

(Team Exit Draft, March 2, 2011)

SELF-STUDY VISITING COMMITTEE REPORT

**WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION**

FOR

ALLEN F. DAILY HIGH SCHOOL

**220 N. Kenwood Street
Glendale, CA 91206**

Glendale Unified School District

February 27–March 2, 2011

Visiting Committee Members

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Chapter I: Student/Community Profile

Briefly summarize the most critical information from the student/community profile that impacts the school. Include the following:

- Brief description of the students and community served by the school.
- School's analysis of student achievement data (e.g., *CAHSEE, AYP, API, AP, college SAT, graduation rates, and Program Improvement status*).
- Other pertinent data (e.g., *attendance rates, size of EL/LEP population, teacher credentialing, class size, dropout rates, programs for students*).
- Comment on significant findings revealed by the profile and/or pertinent data that were not included in the profile.

The students

Students are enrolled at Allen F. Daily High School almost exclusively to recover course credits from deficiencies at their original school, one of three comprehensive high schools of the Glendale Unified School District (GUSD). Because students must be 16 years old to enroll in continuation schools, almost all Daily students are in the 11th and 12th grades. There are also some 5th year students, completing graduation requirements, referred to as 'Grade 13.' A new component of Daily's program is the AdvancePath Academy (APA), a partnership between the District and a provider of an online credit recovery program. APA students now make up about ½ of the Daily enrollment, and their academic history and demographics are not significantly different from the overall population. Daily serves about 500 to 600 students per year, with its natural turnover resulting in a population of approximately 300 at any one time. Gender and grade distribution and graduation numbers are displayed in the following table (some data from outside the profile):

Year	Female	Male	Total	Gr10	Gr11	Gr12	Gr13	Grads
2010	108	206	314	3	53	160	76	127
2009	106	196	302	4	92	149	67	114
2008	117	214	331	4	81	194	56	120

Credit deficiencies of enrollees range from 40 to 120 (with 220 required to graduate (44 classes)). Daily's accelerated schedule, flexible enrollment and completion timelines and credit opportunities outside the regular schedule permit more than 90% of the students to graduate. Almost all choose to remain at Daily, even after making up credits, and graduate from this school rather than their former home school.

Daily has three 12-week terms, allowing students to complete 18 classes per year, compared to 12 classes in the standard 2-semester calendar. Students may start at Daily every two weeks throughout most of the term, admitted with the exclusive authority of a Placement Committee of counselors and administrators from the 4 schools. They begin with a two-week orientation that includes placement testing and a parent orientation.

Student demographics reflect those of the Glendale district and community, as indicated in the

following tables

Daily Students' Ethnicity

Ethnicity	2008	2009	2010	Trend
Asian	6	7	3	-3
Afr-Am	2	2	2	0
Filipino	2	3	4	+2
Hispanic	51	56	59	+8
White	38	31	30	-8
Declined	0	1	0	1

Daily Students' Home Primary Language

Language	2008	2009	2010	Trend
Armenian	26	19	17	-9
English	26	26	28	+2
Korean	5	5	3	-2
Spanish	38	45	48	+10
Tagalog	1	2	3	+2
Other	4	4	1	-3

Approximately one-half of Daily's students qualify for Free or Reduced Lunch, resulting in a school wide Title I classification. About 20% of Daily students are ELL, of whom 80% are intermediate or early advanced level, many not reclassified because of previous attendance and academic problems. About 15% are special needs students, increasing from about 6% since 2008.

The Community

Glendale is a suburban city of 200,000 adjacent to the city of Los Angeles. The school is located near the downtown commercial and financial center, in an attractive and stable residential/small business area. The population, historically largely Caucasian and higher socioeconomic level has changed as immigrants have moved into the city, now an ethnically rich urban community with 64 languages and 53 ethnic groups. This transformation has brought social and economic changes, exemplified by the increase in poverty level of children under 18 to near 20%. The GUSD population reflects the new diversity, and is noted for its academic excellence (2010 API = 842)

Glendale has a number of businesses, agencies and community organizations, many of which interact with Daily staff and students in various partnership activities, which form an important part of the education of the Daily student.

Student Achievement

CAHSEE

Of incoming students about 50% have passed either the math or English and only 30% have passed both. Total annual pass rates have been (all administrations each year):

Year	Math	English
2010	30%	39%
2009	38%	34%
2008	43%	33%

Ultimate CAHSEE pass rate for Daily students is about 85%

CST

Relation of CST scores to overall student achievement is problematic because tests are limited almost exclusively to 11th graders (very few in 10th grade, grades 12 and 13 don't take test); also subgroups for any kind of interpretation are statistically too small; and finally, many students have not been at Daily long enough to use test scores as indicators of learning at Daily. With this caveat, these scores do give an indication of the challenges the school faces, as well as the suggestion that there is great opportunity for Daily to improve students' command of basic subjects. Representative data for 2010 are shown below:

Daily CST scores 2010 (%basic+proficient+advanced)

Test:	Algebra 1	Geometry	ELA	WrldHst	US Hst	EartSci	Biol
%Basic&above:	19	16	38	10	31	31	34

Similar scores were seen over the past 3 years with no clear trends from year to year.

API

Year	API Target	API Growth	Target Met	# Participants	API Score
2010	26	32	Yes	58	569
2009	31	-89	No	60	537
2008	33	-51	No	54	626

Note API score was 398 in 2003 and 677 in 2007.

Again trends are not obvious, and limitations on the size and breadth of the test population suggest that API scores are not a good measure of Daily student performance or of instruction results. Analyses of subgroup performance or year to year differences were not reported, presumably for this reason—and the availability of a more applicable measurement system, the ASAM.

AYP

Because of its small number of eligible students, Daily High School follows the adjusted AYP, applying only schoolwide criteria, summarized for the last 3 years in the following chart. There is no further analysis or comment in the profile on these results. Again, presumably because the ASAM provides more a more reliable measure of progress. (Note for example that for AYP, the school graduation rate is automatically set at the district rate)

Year	Participation	AMO English	AMO Math	API	Graduation	Met AYP
2010	Yes	Yes	Yes	Yes	Yes	Yes
2009	Yes	Yes	Yes	No	Yes	No
2008	Yes	Yes	Yes	Yes	Yes	Yes

ASAM

Because Daily’s population makes interpretation of the standard performance scores and trends difficult, the school has participated in the Alternative Schools Accountability Model (ASAM), a framework in accord with the Public Schools Accountability Act of 1999 (PSAA) governed by three general principles:

- *Student and school performance measures should be based upon multiple indicators that assess the school’s ability to serve high-risk students*
- *Schools should be able to choose from a variety of indicators appropriate to their goals and student population*
- *A school’s performance should not be compared with that of other schools, but rather with its own performance over time*

Daily has selected attendance, credit completion, and graduation rate as its three ASAM indicators. Indicators are measured on a four-level scale (Immediate Action, Growth Plan, Sufficient, and Commendable). The table below shows the school’s progress toward meeting its ASAM indicators during the past three years. (Funding for the ASAM program was suspended by the state in 2010; therefore, no data are available).

