credentialed teachers are evaluated annually. Permanent teachers are evaluated every other year. Provisions exist for qualified tenured teachers who meet specific criteria to be evaluated every third year. Evaluations are conducted by the principal and assistant principal. These administrators have been trained and certified for competency to perform teacher evaluations.

Evaluation criteria in the Glendale Unified School District Standards for Educators include:

- Engaging All Students In The Learning Process
- Understanding and Organizing Content Knowledge for Student Learning
- Assessing Student Learning To Determine Instruction
- Creating and Maintaining an Effective Environment for Student Learning
- Planning Instruction and Designing Effective Learning Experiences for All Students
- Developing as a Professional Educator
- Fulfilling Professional Responsibilities

## Substitute Teachers

The 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.

## Counseling & Other Support Services

It is the goal of Daily 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.

Daily Support Staff	Counseling & Support Services Staff		
	Number of Staff	Days Available Per Week	Full Time Equivalent
Child Development Teacher	1	5	1
Counselor	2	5	2
Teacher Specialist	1	5	1
Psychologist	1	1	0.1
Nurse	1	1	0.2
Resource Specialist	1	5	1
Special Day Class Teacher	1	5	1

The District offers a variety of programs, training, activities, and services to provide for students emotional, physical, and academic needs. In addition to counseling services provided by the district or through community-based organizations, the district participates in the state's Healthy Start, Healthy Families, and Healthy Kids programs. These programs, based at the district office and Toll Middle School, serve qualifying students and their families throughout the district, providing medical and nutrition services along with a variety of other assistance and referrals.

A recently developed program at Glendale Unified School District assists homeless families to enroll their children in school, to overcome obstacles that might keep their child from attending school, and to allow their child to stay in one school while the family is transitioning into a more stable environment. Another new program is a federally funded grant project to combat alcohol abuse in high school students. Four of the five district high schools will be participating in the three-year program.

## Staff Development

The 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. The district schedules three staff development days annually.

Daily 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 2002-03 school year, staff development continued to focus 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. Staff training also helped to support the introduction of ALEKS a computer-based math program. Another major area of focus was a thorough self-study in preparation for Daily's first WASC accreditation and Model School application, both of which were highly successful.

Daily 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 further supports teachers and paraprofessionals by participating in several district programs.

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

## School Facilities & Safety

Daily 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 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. 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; and 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 2003 and reviewed with school staff at the beginning of the 2003-04 school year. A copy of the plan is available to the public at both the school and the district office.

## School Enrollment & Attendance

Schoolwide enrollment at the beginning of the 2002-03 school year was 271 students, and continuously increased during the course of the year. Daily accepts 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 throughout the year. As students are evaluated to determine whether they have the potential to succeed at Daily, the number of students enrolled increases.

Regular attendance at Daily 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 is carefully monitored.

During the 2002-02 school year, the actual attendance rate for all grade levels for Daily was 79.73%.

*"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. Punctuality and attendance, hand in hand, are crucial to the quality of education students sustain.

The staff at Daily considers student attendance of paramount importance to quality education. The school offers engaging classes, works extensively with parents, and offers students who need it a fifth year opportunity to complete the credits needed to graduate.

	Dropouts		
	99-00	00-01	01-02
Dropouts (#)	26	11	19
Dropout Rate (%)	8.6	4.7	6.6

Daily 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 has expelled 13 students; expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions and Expulsions					
	Daily			GUSD		
	01	02	03	01	02	03
Suspensions (#)	93	109	137	3,647	3,425	5,489
Suspensions (%)	39.57	37.98	50.55	12.02	11.30	18.45
Expulsions (#)	6	5	3	47	40	46
Expulsions (%)	2.55	1.74	1.11	0.15	0.13	0.15

## 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 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. Class Size			1-20 Students			21-32 Students		
	01	02	03	01	02	03	01	02	03
English	12	13		14	22		0	3	
Math	14	19		8	3		1	0	
Science	14	19		10	8		0	3	
Social Science	15	20		13	9		1	4	

*Data unavailable at time of publication.*

## Instructional Time

All instructional time requirements at Daily either met or exceeded state requirements for the 2002-03 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 offered students the opportunity to take up to 41,640 minutes of instructional time, not including ROP (Regional Occupation Program) courses.

For the 2002-03 school year, Daily offered 180 days of instruction comprised of 168 regular days and 9 minimum days. Minimum days allow for enhanced staff development, planning, and articulation activities.

### Expenditures & Services Funded

For the 2001-02 school year (the most recent year for which state comparison data is available), the District spent an average of \$6,315 to educate each student (based on 2001-02 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*		
2001-02		
Statewide Average		
GUSD	All Unified School	
	Districts	All Districts
\$6,315	\$6,767	\$6,719

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

In addition to general fund state funding, the District receives state and federal categorical funding for special programs. For the 2001-02 school year, the district received approximately \$2,371 per student in federal and state aid for the following categorical, special education, and support programs:

- Title I
- 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
- 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

### 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		
2001-02		
	GUSD	State Average
Beginning Teachers	\$37,236	\$35,490
Mid-Range Teachers	\$57,164	\$56,244
Highest Teachers	\$73,765	\$69,568
Elementary Principals	\$95,958	\$93,094
Middle School Principals	\$99,731	\$93,094
High School Principals	\$103,973	\$93,094
Superintendent	\$177,526	\$160,607
Percentage of Total Budget		
Teacher Salaries	44.3%	42.7%
Administrative Salaries	5.5%	5.0%