

Glendale Unified School District

"Excellence is Worth the Effort"

Allan F. Daily High School

2004-2005 School Accountability Report Card

220 North Kenwood Street, Glendale, CA 91206-4209

(818) 247-4805

Ninth through Twelfth Grade

www.gusd.net

School Administration

Sherry Stockhamer
Principal

Carmen Labrecque
Assistant Principal



2004-05 Board of Education

Mary Boger, President
Chakib Sambar, Vice President
Pam Ellis, Clerk
Greg Krikorian, Member
Joylene Wagner, Member

District Administration

Dr. Michael F. Escalante
Superintendent

Alice Petrossian
Assistant Superintendent
Educational Services, Elementary Education

Dr. Gregory Franklin
Assistant Superintendent
Educational Services, Secondary Education



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

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

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 agree that Glendale's reputation for picturesque neighborhoods, excellent schools, commercial industries, shopping facilities, strong municipal agencies, and its many 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.

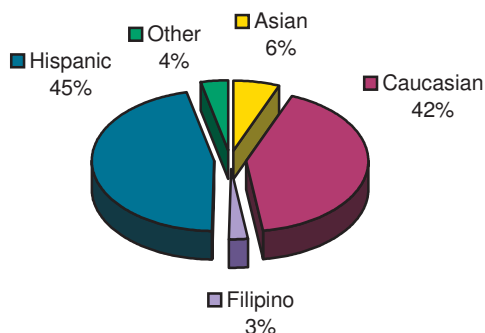
The Glendale Unified School District is proud of its excellent quality of education and award winning schools. Its commitment to providing safe and effective learning environments for students is unmatched. The District serves nearly 29,000 students in its 20 elementary schools, four middle schools, 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 242 ninth through twelfth grade students on a traditional calendar system. Daily teachers 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 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 October 2005, the WASC team returned to the school, and staff successfully completed the visitation.

The school is proud of its academic achievements. This year, the school's AYP score jumped 99 points, making a two-year increase of 172 points. The State recognized the school's level of excellence in the 2002-03 school year, when 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 five years.

% of Student Enrollment by Ethnicity



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 and a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of Daily's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and individual student handbooks.

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. In addition to sponsoring programs to resolve conflicts and promote peace on its campuses, the District participates in the Glendale Character and Ethics Project. This character education program provides a strong link between the schools and the community. The project highlights one "guiding word" per month, such as respect, honesty, self-discipline, citizenship, and responsibility. The Glendale Character and Ethics Project teaches students to consider the consequences of their actions and encourages 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 two-week orientation class which includes a Skills for Anger component. This teaches them to recognize what triggers their anger and develop constructive and non-violent responses. 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 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 are told they "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.

The "Suspensions and Expulsions" table displays the total number and percentage of incidents at the school and in the District. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	Daily HS			GUSD		
	2003	2004	2005	2003	2004	2005
Suspension (#)	137	92	84	5489	4903	4882
Suspension (%)	50.55	35.66	34.71	18.65	17.01	16.94
Expulsion (#)	3	12	8	46	65	56
Expulsion (%)	1.11	4.65	3.31	0.16	0.23	0.19

School Enrollment & Attendance

School-wide enrollment at the beginning of the 2004-05 school year was 242 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, average attendance at these schools is 55%. Attendance rate at Daily High School, however, was 88.38% in 2004-05. "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	66
Graduation Rate (%)	80.0	73.2	75.9
Dropouts (#)	19	16	24
Dropout Rate (%)	6.6	5.9	9.3



Class Size

Daily High School maintained a schoolwide average class size of 15 students in the 2004-05 school year. The "Teaching Load Distribution" table illustrates the average class size by subject. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

	Teaching Load Distribution											
	Average			Classrooms containing:								
	Class Size			1-22			23-32			33+		
	03	04	05	03	04	05	03	04	05	03	04	05
English	16	16	14	16	16	22	1	0	0	0	0	0
Math	15	13	18	4	8	8	2	0	0	0	0	0
Science	16	14	16	10	10	9	0	0	0	0	0	0
Social Science	14	14	13	19	21	20	0	1	0	0	0	0

Instructional Time

All instructional time requirements at Daily High School exceeded State requirements for the 2004-05 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 42,144 minutes of instructional time, not including ROP (Regional Occupation Program) courses.