Year	Attendance	Credit Completion	Graduation Rate	# students *
2009-10	N/A	N/A	N/A	N/A
2008-09	Sufficient 90.6%	Sufficient 7.2	Sufficient 91.5%	237 / 396
2007-08	Sufficient 93.8%	Sufficient 7.2	Sufficient 74.5%	245 / 401
2006-07	Sufficient 88.8%	Sufficient 6.5	Sufficient 93.4%	254 /450

**(Additional data from CDE ASAM report) # students= #long-term (90+days) /# enrolled*

The chart below, from the ASAM report shows the latest year Daily performance with respect to the

four scale levels. The school has indicated that a goal is to raise the results from “Sufficient to “Commendable”

2008-2009 Performance in Indicators Selected by Daily (CDE ASAM Report)

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- Indicator 6: Attendance** The percentage of attendance by long-term students.
 - Indicator 13B: Credit Completion (Average)** The average number of credits earned by long-term students.
 - Indicator 14: High School Graduation** The percentage of long-term students who received a high school diploma.
- Performance Level Achieved: (IA=Immediate Action, GP=Growth Plan, S=Sufficient, C=Commendable)**

As appropriate indicators related to the major school goal of graduation, these three measurements seem to the school to be more relevant to students, who ‘buy-in’ more than they might to standard testing. They also measure the achievement of ALL students, and suggest to the school that students are achieving a quality education. They also offer the benchmark or the “Commendable” level, as an improvement goal.. The committee agrees that use of these measures to improve the school program, with “Commendable” as a focus would be an demonstration of the potential impact of the ASAM program on achievement.

Other assessments

Completion of Algebra 1 is a graduation requirement, so enrollment and pass rate are closely monitored at Daily High School.

ALGEBRA ENROLLMENT AND PASS RATE TRENDS

YEAR	# IN ALGEBRA 1A	# IN ALGEBRA 1B	% PASSED ALG
2010	57	60	62%
2009	32	74	67%
2008	54	92	52%

While 90% of students eventually pass algebra, some must take the class multiple times until they pass it. Since mastery of algebra is necessary in so many subjects, and since pass rates are low, the improvement of algebra completion rates is one of the 5 major Action Plan areas selected by the

school. The school has had recent discussions on including a pre-algebra curriculum for students who score low in the orientation assessment.

Daily High School uses several assessment tools to diagnose and measure student performance in reading, math, and writing: STAR Reading, pre-CAHSEE math assessment, and a writing assignment are given during orientation. The tests are administered again in the English and math CAHSEE intervention classes, and a school-wide writing assessment is done twice a year. Tables below show results of the reading assessment for incoming students, given during orientations in 2010; and the results of the writing assessment given schoolwide in 2010.

STAR Reading Grade Level, incoming 2010

Reading Grade-level Equivalent	Percentage
Grade 5 or Below	21%
Grades 6-8	47%
Grades 9-12	10%
Grade 12 +	22%

(147 students took test)

Schoolwide Writing Assessment 2010

Writing Level	Percentage
Level 1	35%
Level 2	33%
Level 3	26%
Level 4	6%

(172 students took test)

SAT/ACT/AP

Concentrating on credit recovery and graduation, the school does not administer any college tests, but helps Daily students register for testing at other local schools. AP classes are also not offered in the regular curriculum, although they are available via Apex Learning at AdvancePath Academy. A few students every year may take these classes, as well as concurrently enrolled community college courses. Many Daily courses qualify as UC a-g, as do all the Apex Learning classes in the APA

The School

Daily High School states its ultimate purpose is: *to prepare every student for life after high school, within a school culture of excellence, where no student is invisible, and where all adults collaborate to optimize teaching and learning.*

Its vision of Daily students is that they all will “become effective communicators who perform at a high level within our rigorous curriculum, develop tolerance for others, and become enlightened and responsible citizens in our technologically competitive, global society.”

Daily will help students accomplish this by carrying out its mission to practice excellence and ensure that every student is empowered with the critical knowledge and skills to plan successful learning experiences. This occurs on a background of Daily High School’s core values of *Commitment, Expertise, Dignity, and Respect.*

Facilities, people and programs through which the school supports its students in this mission are described here:

Daily’s building was constructed specifically for the school about 10 yrs ago, and is located immediately adjacent to the GUSD administrative building. (APA is located in a small newly remodeled building about a mile away from the main campus).

Daily students benefit from an experienced, caring and dedicated staff, 14 classified, and 27 certificated, of whom 21 are classroom teachers. All teachers at Daily are fully credentialed, 15 of 17 are CLAD or SB1969 certified, and the great majority have advanced degrees and have an average of 18.5 years teaching experience (12.2 years average teaching at Daily) of teaching experience

exclusively at Daily. All teach within their subject area. The school has lost five certificated positions between 2009 and 2011, including one counselor.

The average class size is between 12 and 14 with no class larger than 20. The curriculum is entirely from the GUSD course catalog, necessarily mostly core classes to accommodate the students' need for credit recovery. Most of these are UC a-g listed, and the majority of the others are the literacy and CAHSEE preparation classes to meet the other major student needs. An important mission of the school is to help students recover successful work and life habits, as well as credits. Attendance and behavior problems are clearly the basis for academic deficiencies—and are thus subjects of remediation, assessing and monitoring. Although “before” statistics aren't available, it is clear that this aspect of student life is improved as students mature at Daily.

Daily High School Attendance and Discipline Trends

Year	Tardiness	Attendance	Truancy	Suspensions	Expulsions	Crimes
2010	5%	90%	57%	108	4	2
2009	5%	90.6%	79%	153	6	7
2008	5.3%	93.8%	73%	72	3	8

Other significant findings from the profile

The visiting committee observed the effectiveness of a number of distinctive Daily High School programs that support student learning and progress toward graduation.

Individual Learning Plans are created during orientation and are the responsibility of the student to follow and to update. They are frequently reviewed with the students by teachers and counselors, and continue with the student until graduation.

Writing continues to be a major focus of instruction throughout the school and school year, with a school-wide writing assessment twice a year, each time followed up by intensive analysis and individualized coaching by English teachers.

With rolling enrollment through the trimester, students may need extra time to complete course. At the discretion of teachers, carry over time may be extended into the following term.

Requirements to pass classes are 80% attendance and 70% academic achievement. No Ds or Fs are given. Representative overall pass rate for Daily classes was 82% in fall 2010. Students who do not pass a class either carry it over or repeat it—between 5% and 20% of students will do this in each class.

Homework is not assigned in Daily High School classes, so none is required if students use their class time effectively for completing assignments.

