



ALLAN F. DAILY HIGH SCHOOL

220 N. Kenwood, Glendale, CA 1206-4209 • (818) 247-4805 • Ninth through Twelfth Grade
Sherry Stockhamer, Principal • Carmen Le Brecque, Assistant Principal
www.glendale.k12.ca.us

2003-2004 School Accountability Report Card

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 eight 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 for families moving to the valley. Community pride and involvement are strong forces responding to educational issues, nonprofit 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 29,433 students in its 20 elementary schools, four middle schools, five high schools, and two specialized schools. Year-round and traditional calendar systems, complemented by a variety of creative programs, provide Glendale parents and students many choices for individual needs and achievements.

The Daily High School campus is located in the eastern section of the city of Glendale, serving 258 ninth through twelfth grade students on a traditional calendar system. 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 High School 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 High School as a California Model School. This designation will remain for tenure of five years.

Tenets

District Mission:

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:

Student Enrollment by Ethnic Group	
2003-04	
	Percentage
African American	1.2
American Indian	0.4
Asian	5.0
Caucasian	46.9
Filipino	2.7
Hispanic	41.9
Pacific Islander	0.8
Other	1.2

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.

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.

Suspensions & Expulsions						
	Daily High			GUSD		
	2001	2002	2003	2001	2002	2003
Suspension (#)	109	137	92	3425	5489	4903
Suspension (%)	38.79%	50.55%	35.66%	11.59%	18.45%	16.66%
Expulsion (#)	5	3	12	40	46	65
Expulsion (%)	1.78%	1.11%	4.65%	0.14%	0.15%	0.22%

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, 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.

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.

Academic Support

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 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.

School Enrollment & Attendance

Schoolwide enrollment at the beginning of the 2003-2004 school year was 258 students. Students from the comprehensive high schools may apply for transfer to Daily High School throughout the year, increasing the enrollment numbers. Students are evaluated to determine whether they have the potential to succeed at Daily High School.

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. Since truancy is such a profound issue at most California continuation high schools and average attendance at these schools is 55%. During the 2003-04 school year, the actual attendance rate for all grade levels for Daily High School was 85.65%. “Punctuality is the key to success and the mark of excellence.”

Dropout & Graduation Rates

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 High School 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.

Graduation & Dropout Rates			
	01-02	02-03	03-04
Graduates (#)	68	52	
Graduation Rate (%)	73.8%	80.0%	95.0%
Dropouts (#)	19	16	0
Dropout Rate (%)	6.62%	5.90%	0.00%

Class Size

Daily High School maintained a schoolwide average class size of 15 students and a pupil-to-teacher ratio of 14:1 for the 2003-2004 school year. The pupil-to-teacher ratio varies by grade level and subject area.

Teaching Load Distribution												
	Classrooms containing:											
	Average Class Size			1-22 Students			22-32 Students			33+ Students		
	02	03	04	02	03	04	02	03	04	02	03	04
English	12	15	15	22	16	16	3	1	0	0	0	0
Math	19	14	13	3	4	8	0	2	0	0	0	0
Science	18	16	14	8	10	10	3	0	0	0	0	0
Social Science	20	13	14	9	19	21	4	0	1	0	0	0

School Facilities

Daily High School was originally built in 1972, and currently sits on half an acre and covers 19,354 square feet. At the time of publication in April 2005 100% of the restrooms were fully functional.

Daily High School provides a safe and 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 well maintained.

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, a full-time Resource Officer, the principal and the assistant principal monitor campus activity and ensure student safety.

While data presented in this report is reflective of the 2003-04 school year, beginning in January of 2005, California schools must report the most recent occurrence of any of the eight emergency facility needs as specified in Education Code Section 17592.72(c)(1). This includes: 1) Gas Leaks; 2) Non-functioning heating, ventilation, fire sprinklers, or air-conditioning systems; 3) Electrical Power Failure; 4) Major sewer line stoppage; 5) Major pest or vermin infestation; 6) Broken windows or exterior doors/gates that will not lock or pose a security threat; 7) Abatement of hazardous materials previously undiscovered that pose an immediate threat to pupil or staff; and 8) Structural damage creating a hazardous or uninhabitable condition. As of April of 2005 none of the above emergencies occurred at Daily High School.