School Facilities & Safety

Built in 1972 and completely rebuilt in 2001, Daily High School is situated on half an acre and spans 19,354 square feet. School facilities consist of classrooms, restrooms, and administrative offices. 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 home-baked goods. The facility strongly supports teaching and learning through its ample classroom and athletic facilities space. Facility information was current as of October 24, 2005.

Safety

Daily High School has 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. During lunch and before and after school, a security agent, a full-time Resource Officer, and administrators supervise students and school grounds to ensure a safe and orderly environment.

The Comprehensive School Safety Plan was developed by the school staff in consultation with local law enforcement 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 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. School and District personnel evaluate the plan annually and update the plan as needed. The plan was updated and submitted for Board approval in the spring of 2004 and reviewed with school staff in May 2005. A copy of the plan is available to the public at the District office.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. 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. The District maintenance staff has indicated that 100% of all toilets on school grounds are in working order. As of October 24, 2005, none of the eight emergency conditions cited in Education Code 17592.72 exist at this school.

Cleaning Process and Schedule

The District has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office or at the District office. Currently all schools are on a daily cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The District participates in the State School Deferred Maintenance Program, which 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 2004-05 school year, the District budgeted \$1,050,000 for the deferred maintenance program. This represents 0.5% of the District's general fund budget.

Deferred Maintenance Projects

For the 2005-06 school year, the District's governing board approved deferred maintenance projects for this school that will result in repaired or replaced stadium lighting, new asphalt, new paint in stadium walkways, and roof repairs. The District's complete deferred maintenance plan is available at the District office.

School Facility Conditions			
Facilities information current as of: October 24, 2005			
Interim Evaluation Instrument Guidelines	Facility in Good Repair		Deficiency & Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
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		

Student Achievement & Testing

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

No Child Left Behind

The Federal No Child Left Behind Act requires all students, including socioeconomically disadvantaged students, students with disabilities, migrant students, and students in numerically significant ethnic subgroups, to meet State academic achievement standards in English/language arts and math by 2014. To achieve that goal, districts and schools must demonstrate "Adequate Yearly Progress" (AYP). Schools achieve AYP if they meet certain requirements each year:

- Each school and subgroup must perform to a proficiency level; 22.3% of high school students must be proficient in English and 20.9% must be proficient in Math.
- At least 95% of students must take State standards tests.
- Schools must show improvement in the Academic Performance Index (API).

Schools receiving Title I funds that do not meet the AYP standards face several consequences. Students may receive additional tutoring or school staff may be replaced. Students would also be allowed to transfer to other schools within their district that meet AYP and the former school would be required to provide transportation to the new site. After two consecutive years of failing to meet AYP in a particular subgroup, the school may be identified for Title I Program Improvement (PI). Schools can be categorized as a PI school for a maximum of five years before the State takes drastic measures to improve the performance of the school. However, a school may exit from this status after two consecutive years of success in the affected subgroup(s). Daily High School met all of the 2005 AYP criteria.

More information about Title I and NCLB requirements can be found on the State Department of Education's website <http://www.cde.ca.gov/nclb> and the U.S. Department of Education's website <http://www.nclb.gov>. District-level information for comparison may be found in the *Glendale Unified School District Report Card*.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the State has set 800 as the API score that schools should strive to meet. 2005 API growth scores were unavailable at the time of publication.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Adequate Yearly Progress

California High School Exit Examination (CAHSEE)				
English/Language Arts				
Year Ending	Participation Rate		% Proficient & Advanced	
	04	05	04	05
Target	95%		22.3%	
All Students	Met N/A	Met Yes*	Met Yes*	Met Yes*

Math				
Year Ending	Participation Rate		% Proficient & Advanced	
	04	05	04	05
Target	95%		20.9%	
All Students	Met N/A	Met Yes*	Met Yes*	Met Yes*