A “Buyout” program has been designed to reward students with perfect attendance, up-to-date assignments and 100% class work for the week. These students may skip class on Friday of that week. This permits the students remaining in the classroom to catch up on assignments and get more individualized attention from the teacher.

A very vibrant Associated Student Body provides connection to most extra-curricular, social and co-curricular activities in the school. Students participate in a number of leadership activities throughout the school district.

Daily High School conducted a student satisfaction survey in the spring of 2010. Students were asked to provide feedback related to the school's instructional program, academic expectations and

support, clean and safe school environment, and school resources. In summary students are very satisfied with the school's instructional program; appreciating teachers' high expectations and variety in instruction strategy; the opportunity for credits outside school; fairness and respect from staff and peers; and adequate academic resources.

Pertinent data not included in profile

AdvancePath Academy

The newly instituted (since last visit) AdvancePath Academy was referred to in the profile, but without detailed specific information about its operation, curriculum, instruction, master schedule, personnel and student data. The school provided a 5-page addendum with details about these aspects of APA. The committee suggests that it be appended to the self-study report for future internal use and accreditation reference.

Pertinent data from this document are as follows:

- APA is not a separate school, but is a program under Daily High School
- it is a partnership between Advance Path Academics(technical support, materials, curriculum and training) and GUSD (personnel, students and discipline)
- staff include 1 part-time and 3 full-time teachers, two instructional assistants, a clerk and a security person
- Intake is continuous throughout 2 semesters through the Placement Committee, with a brief orientation
- curriculum is standards-based and a-g qualified,
- courses may be either as initial credit or recovery
- electives are limited and some may be taken outside of school
- students attend one of three sessions, morning, afternoon and evening, consisting of 3 1-hour course work periods every day
- classes are self-paced
- student learning is assessed by computer generated tests, as well as written assessment and class participation
- APA does not have separate extra-curricular activities
- there is a strong parent involvement/contact component in the APA program
- The two sites are quite similar in student demographics, performance, academic history, attendance and discipline between APA and the overall Daily student data.
- However there are some differences, and students transfer between the two sites because of personal preferences. There are no special education students at AdvancePath, while as noted elsewhere the special needs percentage at the main Daily campus has increased. Analysis of these phenomena are of continuing interest.
- while all such data for APA are pooled into the Daily profile, there are indications that disaggregating data to the two sites could be useful

Chapter II: Progress Report

Since the last self-study:

- Comments on the school's major changes and follow-up process.
- Discuss how the school through its action plan has accomplished each of the critical areas for follow-up, including the impact on student learning.

A. Comments on the school's major changes since the last self study

- The major change at Daily High School in the past six years is the development of the AdvancePath Academy. With one-third of Daily students now taking this online curriculum.
- Changes in staffing have occurred, with the loss of five certificated positions in past 2 years, including one counselor; a new principal started in 2009 and very recently the self-study coordinator left and was replaced. Nurse and psychologist hours at the school have increased.
- Faculty is involved in District's Focus on Results program to enhance instructional practices
- Major technology purchases have increased student computer and online opportunities.
- Data Director student data management system is now accessible to Daily staff.
- Community art project collaboration involves students in a major community outreach
- 3 hour parent orientation was incorporated into the student orientation
- 10th grade students are no longer placed
- Read 180, Apex Learning and CAHSEE prep programs were incorporated into the master schedule.

B. Comments on the school's follow-up process since the last self-study

The school reports that administration, faculty, and staff have focused on the 2005 Visiting Committee's critical areas for follow-up, and used these and final action plans as the blueprint for improvement during the past 6 years. There is evidence of much collaborative involvement the Self-Study preparation. The midterm visiting team in 2008 commended the school's follow-up process and made no additional recommendations. The present visiting committee found that this follow-up continued, including several instances of continuing the topics into the new action plan

C. How the school through its action plan has accomplished each of the critical areas for follow-up, including the impact on student learning.

1. Develop additional literacy instructional strategies

Daily High School makes literacy the priority in every classroom, in both instruction and curriculum, but also in the expectations for students that they will read on their own in every classroom. The school uses reading diagnostic assessments during their orientation program to determine placement in literacy classes. The Read180 program has been updated and continues to be the main tool for student learning in these classes,

The school has adopted schoolwide practices for the organization and comprehension of information (Cornell notes, etc). Professional development activities and opportunities throughout the school year emphasize the priority of literacy and the strengthening of skills and strategies in reading instruction. These carry on into ongoing teacher collaboration in optimizing literacy instruction practices Finally the school has expanded the content, delivery and number of CAHSEE English classes.

2. Use of technology in classroom to enhance student learning and achievement

Of course the most dramatic expansion in educational technology at Daily High School has

been through the partnership with AdvancePath Academy (APA), with APA now serving as the classroom for about one-third of Daily students.

However, Daily has expanded the presence of and student access to technology in all its classrooms, with the goal of achieving more student engagement and collaboration opportunities, and providing more timely feedback and a sense of relevance to their students. Teaching and learning have been enhanced by incorporation into every classroom of desk-and laptop computers and wireless connection to the district network. Two mobile computer labs are in use, and the Mobi system is being piloted.

Daily students have access to Apex Learning online courses (APA also has A-Plus), and other electronic curriculum includes Read 180 and the CAHSEE English and Math. Finally Daily has continued every year to update teaching technology resources in every classroom, and in many of these classes students are expected to demonstrate technology skills and use in their assignments.

3. Develop benchmark assessments for student performance linked to standards

Pre/post assessments in reading, writing and math have been implemented schoolwide to monitor student performance. The two-week orientation process incorporates a reading, writing and math initial assessment, used for placement as well as the starting point for measuring progress. Particular emphasis has been on the schoolwide writing assessment, given two times per year. With the system and initial results in place, improvements in performance have become the goal continued into the next long-term action plan. Student learning benchmark assessments are built into the various electronic/online programs, and teachers continue to use their own and textbook tests, both ongoing and course end, to assess student progress against subject standards. Development of a Common Formative Assessment program remains a challenge given the rolling student intake process and the logistics associated with the accelerated trimester system.

4. Further staff development in the area of instruction at appropriate level of rigor to improve student access.

Professional development in instruction now occurs in three modes at Daily. First, the traditional staff development calendar provides opportunities for sharing best practices and analyzing student progress and developing ways to support and enhance this.

Second, teachers are encouraged and supported in participating in outside workshop and development activities, and to bring what they learn back to their own classroom as well as to their colleagues.

And third, Daily participates in the district-wide reform effort, Focus on Results, which includes time, resources and support to enhance the rigor of course content, raising student expectations. Most notably it incorporates a collaborative analytical “walk-through” process, where faculty can observe, analyze and reflect on teaching practices with respect to student learning levels.

