



Allan F. Daily High School

Glendale Unified School District

220 North Kenwood St. • Glendale, CA 91206 • (818) 247-4805

Sherry Stockhamer, Principal
Carmen Labrecque, Assistant Principal
Serving grades Nine through Thirteen

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

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School Tenets

District Mission Statement:

Glendale Unified School District is committed to excellence in teaching and learning to prepare all students to become creative, productive, responsible, and contributing citizens.

Board of Education Priorities:

The improvement of student achievement and the maintenance of a safe learning environment are the two major priorities which the Board establishes each year. These priorities recognize that improvement of student achievement is a comprehensive K-12 effort, which encompasses all student groups and subject areas, and that the establishment of a safe orderly learning environment is critical to student success.

- Implement consistent high quality instructional practices in each classroom that are research-based and consistent with models of effective teaching and the California teaching standards.
- Use Board adopted budgetary principles to maintain the fiscal integrity of the District and preserve instructional programs.
- Implement Measure K effectively and efficiently.
- Streamline administrative processes and procedures within the school district to focus scarce resources on maintaining and improving instructional programs.



School Mission Statement

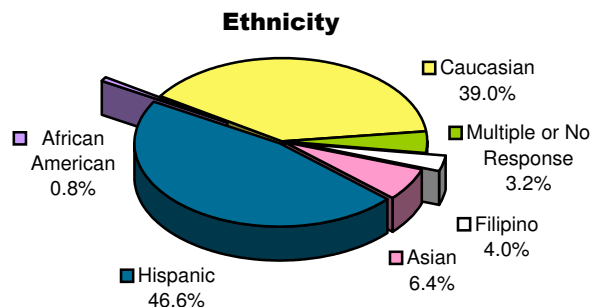
Allan F. Daily High School is a dynamic and personalized educational alternative that strives to prepare students for citizenship, employment, and higher education. While at Daily High School, students develop the knowledge, skills, values, and personal and intellectual habits of lifelong learners. Students will be prepared for meaningful participation in society as responsible citizens, and employable, productive workers.



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 eastern section of Glendale, Daily High School tailors its educational programs to meet the needs of an ever-changing population. During the 2005-06 school year, Daily High School served 350 tenth through thirteenth grade students on a traditional calendar schedule. The 2005-06 student population consisted of 37.3% 'Socioeconomically Disadvantaged,' 18.9% 'English Learners,' and 11.2% 'Students with Disabilities.' Additional demographics are illustrated at right.



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 goal of Daily High School's discipline program is to provide students with opportunities to learn self-discipline through guidelines that entail consistent 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, students participate in a two-week orientation class which includes a Skills for Managing Anger component.



Students are taught to recognize what triggers their anger and develop constructive, non-violent responses.

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, as some students may have been suspended on several occasions. Expulsions occur only when required by law or when all other alternatives have been exhausted.

Suspensions & Expulsions

	Daily			GUSD		
	03-04	04-05	05-06	03-04	04-05	05-06
Suspensions	92	84	58	4,901	4,858	3,355
Suspension Rate	35.66%	34.71%	23.29%	16.65%	16.86%	11.98%
Expulsions	12	8	5	65	56	39
Expulsion Rate	4.65%	3.31%	2.00%	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:

- Breakfast Book Club
- Students Talking About Race (STAR)
- Tobacco-use Prevention
- Basketball Team
- Jump Start (in conjunction with Glendale Community College)
- Associated Student Body (ASB)
- College-Prep Classes
- Yearbook Class

To build self-esteem and recognize student achievement, certificates, ribbons, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. Honors and programs include: Red Ribbon Week, Yellow Ribbon Week, Scholarships, Student-of-the-Year, Bilingual Competency Award, Community Service Award, Attendance Award, and Environmental Science Award.