**This school met the adjusted AYP requirements for small schools.*

Federal Awards & Intervention Programs

	2003	2004	2005
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

API School Results

	Base				Growth		
	2002	2003	2004		2003	2004	2005
All Students							
Percent Tested		91	100	Percent Tested	91	100	
API Score	426*	398*	442*	API Growth Score	458*	471*	
Growth Target	19	B	B	Actual Growth	32	73	
Statewide Rank	1	B	B	Eligible for Awards	Not funded		
Similar Schools Rank	N/A	B	B	Eligible for II/USP			
Subgroups							
Socioeconomically Disadvantaged							
Base API Score	421	393		API Growth Score	460	439	
Growth Target	15			Actual Growth	39	46	
Caucasian							
Base API Score	393			API Growth Score		502	
Growth Target	15			Actual Growth			
Hispanic							
Base API Score	443	388		API Growth Score		425	
Growth Target	15			Actual Growth		37	

**These API scores were calculated with fewer than 100 valid scores. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.*

B - A similar schools report is not available for this school.

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.

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

Alternative Schools Accountability Model

Daily High School participates in the Alternative School Accountability Model (ASAM). Alternative schools, like all schools, must seek to meet State standards of learning and achievement. ASAM is based on the results of standardized tests and other State and District approved indicators. The Public Schools Accountability Act (PSAA) Advisory Committee finds that the accountability model for alternative schools directly acknowledges the fact that schools serving a majority of students who are at high risk for behavioral or educational failure, expelled or under disciplinary sanction, wards of the court, pregnant and/or parenting, or recovered dropouts must also meet the challenge of addressing personal and social issues that confront these students and interfere with their abilities to reach grade level standards. ASAM accurately reflects the growth of students enrolled in alternative schools based on multiple indicators of progress reflecting academic performance, as well as other aspects of growth. Collection of data to create baseline reports for comparison with other schools started in the 2001-02 school year. ASAM schools are covered under the Alternative Accountability system as required by Ed Code 52052 and not the API accountability system. However, API information is needed to comply with the Federal No Child Left Behind (NCLB) law.

California High School Exit Exam

The California High School Exit Exam (CAHSEE) is a State-mandated test to measure student abilities in math and language arts. Starting with the Class of 2006, every student must pass both 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 two 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 in that area 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.

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). Due to the moderate number of students tested, fitness scores are not disclosed.

California Achievement Test (CAT/6)

The California Achievement Test (CAT/6) is a standardized test that compares a student or group of students with a "norm" group from around the country. Reading and Math results of this test are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to District and State level results. All students in grades two through eight are tested in reading, spelling, written expression, and language arts. Beginning in 2005, the CAT/6 tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

California Standards Tests (CST)

The California Standards Tests (CST) is administered to all students in the spring to determine student performance in relation to the State content standards. Student scores are reported as performance levels: Advanced (exceeds State standards), Proficient (meets State standards), Basic (approaching State standards), Below Basic (below State standards), and Far Below Basic (well below State standards). Students scoring at the Proficient or Advanced level meet State standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

CAT/6 Norm Referenced Test 2003 and 2004 % At or Above 50th Percentile								
Subject Area Grade Level Year Ending	Reading				Math			
	10		11		10		11	
	03	04	03	04	03	04	03	04
All Students								
Daily HS	17	7	12	6	11	25	8	27
GUSD	64	65	57	62	74	75	62	69
California	49	49	47	47	51	52	46	46
Subgroups								
Females			9	10			2	24
Males	5	11	13	4	9	32	11	29
SED [^]	13	6	9	8	7	13	3	21
English Learners			7	3			2	16
Non English Learners	24	10	16	7	10	30	13	31
Special Education			9	0				18
Caucasian	6	15	11	0	6	33	9	34
Hispanic or Latino			0	10	10	14	2	10

[^]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) 2003, 2004, 2005 Combined % of Students Scoring at Proficient and Advanced Levels																		
	Language Arts			Algebra I			World History			U.S. History			Biology			Earth Science		
	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05
Tenth Grade																		
All Students	8	4	6	0	0	0	0	4	6				0			0	8	
Males	0	6	8		0	0	0	5	8									
Non English Learners	11	6	8		0	0	0	5	8				0					
SED [^]	7	8			0		0	0										
Caucasian	0	9			0		0	8										
Hispanic or Latino		0			0		0											
Eleventh Grade																		
All Students	4	5	6	8	2	3				5	6	4	7	0	5	6	11	9
Females	0	8	3		3	3				0	5	3	0	0	7	0	4	5
Males	5	3	8	11	2	4				8	7	4	13	0	5	8	16	11
English Learners	2	0	3	7	0	4				2	0	0	5	0	0	4	6	6
Non English Learners	5	6	7	10	3	3				8	8	5	9	0	7	8	14	11
SED [^]	2	5	7	0	4	5				2	6	5	0	0	4	8	18	10
Special Education	0	0								0	9							
Caucasian	5	2	6	6	0	2				6	4	4	11	0	5	4	14	11
Hispanic or Latino	2	6	5	0	2	4				2	4	2	0	0	0	9	12	11