5. Expand support in the areas of literacy and writing for ELL students

The proportion of Daily students who are language learners continues to be about 20%. Support for their literacy needs starts with the entire faculty having CLAD certification, with ongoing SDAIE professional development training. The small class size allows more personal attention to student with literacy and writing needs. Teachers’ strategy focuses on vocabulary development, using the entire spectrum of teaching tools and techniques, and having students use of individual and group learning modes. Support for ELL students has expanded also by the development of new schoolwide literacy teaching and learning strategies, as described above in Item 1 of this commentary.

6. Students need to assume a greater role in assessing their own learning

Daily High School has put increasing emphasis on students' responsibility for their education, this probably being the major theme of the two-week orientation session for new students. To put this responsibility into practice, Daily has instituted and continues to refine a number of processes, beginning with the Individual Learning Plan, and including course contracts, graduation checks, and the buy-out plan. The associated benefits and responsibilities of these processes are included in the student manual, and appear to have become a part of the Daily culture.

7. Communication and collaborative partnerships with parents, community organizations and businesses.

Daily's communication with parents and the community continues to improve. Parents know about the school activities and their students' progress from an expanding number of communication and technological advances. Opportunities for personal interactions have increased, and the Daily staff appears to make a priority of communication to parents of problems or lack of progress in student achievement or conduct. Actual measurement of parent-school interaction and assessment of results on student learning still remains to be developed as this action item continues in the next term's action plan.

The school reports an impressive list of community events and partnerships, with the most productive being the First Methodist Church (testing facilities), the YMCA (PE facilities) and Glendale Healthy Kids (free medical and dental services) The Visiting Committee finds that these and the other organizations probably represent a huge, still-untapped resource of support which could benefit Daily students even more than they do now—particularly with respect to preparation for post-graduation life.

Chapter III: Self-Study Process

- Include a copy of the school's expected schoolwide learning results.

Daily's Expected School-wide Learning Results are the following:

1. *Goal Setters* who:
 - Prioritize and use time effectively
 - Use benchmarks to measure accomplishments
2. *Critical Thinkers* who:
 - Are able to gather, organize, and analyze information to increase comprehension
 - Apply problem-solving skill and critical processes to academic and real life situations
3. *Effective Communicators* Who:
 - Demonstrate an understanding of, and a respect for, cultural and individual differences
 - Listen reflectively, actively, and critically
 - Write logical, coherent essays that have a clear structure
 - Create quality, artistic, and/or practical products

- Comment on the school's self-study process with respect to the expected outcomes of the self-study.

Focus groups have been actively involved in producing the self-study over the past year. These groups include almost the entire school staff, each focus group broadly represented from broad representation from all school areas. Other stakeholders (students, parents, community, district) did not seem to be included in the focus group process, although the SSC was informed as the self-study progressed. As the school continues the FOL process in the future, the VC recommends that students, parents and community become more involved in monitoring and reviewing—especially considering the focus of several of the Action Plan areas

1. The clarification and measurement of what all students should know, understand, and be able to do through expected schoolwide learning results and academic standards (*note the selected expected schoolwide learning results examined by the school*)

ESLRs and academic standards are clearly featured and displayed throughout the school and staff and students appear to work toward the expectations represented by both. The VC saw many examples of the practice of most of the ESLRs, although actual measurement of results is not as obvious.

Measurement of achievement versus academic standards is accomplished mainly through in-house assessment, since standardized testing is so limited because of the grade levels represented at the school. In designing the trimester accelerated curriculum, Daily's faculty have carefully considered the academic standards necessary to cover in each course, and the associated assessments. Thus course completion is a good measurement of achievement of academic standards.

3. The gathering and analyzing of data about students and student achievement

Daily begins its focus on student data with the intake process evaluations and assessments. The VC observed many components of the school program designed to continue this assessment (pre-post testing, writing assessment, Apex, CAHSEE and other online testing) With the limitations (because of school grade levels, and school size) on significance API and AYP data, the school has carefully chosen three ASAM measurements that align with the overarching achievement goals of the school. Graduation rate, course completion rate and attendance data are gathered annually from the CDE report, and some initial analysis is done. Two concerns about the use of these appropriate measurements are first, the delay of almost a year in getting the report, and second the changes in the

ASAM occurring this year. These three measures would be excellent continuous assessments, if they could be tracked during the year, e.g., monthly. Perhaps the District accountability office could support the school in this effort.

4. The assessment of the entire school program and its impact on student learning in relation to expected schoolwide learning results, academic standards and WASC/CDE criteria

Daily routinely uses results of data gathering and analysis to monitor and assess student learning and modify curriculum, training, programs and resources as require for maintaining and improving student learning. The committee found that the status of other aspects of the school program is widely known and understood, but actual measures of impacts on student learning are less obvious, as are criteria and benchmarks; e.g., parent involvement, co-curricular participation, student career preparation. Two of the action plan areas will provide an opportunity for more formal assessment of their progress and significance in student learning.

5. The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan

The self-study action plan, is incorporated completely into the Single Plan for Student Achievement, and includes 5 major targets. Although the report did not include data supporting two of these as major areas of need (parent involvement, student careers), the committee did find background for them during the visit, along with clear documentation of need for the other targets. The accountability system for the five components of the plan still needs to be developed: assigning priority to an admirable, but lengthy list of action steps would help annual monitoring of progress. Assignment of specific responsible individuals, and specific start and completion dates—at least for the highest priority steps will allow regular resource assessment and periodic evaluation of action step completion.

Chapter Four

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES (3 PAGES)

A1. *To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve at high levels?*

To what extent is the school's purpose supported by the governing board and the central administration and further defined by expected schoolwide learning results and the academic standards?

Daily High School provides students with the support needed to complete their high school graduation requirements. Support is demonstrated through high expectations for students, focus on academic instruction, small class size, and one-on-one assistance from the teaching staff. As a result, students who attend Daily High School are encouraged and expected to take responsibility for their education by engaging in their learning, attending school consistently, maintaining appropriate behavior, and completing their graduation requirements.

The school's purpose is supported by the governing board in its effort to provide district level assistance, resources and maximum financial support within budgetary constraints.

The process for the development and refinement of the Expected Schoolwide Learning Results (ESLRs) were faculty driven and did not include participation from various stakeholder groups. As a result, parents and students are cognizant of school goals but have not been adequately made aware of school's vision or ESLRs.

A2. *To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected schoolwide learning results and academic standards based on data-driven instructional decisions for the school?*

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board regularly monitor results and approve the single schoolwide action plan and its relationship to the Local Educational Association (LEA) plan?

The school district delegates authority to Daily concerning the implementation of policies that directly affect the school. This includes policies in the following areas: curriculum, instruction, safety, textbooks and materials, and discipline. Committees through which policies are implemented include the Placement Committee, Leadership Team, Focus on Results team, administrative support team, SSC, ASB, CSCs, SST, IEP teams, and banking-day faculty meetings.

The SSC helps develop and implement the SPSA. The school district reviews the site plan each year and monitors for appropriate implementation throughout the school year, particularly ensuring that financial resources are spent in accordance with the plan and the ongoing needs of the school.