Homework

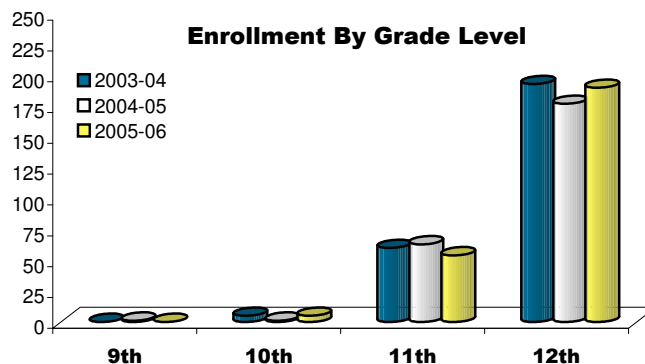
The staff believes that student assignments must be academically meaningful and promote student responsibility and self-discipline. Students are expected to complete all assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for their student to complete assignments and projects at home. At Daily High School, students are told, "you 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 work while increasing their mastery of a subject.

Minimum Days & Instructional Minutes

During the 2005-06 school year, Daily High School offered 180 days of instruction, comprised of 176 regular days and four minimum days. Minimum days are scheduled for staff development, curriculum planning, and the last day of instruction. Students were offered 42,144 minutes of annual instructional time during the 2005-06 school year, exceeding the state requirement of 33,300 minutes for continuation high schools.

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 Daily 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.

The school sets strict time limits for tardy admittance, including those with parental excuse. In an effort to reduce drop-out rates, Daily High School offers engaging classes, works extensively with parents, provides counseling referrals as needed, and offers students a fifth year to complete missing credits needed to graduate.

Graduation & Dropout Rates

	03-04	04-05	05-06
Graduates	66	54	*
Graduation Rate	75.9%	80.6%	*
Dropouts	24	19	*
Dropout Rate	9.3%	7.9%	*

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

* Data not available at time of publication.

Class Size

Daily High School maintained a schoolwide average class size of 16 students and a pupil-to-teacher ratio of 10:1 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

	Classrooms Containing:											
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	04	05	06	04	05	06	04	05	06	04	05	06
English	16	14	15	16	22	21	0	0	1	0	0	0
Math	13	18	17	8	8	9	0	0	0	0	0	0
Science	14	16	17	10	9	10	0	0	0	0	0	0
Social Science	14	13	16	21	20	15	1	0	0	0	0	0

School Leadership

Leadership at Daily 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 Sherry Stockhamer for the past three years.



Ms. Stockhamer has 33 years of experience as an educator, during which time she previously served as an Assistant Principal, Counselor, and classroom teacher.

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), School Site Council, and English Learner Advisory Committee (ELAC).

College Preparation

Daily 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.

Students at Daily 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.

College Prep Courses 2005-06

UC/CSU Course Measure	Percentage
Student Enrollment in Courses Required for UC/CSU Admission	4.6%
Graduates who Completed all Courses Required for UC/CSU Admission	0.0%

School Facilities & Safety

Daily High School, originally constructed in 1972 and rebuilt in 2001, is currently situated on 0.5 acres and comprised of 14 classrooms, one computer lab, administrative offices, and food services. The school recently added new display cases in the buildings, and Earth Science classes planted new landscaping all around the campus. The school also opened The Daily Grind Restaurant, a student-run cafe on the third floor of the Board of Education building that sells coffee and fresh baked goods. 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, Daily High School had not yet received a Williams Facility Inspection due to the unique nature of its program. 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 Daily High School. Administrators, teachers, a security agent, and a resource officer 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

Daily 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 Daily 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. The district's governing board did not approve any deferred maintenance projects for Daily High School to be completed in 2006-07.

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 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.



Physical Fitness

In the spring of each year, Daily 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, Daily High School did not have any ninth grade students enrolled.**

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.

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 Preparation workshops are available to all students after school and on Saturdays. All workshops are free or available for a nominal fee.

SAT Test Results

	03-04	04-05	05-06	03-04	04-05	05-06
	% of Seniors Tested			Average Writing		
Daily	0.5%	1.1%	1.6%	n/a	n/a	510
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		
Daily	n/a	n/a	503	n/a	n/a	493
GUSD	494	505	511	548	557	563
California	496	499	495	519	521	516

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. For students who began the 2005-06 school year in the 12th grade, the table below displays the percent of students who successfully passed the CAHSEE.