Cleaning Process

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

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.

Instructional Time (includes Minimum days)

All instructional time requirements at Daily High School exceeded state requirements for the 2003-2004 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.

Instructional Materials

All textbooks and instructional materials used within the Glendale Unified School District are aligned with the California Academic Content Standards and Frameworks and have been selected from the state's most recent list of standards-based materials. The district follows the State Board of Education's eight-year adoption cycle for core content materials. The district held a Public Hearing on January 11, 2005, and determined that each school within the district has sufficient and good quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including English language learner students, are provided their own individual textbooks in core subjects for use in the classroom and to take home to complete required homework assignments.

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. District and school representatives conduct a formal review of each school's program by looking at how well students perform 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.

Vocational Education

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. 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.

Local Measures

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.

CAT/6 Test

The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math. CAT/6 scores are available at the end of this report.

California Standards Test

California Standards Tests 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 content standards tested and include Advanced (exceeding standards), Proficient (meeting standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards) levels. The state target for every student is to score at the Advanced or Proficient level. In this report card, the percentage of students achieving Advanced and Proficient levels is reported. CST results are available at the end of this report.

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. API results are available at the end of this report.

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.

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 2002-03 school year, elementary and middle schools must achieve a 13.6% at-or-above proficiency rate in English Language Arts and 16.0% for Mathematics on CST, a participation rate of 95% or greater on CST, and an API of 560 or one point of API growth. Over the next several years, these standards of achievement increase until 2014 when all students will be required to meet or exceed state standards. API results are available at the end of this report.

Physical Fitness

In the spring of each year, Daily High School is required by the state to administer a physical fitness test to all students in ninth grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students are provided several options to perform tasks in each area. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ). Scores are not disclosed when fewer than ten students are tested in a grade level or subgroup.

Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. For the 2003-04 school year, Daily High School had 18 fully credentialed teachers.

Teacher Credential Status			
	02	03	04
Fully Credentialed	14	15	18
Emergency Credentials	1	0	1
Interns	1	2	0
Waivers	0	1	0
Total Teachers	16	18	19
Average Years Teaching	13.8	11.8	13.8
Average Years in District	11.3	9.5	11.0
Working Outside Subject	n/a	n/a	0
Vacant Teacher Positions	-	-	0
Misassignments of Teachers	-	-	0

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 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. 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.

Counseling & Support Staff

It is the goal of Daily High School to assist students in their social, personal, and academic development. The district makes available professional guidance and counseling personnel to work with students who experience achievement problems, classroom behavior concerns, difficulty coping with personal and family problems, trouble with decision-making and peer pressure. The principal coordinates counseling and support services. The counselor to pupil ratio at Daily High School is 1:129.

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.

"Project Success" a program run at Daily High School, makes available a Counselor whose area of competency is in the area of helping students overcome addictive disorders, such as alcohol or drug addiction.

Counseling & Support Services Staff		
Title	Number of Staff	Full Time Equivalent
Child Development Teacher	1	1
Counselor	2	2
Nurse	1	0.2
Psychologist	1	As Needed
Resource Specialist	1	1
Special Day Class Teacher	1	1
Teacher Specialist	1	1

School Leadership

Leadership at Daily High School 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.

Parent Involvement

Parents of all students that are accepted to attend Daily are required to attend a 3-hour orientation meeting. The 3-hour meeting is used to give parents information about our school. Course requirements, standards, graduation requirements, Title I requirements, as well as attendance and behavior standards. Parents also read and sign the School-Parent compact, which was developed by the School Site Council. The School Site Council meets four times a year to develop, review, and approve the site plan and categorical budgets, as well as to revise the School-Parent Compact. Parents are notified immediately by Phone Master if a student has missed school. Parents are also contacted by teachers and administrators to communicate to them about student progress, problems, or achievements.

Contact Information

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

Salary & Budget Comparison

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 data available for comparison was for the 2002-03 school year. For comparison purposes, the State Department of Education has provided average salary data from unified school districts having greater than 20,000 average daily attendance throughout the state.