A3. *To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards?*

To what extent do the school's leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs

Daily High School establishes banking days to continually monitor and discuss the school's planning process, analyze student data, and to monitor student achievement. Data from student transcripts, CAHSEE, CELDT, STAR Reading, CSTs, progress reports, IEPs, and writing assessments are reviewed and used to finalize the master schedule and student class assignments.

Student performance data and the school’s SPSA are reviewed by the staff at the beginning of each school year to project what the school’s course of action will be for the upcoming school year. The SPSA outlines five goals related to writing, reading level and comprehension, career preparation, parental involvement, and percentage of students who pass algebra. The staff analyzes school data and aligns the SPSA goals with the master schedule. Year to year assessment of progress and refinement of the action plan were not evident to the visiting committee.

A4. *To what extent, based on student achievement data, does the school leadership and staff make decisions and initiates activities that focus on all students achieving the expected school-wide learning results and academic standards?*

To what extent do the school leadership and staff annually monitor and refine the single school-wide action plan based on analysis of data to ensure alignment with student needs?

Daily High School reviews student data to ensure that the school is adequately staffed to meet the academic and social needs of students within the barometers of employment policies, staff qualifications, staff expertise, staff accountability, and performance evaluations.

The school has a stable and diverse staff of highly qualified teachers and support personnel. Students benefit from flexible scheduling, low student to teacher ratios, and support services from various community agencies.

Daily’s master schedule demonstrates maximum use of staff expertise in delivering quality instruction. 100% of the teaching staff at Daily teaches in the subject area(s) delineated by their teaching credentials.

Daily High School faculty participate in staff development meetings to analyze data and discuss the implementation of school-wide plans/decisions. The weekly banking-day meetings are attended by administrators, counselor, probation officer, teachers, and select support staff members.

A. 5 *To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?*

Professional development at Daily is driven by student needs. Through weekly banking-day meetings, faculty meetings, SB1193 professional development days, minimum days, and scheduled staff development time, the Daily staff works collaboratively to address instructional practices to improve student achievement and productivity. Additionally, select staff members attend district professional development sessions, district CSC meetings, and out-of-district professional development and training. As needed, departments meet to discuss matters related to teaching and learning in their content areas.

A6. *To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and*

appropriately, in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected schoolwide learning results.

Daily High School receives support from the Glendale Unified School District. District departments make themselves available to support Daily in its efforts to ensure that student meet all academic and ESLR related standards.

The evidence suggests that Daily High School is surrounded by a wealth of services and resources for the school and for students. Daily has a diverse team of 14 classified and 27 certificated staff members. Additionally, teachers are able to deliver instruction in classrooms that average approximately 14 students per class. Given the size of the school and the make-up of the staff, students who experience challenges in meeting expectations related to credits completion, graduation, attendance, and behavior are easily identified.

Daily High School also has a caring administration, faculty, and support staff. With the support of the district, the school's faculty and staff have coordinated the necessary resources needed to provide students individualized support and a well-rounded education. Data from several sources indicate that resources at Daily High School are being used effectively in assisting students to accomplish academic, personal, and behavioral goals.

The school has utilized effectively and appropriately all of its resources to provide students individual instruction, support, and encouragement to meet academic and behavioral expectations.

Areas of Strength

- The ESLR *Goal Setters*: who prioritize and use time effectively
- Monitoring student progress and student achievement
- Utilization of best practices
- Strong community ties
- Opportunities for collaboration and discussion
- The ESLR *Communicators*: who effectively demonstrate and understanding of, and a respect for, cultural and individual differences

Areas for Growth

- Review student work beyond writing prompts
- Collegial *walk-throughs* on a continuous (quarterly) basis
- Implement school site council procedures as defined by California Education Code 52852 and district guidelines

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- **Focus Group meetings**
- **Student handbook**
- **Faculty/staff handbook**
- **Mission statement**
- **Notes/agendas/minutes of faculty placement**
- **Note/agendas/minutes of banking day meetings**

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results.

To what extent are the expected schoolwide learning results accomplished through standards-based learning (i.e., what is taught and how it is taught)?

The school reports that all students participate in a rigorous, relevant, and coherent standards-based curriculum. This curriculum is supported by a variety of professional development activities that infuse current educational research into the delivery of the curriculum based on state content standards. Professional development days are used to analyze student data and review school-wide best practices. Student achievement is central to staff development at Daily High School. Daily is also a participant in the district-wide Focus on Results professional development reform initiative. This process enables the school to examine student needs, school-wide instructional practices and curriculum. One outcome of the Focus on Results process is the decision by Daily staff to make writing a school-wide focus. Evidence of this focus is observable by the essay writing graphic organizers prominently displayed in most classrooms. Student essays are displayed in many classrooms, covering a variety of topics across the curriculum. The combination of school site professional development and district-wide professional development activities supports the development of a curriculum that is aligned with California State Content Standards. Instructional staff has participated in curriculum study committees, and common formative assessment training.

Integration among disciplines is demonstrated through the use of school binders, Cornell notes, graphic organizers, white board configurations, state adopted, standard based textbooks, and a state standard aligned course syllabus for each course. Curriculum accessibility is also supported by APEX online curriculum which meets A-G standards and Scholastic Read 180 for students who need a reading intervention program. Every student at Daily High School is directly engaged in creating a coherent curriculum that meets his/her needs through the completion of an Individual Learning Plan. Each student, with assistance from staff members, determines how many credits he or she has earned, how many credits are still needed for graduation, and outlines the steps necessary for credit completion and graduation by an established date. In addition, course contracts (syllabi) are congruent with what is taught and also reflect student engagement, because they constitute a format for students to measure

their progress in completing assignments, tests, essays, and projects for earning class credit.

School-wide writing assessments also demonstrate congruence and engagement between students and learning. These assessments are given twice a year, and are graded during staff development time. Staff is able to collaboratively analyze and grade completed student essays. English teachers review the results with individual students. The school expressed, and the visiting committee concurred, that more work is needed in the development of common formative assessments. The frequency of student intakes makes implementing common formative assessments challenging.

Student engagement is often tied to specific assignments that connect to real world skills. In Senior English, students must interview someone who has the job the student desires. Part of the assignment requires that students have a plan B option to be explored. Many students have established occupational networks that provide them with a realistic expectation of the commitment needed to pursue a particular career.

The school's Placement Committee, a team of counselors and administrators from the district's high schools determine if Daily is the right placement for each potential student, and initiates student access to the curriculum. There is a strong network of communication between Daily and the comprehensive schools that place students in Daily High School. The vast majority of transfers to Daily are voluntary. Once a student is recommended to attend Daily, the school counselor reviews the student's Graduation Check form, and creates an initial academic roadmap for the student to follow. The Graduation Check is a source of information for students when they generate their ILP during the two-week orientation class. Also included in the orientation is an assessment in literacy and math. The results of these assessments help determine a student's class schedule and subsequently help build the master schedule. Another indicator that all students have access to a standards based curriculum is the flexibility of APEX on-line course offerings as well as through SST's, IEP's and banking day meetings. Banking day meetings collectively serve, as a school-wide mechanism that helps monitor students educational needs.