California High School Exit Exam

	English/Language Arts	Mathematics
All Students		
DHS	92.8%	88.3%
GUSD	97.1%	96.9%
Socioeconomically Disadvantaged		
DHS	90.4%	84.9%
GUSD	95.7%	95.2%
English Learners		
DHS	88.9%	88.9%
GUSD	87.8%	90.4%
Special Education		
DHS	91.0%	91.0%
GUSD	97.8%	98.8%
Asian		
DHS	100.0%	100.0%
GUSD	95.7%	97.7%
Caucasian		
DHS	91.4%	88.6%
GUSD	97.8%	98.1%
Filipino		
DHS	100.0%	100.0%
GUSD	97.6%	95.9%
Hispanic		
DHS	92.2%	85.9%
GUSD	95.7%	93.0%



Due to the state's collection schedule for high school completion data, state-level data for this reporting element will not be available for report cards published in the 2006-07 school year.

California Standards Test (CST)

Combined % of Students Scoring at Advanced & Proficient Levels

	English/Language Arts						Social Science					
	10th			11th			10th			11th		
	04	05	06	04	05	06	04	05	06	04	05	06
All Students												
Daily	4	6	12	5	6	4	4	6	13	6	4	3
GUSD	51	50	54	44	48	47	39	42	45	45	49	44
California	35	36	37	32	36	36	27	31	30	32	37	35
Females												
Daily	*	*	*	8	3	2	*	*	*	5	3	0
GUSD	56	55	57	48	52	48	36	38	40	43	50	41
California	40	41	42	35	39	39	25	28	27	31	36	34
Males												
Daily	6	8	13	3	8	5	5	8	20	7	4	5
GUSD	46	47	51	40	45	45	43	45	50	47	47	48
California	31	32	33	29	33	33	31	34	33	34	37	37
Socioeconomically Disadvantaged												
Daily	8	*	*	5	7	4	0	*	*	6	5	2
GUSD	34	34	26	29	31	23	24	25	20	30	35	23
California	18	20	21	17	21	21	15	18	17	19	23	21
English Learners												
Daily	*	*	*	0	3	0	*	*	*	0	0	4
GUSD	11	16	17	12	10	13	14	16	14	16	17	18
California	4	3	4	3	4	4	5	6	5	6	7	7
Special Education												
Daily	*	*	*	0	*	0	*	*	*	9	*	8
GUSD	7	9	13	9	7	10	9	11	14	16	16	13
California	5	5	6	5	5	6	6	7	8	8	8	8
Caucasian												
Daily	9	*	*	2	6	2	8	*	*	4	4	2
GUSD	51	52	54	43	47	46	38	43	43	42	47	43
California	53	53	54	46	50	50	40	44	45	44	48	48
Hispanic												
Daily	0	*	0	6	5	6	0	*	0	4	2	6
GUSD	35	32	35	28	35	31	25	26	30	31	36	29
California	19	20	21	17	21	21	15	17	17	19	23	21

For results on course-specific Math tests, please visit <http://star.cde.ca.gov>.

* Due to the moderate number of students tested, scores will not be disclosed.



Parent & Community Involvement

Parents and the community are very supportive of the educational programs at Daily High School. Numerous programs and activities are enriched by the generous contributions made by the following individuals and/or organizations: Oprah Winfrey, Glendale Community Foundation, American Association of University Women, Assistance League of Glendale, Burger King, Scholars Award, Gail Rosental Scholar Award, Glendale Council PTA, Glendale Latino Association, Glendale Scholarship Endowment, Glendale Area Schools Federal Credit Union, Glendale Schools Management Association, Glendale Sunrise Rotary Club, Kiwanis Club of Glendale, National Charity League of Glendale, Oakmont League of Glendale, Ruth G. Jensen Memorial Arts, Southern California Gas Company, and West Glendale Gateway Kiwanis.

Parents are encouraged to subscribe to ConnectEd, which enables administrators to schedule, send, and track personalized voice messages and announcements to students, parents, and staff. The school also offers a Parent Education Program and on-site daycare for infants and children belonging to students.

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.

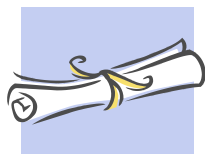
Statewide API Rank: The statewide API rank ranges from 1 to 10. A statewide rank of '1' means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of '10' means that the school has an API score in the highest 10 percent of all schools in the state.

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.