Average Salary Information		
Teachers - Principal - Superintendent		
2002-03		
	GUSD	State Average
Beginning Teachers	\$37,236	\$36,856
Mid-Range Teachers	\$57,164	\$58,263
Highest Teachers	\$73,765	\$72,665
Average Salary	\$54,935	\$55,740
Elementary Principals	\$93,336	\$100,189
Middle School Principals	\$99,311	\$100,189
High School Principals	\$103,733	\$100,189
Shared Principal / Superintendent		
Superintendent	\$186,402	\$177,295
Salaries as a Percentage of Total Budget		
Teacher Salaries	44.56%	41.55%
Administrative Salaries	5.55%	5.12%

Federal Awards & Interventions

As a school receiving Title I federal funding, Daily High School is affected by the accountability program established by No Child Left Behind. Title I schools that do not achieve Adequate Yearly Progress for two consecutive years may be identified for federal Program Improvement. Daily High School has met all AYP criteria; therefore, it has not been identified for Program Improvement. More information about Title I and NCLB requirements can be found on the following Internet websites: <http://www.cde.ca.gov/nclb/> and <http://www.nclb.gov>.

Federal Awards & Intervention Programs			
	2002	2003	2004
Recognition for Achievement (Title I)	NO	NO	NO
Identified for Program Improvement	NO	NO	NO
Exited Title I Program Improvement	n/a	n/a	n/a
Number of Years in Program Improvement	n/a	n/a	n/a
Schools in the District Identified for Program Improvement			
Number of Schools	1	0	0
Percent of Schools	3%	0%	0%

NCLB-Compliant Teachers

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. At the start of the 2003-04 school year, 21.9% of core academic classes at Daily High School were taught by NCLB-compliant teachers. Glendale Unified School District had 53.2% of core academic classes at all schools taught by NCLB-compliant teachers. In the high poverty schools, 49.5% of core classes were taught by NCLB-compliant teachers and 51.6% of core classes were taught by NCLB-compliant teachers in low poverty schools throughout the district.

As more teachers completed the process to show subject area competence, these numbers increased districtwide. At the start of the 2004-05 school year, 85.7% of core academic classes at Daily High School were taught by NCLB-compliant teachers. Glendale Unified School District had 89.1% of core academic classes at all schools taught by NCLB-compliant teachers.

Teacher Education Levels		
2003-04		
	Daily High	GUSD
Doctorate	0.0%	1.1%
Master's Degree +30*	57.9%	49.8%
Master's Degree	0.0%	0.3%
Bachelor's Degree +30*	31.6%	41.5%
Bachelor's Degree	10.5%	10.3%
Less Than Bachelor's	0.0%	0.2%
None Reported	0.0%	0.0%

*Indicates additional hours above and beyond degree.

Individualized Instruction

Glendale Unified School District's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. The district's goal is to ensure that all students are provided the support they need in order to experience success in their academic career. The district structures its educational program so that all students receive instruction appropriate to their learning level. Through teacher training, monitoring of student achievement, and modification of instruction, Daily High School is able to offer programs to meet the individual needs of its students.

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. Balboa meets specific criteria for federal Title I schoolwide eligibility. 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.

English Language Learners

Using the CST English Language Arts tests scores, and teachers' own classroom observations, we decided that virtually all of our students needed literacy support. Last year, at our request, the Los Angeles County Office of Education's (LACOE) English/Language Arts Division provided us guidance and training. As a result, we selected two specific literacy strategies, Cornell Notes and SQ3R (Survey, Question, Read, Recite, Review), to implement in all classrooms in hopes of improving student skills. Our teachers have also been trained in the use of Thinking Maps, a method of graphic and semantic organizers.

The overwhelming majority of our English Language Learner (ELL) population is still classified LEP because of literacy issues and low scores on standardized tests. Second language acquisition is not the problem of the majority of our ELL students. These students are scheduled into reading classes, which use a developmental approach, recommended by the Los Angeles County Office of Education, and scientifically based metacognitive reading comprehension strategies. ELL and Literacy Center students are eligible to attend our summer school classes.

Special Education

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. A part-time Psychologist provides services as needed and guides the testing and placement process according to the needs of the student. 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.