The Focus on Results professional development initiative has provided a forum for staff members to collaborate on school-wide practices that meet the needs of Daily students. There have been several school-wide practices that have been instrumental in integrating all disciplines. These practices include, but aren't limited to, the school-wide writing assessments, use of: student binders, Cornell notes, graphic organizers, and white board configuration. Banking day discussions monitor the uniformity of key school-wide practices.

Daily High School adheres to district policies related to curriculum. The school curriculum is a standards-based instructional program. Essential standards are identified at department meetings and departments review and revise course syllabi as needed. Staff members communicate high expectations to all students, while the school's "NO F's" and 80% attendance policies reinforce a solid work ethic in the classroom. The "No F's and 80% attendance requirement also applies to students enrolled in APA.

B2. To what extent do all students have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals?

Students at Daily High School have full access to the school's instructional program, as determined by their particular needs. The school offers all core courses and a small number of elective courses. Elective courses include art, culinary arts, Young Parent Education Program, E-electives and ASB.

Additionally, other opportunities for students to earn course credits include APEX online courses, Tobacco Use Prevention Education (TUPE), ROP, Work Experience, Independent Study, Adult Education, concurrent enrollment at Glendale City College and pre-approved community service and/or participation in a community-based sports program. Some of these programs need to be expanded to include more students.

Collaboration between the school, students, and parents begins with a transition meeting at the home school, where a counselor, student, and parents meet to determine progress toward graduation. After students are accepted at Daily, parents attend a three-hour session on the first day of orientation. The ensuing two weeks of orientation are designed to familiarize students with the culture and practices of Daily High School. Students receive 2.5 elective credits upon completion of orientation. Students at Advance Path Academy have a 1-2 hour intake meeting to familiarize them with the individualized program in APEX or A-Plus.

Following orientation, students receive consistent individual support from their teachers in classes with a small student to teacher ratio. Students and their families at Daily and APA are provided with regular feedback about student progress via progress reports, phone calls and notes home. Periodic meetings are then held between parents/students and counselors or administrators to discuss students' short and long-term plans and any needs that arise.

Student goals are reviewed and discussed periodically with multiple staff members and formally with advisement teachers. Advisement teachers assist students in updating their Individual Learning Plans. Counselors also assist with ILPs when they meet with students to assess academic progress and address any student needs. At banking-day meetings, certificated staff discuss students who are not making adequate progress. Academic, behavioral, and emotional issues are part of each discussion. Concerns and possible interventions are then discussed in follow-up meetings between parents/students and the counselor or an administrator.

In an effort to connect Daily students to post high school options, the school counselor works closely with Glendale Community College (GCC). GCC reps make monthly site visits to answer questions, help with the application process and provide financial aid information. Students are encouraged to participate in a College Fair held on Daily's campus and also participate in the district's Graduate Exit Survey. Additionally, in the 12th grade English class, students do in-depth research on a job of particular personal interest. Special needs students participate in the Career Cruising program as part of their transition IEP's. This has been a very successful program and the school may explore expanding its use to include more students.

B3. To what extent are students able to meet all the requirements of graduation upon completion of the high school program?

To receive course credit, students must complete class assignments and assessments with at least 70% accuracy and have an attendance rate of 80% or better. To motivate students to strive for perfect attendance, students are given positive reinforcement through buy-out Fridays. Each student has the opportunity to earn a day off from school for one week's perfect attendance and completion of all assignments.

The majority of students who enroll at Daily High School are deficient in credits, but benefit from a standards based yet uniquely tailored academic program. School staff works closely with each student to ensure that all courses a student is enrolled in are aligned with graduation requirements. A

counselor, administrator, parent and/or teacher may review each student’s transcript and graduation checklist as needed. Students keep their Individual Learning Plans in their schools binders where Advisement teachers assist them in regularly reviewing and updating each student’s ILP.

Due to the small size of the school, teachers have an advantage in identifying students with academic challenges and are thus able to provide them with additional instructional materials, and appropriate scaffolding to ensure progress across all areas of the curriculum. Daily High School and APA also offer Math and English CAHSEE support classes. These classes have provided valuable support to students who are working on passing the math and/or English CAHSEE, however the challenge of engaging students who continue to struggle with passing the CAHSEE needs to be explored. Library resources at Daily High School are very limited. The visiting committee recommends that the school continue to explore ways to expand the small library currently available to students. A comprehensive reading intervention program, Read 180, is also offered to support students who need reading remediation. These interventions have had some impact on student success, contributing to a 91% graduation rate.

In addition to meeting graduation requirements, Daily’s diverse instructional program prepares students for life after high school. Several specialized programs allow students to apply their academic, business and social skills acquired in the classroom to real-life experiences. These programs include the following:

Senior English: Students interview a person who currently has a job in the field that they’re personally interested in.

Art and Design: This community-school based mural projects program enhances a student’s art, technical and business knowledge/skills.

Bistro: This home economics program allows students to prepare, promote and sell a variety of menu items at the school and district offices, which give the students the opportunity to practice their business and culinary knowledge/skills.

Economics: Students are expected to prepare and present a range of business plans.

Government/Civics: Students are given the opportunity to participate as pollsters during public elections and be involved in community service projects. [Examples?]

Young Parent Education Program: Teen parents and parents to-be learn and apply the essentials of proper childrearing, nutrition and healthy living.

Community Outreach: In partnership with several community agencies, students are given the opportunity to participate in a variety of activities. These include: TUPE participants visiting local elementary schools, and also Work Experience, Workability, and the Glendale Youth Alliance participants applying their interpersonal skills, maturity, and personal responsibility in supporting the community.

Areas of strength for Standards-Based Student Learning: Curriculum (if any) that needs to be addressed to ensure quality education for all students.

- Discussion of students and school-wide instructional practices and curriculum during banking-day and professional development days
- Use of Individual Learning Plans

- Focus on Results
- Communication about student progress
- Orientation
- Exploration of post-high school opportunities for students.
- Senior Career Exploration

Key issues for Standards-Based Student Learning: Curriculum (if any) that need to be addressed to ensure quality education for all students.

- Students need access to a wider variety of electives.
- The school needs to explore the expansion of its small library, currently housed in a classroom.
- Explore ways to engage students who struggle with passing the CAHSEE
- Expand concurrent enrollment with Glendale City College

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- **Course syllabi**
- **Notes/minutes from banking-days, professional development, CSC meetings, Individual Learning Plans**
- **Lesson Plans**
- **Classroom observations**
- **Master Schedule**
- **Class rosters**
- **ASAM Report**
- **Graduation Program**

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

- C1.** To what extent are all students are involved in challenging learning experiences to achieve the academic standards and the expected schoolwide learning results?