Alternative Schools Accountability Model

The Alternative Schools Accountability Model (ASAM) was developed to provide an alternative accountability system. The ASAM will provide accountability based on a system of multiple indicators of growth for alternative schools. Schools that have registered for the ASAM, select indicators of growth and collect data on those indicators throughout the school year. Daily High School's baseline indicators include: Indicator Six (Attendance), Indicator 13B (Credit Completion), and Indicator 14 (High School Graduation). Results for the most recent two-year period are displayed below.

Alternative Schools Accountability Model			
High School Graduation	Performance Standards	2004-2005	2005-2006
	Commendable Standard: Rate of 96% or Above	Sufficient - 90.7%	Sufficient - 93.1%
	Sufficient Standard: 73% - 95%		
	Growth Plan: 50% - 72%		
Immediate Action: 0% - 49%			
Credit Completion	Commendable Standard: 9.5+ Credits per Month	Sufficient - DHS reported 7 Credits per Month	Sufficient - DHS reported 6.8 Credits per Month
	Sufficient Standard: 5.5 - 9.4 Credits per Month		
	Growth Plan: 4.0 - 5.4 Credits per Month		
	Immediate Action: Less than 4 Credits per Month		
Attendance	Commendable Standard: 95% - 100%	Sufficient - 90.8%	Sufficient - 90.1%
	Sufficient Standard: 84% - 94%		
	Growth Plan: 65% - 83%		
	Immediate Action: 0% - 65%		



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

Adequate Yearly Progress 2006				
Met AYP Criteria	Daily High School		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	

API Growth

	2003-04	2004-05	2005-06	2006 API Growth Score
Statewide API Rank	n/a	n/a	n/a	
Similar Schools API Rank	n/a	n/a	n/a	
All Students				
Actual API Growth	73	93	12	547
Socioeconomically Disadvantaged				
Actual API Growth	46	n/a	n/a	n/a
Hispanic				
Actual API Growth	37	n/a	n/a	n/a

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.

Alternative Schooling

In addition to the specialized programs offered at Daily High School, the school oversees Verdugo Academy, Jewel City, and AdvancePath.

Verdugo Academy: A Home Independent Study program for families who are interested in home schooling their children in grades K-8, and Independent Study program for students in grades 9-12.

Jewel City Community Day School: A rehabilitation educational placement for students in grades 7-10 with behavioral issues. The four cornerstones are academics, personal counseling, community service, and parent education.

AdvancePath: The AdvancePath Academy is a new, innovative school (opening in 2006-07) which operates a high-tech learning center to recover, educate, and graduate disengaged, at-risk, and out-of-school youths.

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. 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.

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)

PI Status	Daily	GUSD
	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 & Other Support Services

In addition to academics, the staff at Daily 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 following chart displays a list of support services that are offered to students at the school.

Counseling & Support Services Staff

	Number of Staff	Full-Time Equivalent
Counselors *	2	2.0
Child Development Teacher	1	1.0
Psychologist	1	**
Nurse	1	0.2
Teacher Specialist	1	1.0
Resource Specialist Program (RSP) Teacher	1	1.0
Special Day Class (SDC) Teacher	1	1.0
Education Assistants	4	4.0

* Counselor-to-Pupil Ratio = 1:125

** Services provided on an "as-needed" basis.

Students with special needs are provided support through the district's Special Education Program and an on-site Special Day Class (SDC) teacher. 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 Daily High School are appropriately credentialed and able to instruct students acquiring English as a second language. English Learner (EL) students are scheduled into reading classes, which use a developmental approach, and scientifically based metacognitive reading comprehension strategies. EL and Literacy Center students are eligible to attend summer school classes as needed. The school also offers an English Language Development (ELD) class for lower-level EL students.

The school uses research-based software programs, such as Read 180, to provide targeted assistance to students falling below grade level standards. Extended day classes and tutoring programs are available throughout the school year, staffed by volunteers and GATE students. Tutoring programs are also available to prepare students for the California High School Exit Exam.

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.

Work Force Preparation

Daily 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. Curricular and instructional strategies that foster critical thinking, problem solving, leadership, and academic skills are consistently taught to the students to ensure work-readiness.