Students on IEPs are given the opportunity to access the standards-based curriculum by providing them with a small environment where teachers can individualize the instruction. Teachers are cognizant of the students' disabilities and present opportunities for student to learn in a variety of ways--hands-on, oral assessments, etc. All materials used in the classroom are adapted to the students' reading and ability level. Our IEP students are also enrolled in regular elective classes. If eligible to attend summer school, our special education students do so at their home schools.

CAHSEE

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.

Professional 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 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 2003-04 school year, staff development focused on "The Socratic Method: Teaching by Asking Instead of by Telling," by Rick Garlikov, and 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. In addition, Daily continues a Western Association of Schools and Colleges (WASC) comprehensive self-study plan that will continue to enhance educational quality.

Daily High School's staff participates in district and school in-services 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 several district programs.

The Peer Assistance and Review (PAR) program utilizes Consulting Teachers to help veteran teachers 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 assistance to educational assistants interested in pursuing a teaching career. This program sponsors enrollment in required university courses and provides peer support and training to prepare participants to enter an intern program.

Safe School Plan

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 approved by the Board at a Public Meeting on November 18, 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.

Expenditures & Services Funded

For the 2003-04 school year (the most recent year for which state comparison data is available), the District spent an average of \$6,639 to educate each student (based on 2003-04 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.

In addition to general fund state funding, the District receives state and federal categorical funding for special programs. For the 2003-04 school year, the district received approximately \$2,166 per student in federal and state aid for the following categorical, special education, and support programs:

- Title I
- Special Education
- Drug/Alcohol/Tobacco Education
- Vocational & Applied Technology
- Gifted & Talented Pupils
- Home-to-School Transportation
- School Improvement Program
- Economic Impact Aid
- Instructional Materials
- Tenth Grade Counseling
- Educational Technology Assistance Grants
- Year-Round School Incentive
- Class Size Reduction
- Peer Assistance and Review

Current Expense of Education Per Student*		
2003-04		
	Statewide Average	
Glendale Unified	All Unified School Districts	All Districts
\$6,639	\$6,987	\$6,919
Note: The California Department of Education does not release audited financial results until the spring of the following fiscal year. In order to provide valid, comparative data, all districts throughout the State use only audited J-200 financial information to comply with SARC reporting requirements.		
*Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.		

CAT/6 Norm Referenced Test

2004-05

% At or Above 50th Percentile

Subject Area	Reading									Math								
	9 03	9 04	9 05	10 03	10 04	10 05	11 03	11 04	11 05	9 03	9 04	8 05	10 03	10 04	10 05	11 03	11 04	11 05
All Students																		
Daily High	*			17	7		12	6		*			11	25		8	27	
GUSD	63	62		64	65		57	62		67	70		74	75		62	69	
California	50	48		49	49		47	47		46	46		51	52		46	46	
Subgroups																		
Gender																		
Females	*			*	*		9	10		*			*	*		2	24	
Males				5	11		13	4					9	32		11	29	
Socioeconomic Status																		
Non SED	*			21	8		14	4		*			15	45		12	34	
SED^				13	6		9	8					7	13		3	21	
Language Fluency																		
English Learners	*			*	*		7	3		*			*	*		2	16	
Non English Learners				24	10		16	7					10	30		13	31	
Special Programs																		
ESEA Title 1 Targeted																		
Indian Education																		
Migrant Education																		
Special Education				*	*		9	0					*	*		*	18	
Title 1	*			18	7		12	6		*			11	25		8	27	
Ethnicity																		
African American							*	*								*	*	
American Indian																		
Asian				*			*	*					*			*	*	
Caucasian				6	15		11	0					6	33		9	34	
Filipino				*			*	*					*			*	*	
Hispanic or Latino	*			*	0		10	10		*			*	14		2	10	
Pacific Islander							*	*								*	*	

† R-FEP - Redesignated – Fluent English Proficient

^SED - Socioeconomically Disadvantaged

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test (CST)

2002, 2003, 2004

Combined % of Students Scoring at Proficient and Advanced Levels

Daily High

Subject Year	Language Arts			Summative H.S. Math			Social Science			World History			U.S. History		
	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04

Ninth Grade

All Students	**	*													
Females	**	*													
English Learners		*													
SED^															
Non SED		*													
Title 1		*													
Hispanic or Latino	**	*													