The school reports that teachers at Daily High School use a range of instructional techniques and resources to meet student needs. Examples cited include school-wide writing assignments, guided reading, discussion of textbooks, class demonstrations, teacher modeling, class discussions, group work, partner assignments and one on one, teacher-to-student instruction. Teachers scaffold as necessary for different reading and ability levels and involve students in self-assessments that allow

them to reflect on their learning and mastery of course standards. The orientation curriculum and course contracts are examples of student opportunities for self-assessment and reflection.

Additional programs that students can access include ROP courses offered at all high schools in the district, TUPE, APEX online courses, Work Experience and a design course that includes the creation of murals in the community. Students also have the opportunity to attend field trips and hear guest speakers. Examples include, but aren't limited to, a representative from Glendale City College speaking to students at Daily and a field trip for seniors to Glendale City College.

Students are formally introduced to Daily's expectations during the two-week orientation class. Students leave the orientation with a clear understanding of what is expected of them to be successful. Also, every teacher at Daily provides students with a course syllabus, which outlines learning expectations and standards to be mastered. Class assignments must be completed with a 70% passing score and attendance must be 80%. At Advanced Path Academy orientation is completed in a single 1-2 hour session. APA students receive a syllabus for each course they are enrolled in online, and must also complete courses with 80% attendance.

Teachers create learning experiences that address Daily's ESLRs. First, *Goal-Setting* is practiced through the use of ILPs, course syllabi, IEPs (where applicable), school binders, and formal and informal meetings with school staff. Secondly, *Critical Thinking* is practiced through student participation in class projects, problem solving, research papers, and essay writing. The third ESLR, *Communication* is practiced through group collaboration, essay writing, class presentations, meetings with staff members, and school committees and organizations in the school district and local community. An example of communication is the Bistro class, which prepares, serves and sells food to the public on Wednesdays and Thursdays.

Results from the student survey administered in the spring of 2010 revealed that, overall, students are very satisfied with the instructional program, particularly noting the following: the school's high expectations, a variety of instructional strategies, the culture of academic goal setting, multiple ways to earn credits, a safe, secure campus, and the use of materials and technology on campus to support students' academic needs.

Students that are at the Beginning level of English proficiency remain on a campus where they have a full range of ELD classes to choose from. Students who are Intermediate and above are successfully engaged in classes at Daily with teachers who are trained to address their needs. Ten percent of ELL students are below Intermediate level of English proficiency and need individualized services.

C2. To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

All teachers use one or more types of instructional technology to deliver the curriculum in ways that engage students and optimize learning experiences. All classrooms have a television for use of video and most teachers use an ELMO document reader and LCD projector to enhance direct, whole class instruction. In some classes, students are required to make power point and video presentations of learned material. Furthermore, in some classes, students have access to individualized software and online programs that support student learning. While technology use at Daily High School has increased since the last self-study, staff acknowledges and the visiting committee concurs that there is a need for further development of technology that promotes student learning in the areas of higher order thinking skills and active student engagement.

Teachers at Daily use a range of instructional techniques, including graphic organizers, projects, presentations, technology and participation outside of school to meet the needs of students. For example, in the use of graphic organizers, Cornell notes are used to guide students through the reading of a textbook and the Chicken Foot organizer helps students to structure essays across the curriculum. Writing assignments are produced daily and student power point presentations are used as a formative assessment.

Teachers involve students in a variety of learning experiences that stimulate higher-level thinking and engage them in real world experiences. In Art Design students work with a professional muralist, participate in client meetings and host guest speakers from different art schools. In Bistro, students learn about food products, create menu items for their businesses, learn specific kitchen and cooking skills, and learn how to write a resume. In History classes students take field trips, including but not limited to, the Reagan Library, the Japanese American Museum, the Museum of Tolerance and Glendale Community College. Students also participate in mock interviews, emulating current or historical figures and hear from guest speakers with first-hand knowledge of historical events. Furthermore students are involved in community service, including working as pollsters on election days, helping out at the Salvation Army and reading with students at a local elementary school. In Economics, students create a business plan that they must present to classmates.

Finally, Career Cruising, (an online job research program), Workability (a real job experience program at Borders and Planet X), Work Experience and the Glendale Youth Alliance all provide students with an opportunity to apply higher order thinking skills in seeking and maintaining employment. Career Cruising has been very successful with the Special Education population. The school suggests and the visiting committee concurs that it would be valuable to explore expanding the use of Career Cruising to include more students.

Areas of strength for Standards-Based Student Learning: Instruction (if any) that need to be addressed to ensure quality education for all students.

- Alignment of instruction to state standards
- Flexibility for earning credits in Advanced Path Academy
- Elective classes that connect students to real world experiences
- Communication between teachers and students
- Career Cruising and Work Experience Program

Key Issues for Standards-Based Student Learning: Instruction (if any) that need to be addressed to ensure quality education for all students:

- **Additional business partnerships**
- **Additional library and multimedia resources**
- **Additional job shadowing**

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- **Student Work Samples**
- **Graphic Organizers**
- **Course Syllabi**
- **Individual Learning Plans**
- **Student Survey**
- **Lesson Plans**
- **Classroom observations**
- **Field Trips**

CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY (3 PAGES)

D1. To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community?

Daily High School uses a multifaceted process to collect, disaggregate, analyze, and report student performance data to parents and other shareholders in the community. Daily's staff (counselor, administrators, and select teachers) disaggregates and analyzes the data to make adjustments to the master schedule and place students in their respective classes (e.g., in a CAHSEE intervention class), inform instruction, and guide professional development.

School-wide results from assessments (CST's, CAHSEE, and CELDT) are sent to students, parents and other shareholders via Zangle, SSC meetings, the annual State of the District Address, the School Accountability Report Card (SARC), and the GUSD and CDE websites. Additionally, student performance results from CSTs, CAHSEE, CELDT, school-wide writing assessments, and teacher-generated assessments, are also communicated through traditional venues: formal reports, progress

reports, Back-to-School Night, and Open House. Personal relationships with students and parents are important; consequently, during a graduation check, IEP, SST, and intervention meetings, performance data is shared directly with students and parents.

The school staff has available district's DATA Director Program to conduct more comprehensive analysis of student performance data. Data Director is a web-based data collecting program that generates simple and comprehensive disaggregated reports on student performance. Daily's staff uses this program to determine their student's present levels of achievement and target areas of needed improvement. In addition, the district's Education Technology Information System (ETIS) department has been responsive to the school's needs related to tech support, equipment, and hands-on assistance to customize reports related to school improvement.

Daily High School also administers local assessments in reading, writing, and mathematics. During the orientation class, students are given two assessments, the STAR Reading test and the District Math Benchmark that are used to help schedule students into the appropriate classes to better meet their academic needs. Also, twice a year, students are given the school-wide writing prompt which are scored by the faculty using a rubric developed by the English department as part of the school's focus on writing. The scored assessments are then forwarded to each student's English teacher, who then discusses the results with individual students and gives them feedback on what and how to improve.