Daily High School offers a variety of career-path related classes in the following career clusters: Business, Industrial Technology, Child Development, Cosmetology Academy, Construction Academy, Communication, Computer Assisted Drafting/Bistro, Mechanical Drawing, 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.

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.

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. Students are exposed to a broad array of career opportunities and paths based on individual interests, goals, strengths, and abilities. For more information about Career/Technical Education and/or ROP, please contact Mike Seaton at (818) 241-3111. Career Preparation courses offered to Daily High School students are listed in the chart below.

Career Preparation Courses

Daily High School		
Course	How do these classes support student achievement:	Course Evaluation
Computer Applications	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.
Child Care		
E-Marketing		
Foods		
Work Experience *		

* Course 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: **

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

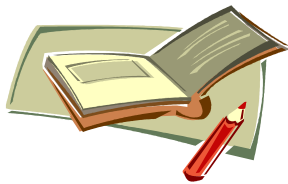
% of CTE courses that are sequenced or articulated between DHS and institutions of post-secondary education: **

** Data not provided. Please contact school office for more information.

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 Daily High School during the current school year (2006-07).



Regularly utilized software includes, but is not limited to, Read 180, ALEKS, and Microsoft Office Suite.

Computer Resources

	03-04	04-05	05-06
Computers	84	84	99
Students per computer	3.1	2.9	2.5
Classrooms connected to Internet	14	14	14

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 Daily 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		
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: DHS 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) 247-4805.

While the school does not have its own library, students have regular access to Glendale's Public Library, in addition to mini-libraries within each classroom. The school received a grant from Oprah Winfrey in 2006 to purchase additional books in support of the Breakfast Book Club.

Computer skills and concepts prepare students for technological growth and opportunities. Each classroom at Daily High School contains a minimum of three computers. Students also have access to a computer lab on campus, containing 25 Internet-accessible workstations. Students receive computer-assisted instruction on a regular schedule.

Curriculum Improvement

Daily 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.

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 assistant 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
- 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 Daily High School included:

- WASC Accreditation
- Thinking Maps
- "Write for Insight"
- "Focus on Results"

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 (BTSA) facilitator. The Paraprofessional Teacher Training Program (PTTP) is also available, offering assistance to educational assistants interested in pursuing a teaching career.

Teacher Assignment

Glendale Unified School District recruits and employs only the most qualified credentialed teachers. During the 2005-06 school year, Daily High School staffed 20 fully certificated teachers who met all credential requirements in accordance with the State of California guidelines.

Teacher Credential Status

	Daily			GUSD
	03-04	04-05	05-06	05-06
With Full Credential	18	20	20	1,262
Without Full Credential	1	0	0	58
Teaching Outside Subject Area of Competence	n/a	n/a	1	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	3	1	2
Teacher Misassignments (Other)	0	0	0
Total Misassignments	3	1	2
Teacher Vacancies	0	0	0

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				
	Daily	GUSD		
		All Schools	High-Poverty Schools	Low-Poverty Schools
% of Classes Taught by NCLB Compliant Teachers	83.3%	89.0%	86.0%	89.0%
% of Classes Taught by Non-NCLB Compliant Teachers	16.7%	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 & 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 (Elementary)	\$101,615	\$87,162
Average Principal Salary (Middle)	\$102,426	\$96,389
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 below illustrates the average teacher salary at Daily High School and compares it to the average teacher salaries at the district and state levels.

Average Teacher Salaries		
School & District	Daily	\$60,378
	GUSD	\$58,888
	Percentage of Variation: 2.5%	
School & State	Daily	\$60,378
	All Unified School Districts	\$57,560
	Percentage of Variation: 4.9%	

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 Daily High School's per-pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

Expenditures per Pupil		
Daily	Total	\$9,506
	Restricted (Supplemental) Sources	\$7,316
	Unrestricted (Basic) Sources	\$2,190
GUSD	Unrestricted Sources	\$4,839
	Percentage of Variation (School/District): >100%	
California	Unrestricted Sources	\$4,743
	Percentage of Variation (School/State): >100%	

In addition to general state funding, Daily 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)



Contact Information

Parents who wish to participate in Daily High School's leadership teams, school committees, school activities, or become volunteers may contact the school office at (818) 247-4805. The district's website (www.gusd.net) also provides resources and information for parents, students, and community members.