Tenth Grade

All Students	15	8	4							4	0	4			
Females	33	*	*							0	*	*			
Males	0	0	6							7	0	5			
English Learners		*	*								*	*			
Non English Learners	22	11	6							7	0	5			
R-FEP†	**	*	0							**	*	0			
SED^		7	8							**	0	0			
Non SED	22	8	0								0	0			
Title 1		8	4								0	4			
Special Education		*	*								*	*			
African American	**									**					
Asian		*									*				
Caucasian	**	0	9							**	0	8			
Filipino		*									*				
Hispanic or Latino	12	*	0							6	*	0			

Eleventh Grade

All Students	3	4	5										4	5	6
Females	2	0	8										9	0	5
Males	4	5	3										2	8	7
English Learners	1	2	0											2	0
Non English Learners	5	5	6										10	8	8
R-FEP†	0	4	6										5	8	5
SED^	1	2	5										3	2	6
Non SED	5	5	4											8	6
Title 1		4	5											5	6
Special Education		0	0											0	9
African American	**	*	*										**	*	*
Asian	**	*	*										**	*	*
Caucasian	3	5	2										1	6	4
Filipino	**	*	*										**	*	*
Hispanic or Latino	3	2	6										6	2	4
Pacific Islander	**	*	*										**	*	*

† R-FEP - Redesignated – Fluent English Proficient

^SED - Socioeconomically Disadvantaged

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

No students tested at grade level.

**2002 data for Migrant Education, Title I, R-FEP, and ethnic subgroups unavailable from the California Department of Education.

API School Results

Base		Growth					
All Students	2001	2002	2003		2002	2003	2004
Percent Tested			91	Percent Tested		91	100
API Score	426	398		API Growth Score		458	471
Growth Target	19	B		Actual Growth		32	73
Statewide Rank	1	B		Eligible for Awards			
Similar Schools Rank	N/A	B		Eligible for II/USP		B	B
Subgroups							
Socioeconomically Disadvantaged							
Base API Score	421	393		API Growth Score		460	439
Growth Target	15			Actual Growth		39	46
African American							
Base API Score				API Growth Score			
Growth Target				Actual Growth			
American Indian							
Base API Score				API Growth Score			
Growth Target				Actual Growth			
Asian							
Base API Score				API Growth Score			
Growth Target				Actual Growth			
Caucasian							
Base API Score	393			API Growth Score			502
Growth Target	15			Actual Growth			
Filipino							
Base API Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic							
Base API Score	443	388		API Growth Score			425
Growth Target	15			Actual Growth			37
Pacific Islander							
Base API Score				API Growth Score			
Growth Target				Actual Growth			
*Schools and subgroups with scores 800 and above have met the statewide target and are expected to maintain that level of achievement.							
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.							

Adequate Yearly Progress

	California High School Exit Examination (CAHSEE)															
	English/Language Arts															
	<u>Daily High</u>								<u>GUSD</u>							
Year Ending Target	Participation Rate				% Proficient & Advanced				Participation Rate			% Proficient & Advanced				
	03		04		03		04		03		04		03		04	
	95%		95%		11.2%		11.2%		95%		95%		11.2%		11.2%	
	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%

Subgroups

All Students	No	21	*	100	Yes*	*	Yes*	*	Yes	99	Yes	99	Yes	49.5	Yes	51.1
English Learners	*	11	*	100	*	*	*	*	Yes	98	Yes	99	Yes	38.2	Yes	33.5
SED^	*	10	*	100	*	*	*	*	Yes	98	Yes	99	Yes	33.0	Yes	34.4
Migrant Education			*	100			*	*			Yes	99			Yes	72.3
Special Education	*	50	*	100	*	*	*	*	Yes	98	Yes	99	Yes	23.6	Yes	21.0
African American	*	*	*	*	*	*	*	*	Yes	99	Yes	99	Yes	47.4	Yes	39.8
American Indian	*	*	*	*	*	*	*	*	*	97	*	100	*	34.6	*	31.2
Asian	*	0	*	100	*	*	*	*	Yes	99	Yes	99	Yes	69.2	Yes	72.3
Filipino	*	0	*	*	*	*	*	*	Yes	99	Yes	99	Yes	61.0	Yes	60.8
Caucasian	*	29	*	100	*	*	*	*	Yes	99	Yes	99	Yes	51.0	Yes	53.1
Hispanic or Latino	*	17	*	94	*	*	*	*	Yes	99	Yes	99	Yes	31.2	Yes	31.7
Pacific Islander	*	*	*	*	*	*	*	*	*	94	*	100	*	53.3	*	64.0