[^]SED - Socioeconomically Disadvantaged

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

Work Force Preparation

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

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

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. Regional Occupational Classes available to students include Adobe Photoshop and Computer Programming. The "Career/Technical Education" chart shows districtwide data.

Enrollment & Program Completion in Career/Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)

CTE Participants	Secondary CTE Students (Enrolled in second and/or succeeding courses of a sequence)		
	Number of Concentrators	Number of Completers	Completion Rate
Total Course Enrollment = 1939	1603	47	3%
	Grade 12 CTE Students		
	Number of Completers	Number Earning Diploma	Graduation Rate
	26	23	88%

The Verdugo School-to-Career Advisory Committee is a consortium of business leaders and educators serving Glendale, La Canada, and 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.

Teacher Assignment

Glendale Unified School District recruits and employs the most qualified credentialed teachers. For the 2004-05 school year, Daily High School had 20 fully credentialed teachers.

Teacher Credential Status

	03	04	05
Fully Credentialed	15	18	20
Emergency Credentials	0	1	0
Interns	2	0	0
Waivers	1	0	0
Total Teachers	18	19	20
Average Years Teaching	11.8	13.8	14.6
Average Years in District	9.5	11.0	11.7
Working Outside Subject	n/a	0	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 misassignments represent the number of teachers who did not hold a legally recognized certificate or credential, including teachers who were assigned to classrooms with English Learners (EL) and who were not properly certificated to teach EL students. Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire semester.

Misassignments/Vacancies

	03-04	04-05	05-06
Misassignments of Teachers of English Learners	0	3	*
Vacant Teacher Positions	0	0	*

**2005-06 data was unavailable at the time of publication*

The Federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific Federal credential requirements by 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 2004-05 school year, 85.7% of core academic classes at Daily High School were taught by NCLB-compliant teachers. District-level information for comparison may be found in the *Glendale Unified School District Report Card*.

Teacher Education Levels 2004-05

	Daily High
Doctorate	0.0%
Master's Degree +30*	60.0%
Master's Degree	0.0%
Bachelor's Degree +30*	25.0%
Bachelor's Degree	15.0%
Less Than Bachelor's	0.0%
None Reported	0.0%

**Indicates additional hours above and beyond degree.*

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.

Textbooks & Instructional Materials

Glendale Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the instructional program. Glendale Unified School District held a Public Hearing on August 16, 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 learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks and have been selected from the State's most recent list of standards-based materials. Teachers participate in the selection process to ensure that the textbooks support the District curriculum and content standards. Prior to adoption, all materials are on display for 30 days at the District Office to be evaluated by parents and community members.

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year
9-12	Language Arts	Holt, Rinehart, & Winston	2003
9-12	Language Arts	Longman	2003
11	Language Arts	Prentice Hall	2002
11-12	Language Arts	McDougal Littell	2004
9-12	Math	McDougal Littell	2003
9-12	Math	Houghton Mifflin	2001
9-12	Math	McDougal Littell	2003
11-12	Math	Houghton Mifflin	2000
11-12	Math	John Wiley & Sons	2000
11-12	Math	ITP	2000
10	History	Harper Collins	2000
10	History	Prentice Hall	2001
10-11	History	Glencoe-McGraw Hill	1999
10-11	History	AGS	1999
9-12	Science	Scott Foresman	2000
9-12	Science	Prentice Hall	2000
9-12	Science	McGraw Hill	2001
10-12	Science	Addison Wesley	2000
11-12	Science	Houghton Mifflin	2000
9-12	Science	Prentice Hall	2000
9-12	Science	McDougal Littell	2005
11-12	Science	Prentice Hall	2000

Computer Resources

	2002-03	2003-04	2004-05
Computers	94	84	84
Students per computer	2.9	3.1	2.9
Classrooms connected to Internet	14	14	14

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 2004-05 school year, staff development focused on developing action plans, "The Socratic Method: Teaching by Asking Instead of by Telling," by Rick Garlikov, Thinking Maps, literacy strategies, Writing Across the Curriculum, and Developing a Writing Guide for students to create common guidelines that can evaluate schoolwide performance. 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. The school completed the WASC review in October 2005.