Math

	<u>Daily High</u>								<u>GUSD</u>							
Year Ending Target	Participation Rate				% Proficient & Advanced				Participation Rate			% Proficient & Advanced				
	03		04		03		04		03		04		03		04	
	95%		95%		9.6%		9.6%		95%		95%		9.6%		9.6%	
	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%

Subgroups

All Students	No	27	*	89	Yes*	*	Yes*	*	Yes	99	Yes	99	Yes	59.5	Yes	60.1
English Learners	*	17	*	89	*	*	*	*	Yes	99	Yes	99	Yes	52.5	Yes	49.1
SED^	*	15	*	92	*	*	*	*	Yes	99	Yes	99	Yes	46.0	Yes	46.3
Migrant Education			*	100			*	*			Yes	99			Yes	86.3
Special Education	*	100	*	100	*	*	*	*	Yes	98	Yes	99	Yes	27.2	Yes	25.2
African American	*	*	*	*	*	*	*	*	Yes	100	Yes	99	Yes	48.8	Yes	43.0
American Indian	*	*	*	*	*	*	*	*	*	94	*	100	*	32.0	*	31.2
Asian	*	0	*	100	*	*	*	*	Yes	100	Yes	99	Yes	85.3	Yes	86.3
Filipino	*	0	*	*	*	*	*	*	Yes	99	Yes	99	Yes	67.4	Yes	66.7
Caucasian	*	35	*	100	*	*	*	*	Yes	99	Yes	99	Yes	61.3	Yes	62.1
Hispanic or Latino	*	25	*	80	*	*	*	*	Yes	99	Yes	99	Yes	37.8	Yes	38.8
Pacific Islander	*	*	*	*	*	*	*	*	*	97	*	100	*	74.1	*	60.0

Academic Performance Index (API)

	<u>Daily High</u>								<u>GUSD</u>			
Target	03				04				03		04	
	Minimum score of 560 or 1 point increase											
Scores	Met	Score	Met	Score	Met	Score	Met	Score	Met	Score		
	Yes	458	Yes	484	Yes	767	Yes	779				

Graduation Rate

	<u>Daily High</u>								<u>GUSD</u>			
Target	03				04				03		04	
	82.8% or 0.2% increase over a two-year period											
Scores	Met	%	Met	%	Met	%	Met	%	Met	%		
	Yes	80.0	Yes	95.0	Yes	94.7	Yes	95.0				

^SED = Socioeconomically Disadvantaged

***Only numerically significant subgroups are required to be reported**

California HS Exit Exam

Schoolwide Cumulative Results

	English/Language Arts		Math	
	# of Students Tested	% Passing	# of Students Tested	% Passing
All Students	26	35	23	35
Females	11	27	*	*
Males	15	40	14	36
English Learners	*	*	*	*
R-FEP†	12	25	*	*
SED^	12	17	11	9
Non SED	14	50	12	58
Special Education	*	*	*	*
African American	*	*	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Caucasian	10	0	*	*
Filipino	*	*	*	*
Hispanic or Latino	14	21	12	8
Pacific Islander	*	*	*	*
California				
All Students	449,804	75	447,010	74
Females	220,772	79	220,095	74
Males	228,630	70	226,511	73
English Learners	81,274	39	80,853	49
R-FEP†	48,372	87	48,609	83
SED^	180,678	60	179,542	61
Non SED	200,814	87	199,772	85
Special Education	39,425	30	35,109	30
African American	35,939	62	35,472	54
American Indian	4,090	73	4,016	69
Asian	42,336	85	42,234	91
Caucasian	163,083	88	161,670	87
Filipino	13,247	87	13,234	87
Hispanic or Latino	183,676	62	182,944	61
Pacific Islander	3,037	71	3,028	71