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. The AB75 Principal Training Program is available to site administrators.

Counseling & Other Support Services

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 academic counselor to pupil ratio is 1:121.

Counseling & Support Services Staff

Title	Number of Staff	Full Time Equivalent
Child Development Teacher	1	1.0
Counselor	2	2.0
Nurse	1	0.2
Psychologist	1	As Needed
Resource Specialist	1	1.0
Special Day Class Teacher	1	1.0
Teacher Specialist	1	1.0

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 the Pacific Avenue Center, 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.

Glendale 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. Extended Day classes and tutoring programs are available to at-risk students. Volunteers and GATE students staff these intervention programs to enhance students' understanding and mastery of core subject matter. Tutoring programs are also available to prepare students for the California High School Exit Exam.

Using the CST English Language Arts tests scores, and teachers' own classroom observations, we decided that virtually all of our students needed literacy support. At our request three years ago, 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 school used the Fast Track and Writing Across the Curriculum to support its literacy program. Staff members also developed a schoolwide writing guide to create standards and methods to ensure all students are able to write academically at their grade level.

The overwhelming majority of Daily High School's 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 the school's 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 summer school classes. The school also added an ELD class for lower-level English Learners. English Language Learners are tested with the CELDT annually to measure progress.

The District's Special Education Program addresses the needs of those students with special needs through appropriate assessment, identification of problem areas, placement, and program implementation. The director of special education administers the program and assigns a teacher specialist and a special coordinator to support the school principal and teachers. The director is also available to answer any questions and provide support to the principal and teachers. A team consisting of the parent, school administrator, general education teacher, psychologist, and special education teacher, develops an Individual Education Plan (IEP). The IEP defines the individualized instruction a child will receive. All work together to ensure that the needs of special students are being met. All students receive instruction in the least restrictive environment and all students are mainstreamed as often as possible, based upon the guidelines set forth in each student's IEP.

School Leadership

Leadership at Daily High School is a responsibility shared among District administration, the principal, the assistant principal, school administration, instructional staff, students, and parents. Principal Sherry Stockhamer has led the school for two years. She has spent her entire 32-year educational career in the Glendale Unified School District. 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 the 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.

Expenditures & Services Funded

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2003-04 school year. In 2003-04, Glendale Unified School District spent an average of \$6,639 to educate each student (based on 2003-04 audited financial statements). The figures shown in the "Current Expense of Education Per Student" table reflect the direct cost of educational services, per average Glendale attendance, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and is compared with other districts statewide.

Current Expense of Education Per Student* 2003-04

GUSD	Statewide Average	
	All Unified School Districts	All Districts
\$6,639	\$6,987	\$6,919

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

In addition to general fund State funding, Glendale Unified School District receives State and Federal categorical funding for special programs. For the 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:

- Applied Technology Education Act
- Class Size Reduction
- Economic Impact Aid
- Educational Technology Assistance Grants
- Gifted and Talented Pupils
- Home-to-School Transportation
- Instructional Materials
- Peer Assistance and Review Program
- Safe and Drug Free Schools Program
- School Improvement Program
- Special Education
- Tenth Grade Counseling
- Title I Program
- Year-round School Incentive

Salary & Budget Comparison

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

Average Salary Information Teachers - Principal - Superintendent 2003-04

	GUSD	State Average
Beginning Teachers	\$37,236	\$37,061
Mid-Range Teachers	\$57,164	\$58,294
Highest Teachers	\$73,765	\$72,876
Elementary Principals	\$93,497	\$94,471
Middle School Principals	\$99,311	\$98,940
High School Principals	\$104,304	\$107,418
Superintendent	\$174,000	\$179,061

Salaries as a Percentage of Total Budget

Teacher Salaries	42.4%	41.4%
Administrative Salaries	5.1%	5.1%

Contact Information

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