In addition to standardized tests and school wide assessments, Daily teachers use teacher-generated tests, quizzes, papers, and projects to measure student progress towards achieving subject matter standards. Data from these assessments are reviewed and analyzed by individual teachers and shared with students. Teachers use the results to guide instruction, re-administer tests, and assist individual students, particularly on banking-day Fridays.

Analysis

The visiting committee concluded via observation of classrooms and discussions with various focus groups that the Daily staff does administer periodic summative assessments and continuously performs frequent formative assessments. These results are communicated to the various stakeholders primarily via written and verbal (telephone and face-to-face) communication. However, the school's open enrollment policy contributes to the transitory nature of the schools population and creates a difficult obstacle in disaggregating longitudinal data on a class or school-level. On the other hand, the use of the District provided *Data Director* could provide individual disaggregated information for analysis. Currently only minimal use of Data Director is occurring. One teacher is becoming very familiar with this software with the intent of instructing all the other teachers in its use. Additionally, the District is currently piloting the "parental portal" of the District's Zangle system. This portal, when fully operational, will allow all parents access to their student's academic, attendance, and behavioral history electronically.

Performance levels are determined on a content area basis. Associated with the performance levels are a variety of assessment strategies including essays, tests and quizzes, individual and group presentations. Consequently, there is a wide assortment of measures employed to allow students to demonstrate achievement of academic standards.

D2. To what extent do teachers employ a variety of strategies to evaluate student learning?

To what extent do students and teachers use assessment results to enhance the educational progress of every student?

Daily's staff (counselor, administrators, and select teachers) disaggregates and analyzes the data using Data Director to make adjustments to the master schedule and place students in their respective classes (e.g., in a CAHSEE intervention class), inform instruction, and guide professional development. Additionally, teacher-generated tests, quizzes, papers, and projects are used to measure student progress towards achieving subject matter standards. Data from these assessments are reviewed and analyzed by individual teachers and shared with students.

Teachers assess students for overall performance, comprehension, and progress related to the state standards using teacher-made tests and quizzes, writing assignments, grouping, guided note-taking, and checking for understanding. Tests and quizzes are used to correct misunderstanding, scaffold understanding, and serve as guided notes for upcoming units and/or chapters. Writing assessments are used as an indicator of comprehension of curricular material. Reflective responses to literature are standards-based across all grade levels. Writing assessments are also used as an indicator of students' abilities to formulate a five paragraph essay that includes a thesis statement, supporting evidence, and proper formatting. Authentic assessments include research projects, responses to literature, or informational texts to form an inference or commentary on a given issue, power point presentations and oral presentations. Guided note taking models for students, how correct note taking can record the important and impactful information from a reading or presentation and graphic organizers are also used as an effective way for teachers to assess a student's ability to record meaningful information. Check for understanding is a necessary method used by teachers to incrementally monitor student comprehension and understanding.

Student performance data, attendance reports, and transcripts, are reviewed during the Placement Committee meeting to better assist students in being successful in school. Instrumental to this endeavor is goal-setting. Long term and short term goals are set by each student during orientation. At APA, students make daily goals, monthly goals, and yearly long term goals with their teachers (for example targeted graduation dates). Following a transcript review, an ILP is developed with guidance from the orientation teacher and counselor. Progress on goals is periodically monitored by advisement teachers. Also, conferences between the counselor and students/parents are scheduled to review student progress.

Attendance conferences are scheduled to address punctuality and absences and to increase

parent awareness and involvement. APA teachers maintain an attendance phone log to monitor the number of home contacts made. The goal is to involve parents and keep them informed on a regular basis. APA's staff has created a variety of forms as interactive visuals to be used during parent/teacher/student conferences in order to engage and involve parents in the learning process. At Daily, poor attendance patterns among students have helped create the Friday Buy-out incentive policy, the use of afternoon intervention schedules, and the school's tardy/attendance plan.

Analysis

The visiting committee concluded via observation of classrooms and discussions with various focus groups that the Daily staff does promote and provide continuous and frequent student feedback. The initial feedback occurs in the 2 week orientation class that Daily students must attend prior to issuance of a standard academic schedule. During orientation an Individual Learning Plan (ILP) is developed for each student by the counselor and orientation teacher. This plan outlines the specific classes needed by the student to graduate. Ongoing content-based assessments results are analyzed by the individual teacher and then shared with student; additionally, the student's advisement teacher periodically monitors progress being achieved towards the goal of graduation. On the other hand, a school-wide writing prompt, using a 5 paragraph model, is administered bi-annually (fall and spring), and scored by a common rubric with the results forwarded to the student's English teacher. A consequence of this student-feedback is modifications to the educational and behavioral support strategies employed to support the student's progress towards mastery of standards and graduation. Teachers assess students for overall performance, comprehension, and progress related to the state standards using teacher-made tests and quizzes, writing assignments, grouping, guided note-taking, and checking for understanding. Attendance and academic conferences are scheduled with teacher-student-parent-counselor as required.

D3. To what extent does the school, with the support of the district and community, have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected school-wide learning results?

. The school administers several of the California's standardized tests. These tests include the California's Standards Tests (CSTs), the California High School Exit Exam (CAHSEE), and the California English Language Development Test (CELDT). Additionally, the school uses the district-wide DATA Director web-based program to conduct more comprehensive analysis and of student performance data, Zangle generated customized student data reports, and support from the district's Education Technology Information System (ETIS) department.

Staff actively participates in several District-sponsored committees/systems designed to monitor and improve student academic achievement related to content standards and the ESLRs. These committees has been effective in the improvement of teaching and learning at the school, as the committees are teacher-driven and thus maximizes buy-in from the single most important factor in

student performance, teachers. Daily also participates in the school district's Focus on Results reform initiative which is a multi-step professional development plan intended to improve teaching and learning by using data to focus on its selected academic area - writing. Daily's writing prompts/assessments have evolved from this focus, and have undergone several revisions along the way.

Analysis

The visiting committee concluded via observation of classrooms and discussions with various focus groups that the school board, district, staff, students, and parents are involved in the ongoing assessment and monitoring of student progress. California's standardized tests are administered and reported to all stakeholders. Additionally, the District's Data Director and Zangle systems are available for use; however, the parent portal on Zangle has not been fully implemented district wide and the use of Data Director has not been fully utilized. On the other hand, Daily staff participates in the District's Focus on Results reform initiative with a school-wide emphasis on writing, using the 5 paragraph model. This emphasis has resulted in development of a uniformed Student Writing Handbook which is employed to help students improve their writing skills.

D4. To what extent does the assessment of student achievement in relation to the academic standards and the expected school-wide learning results drive the school's program, its regular evaluation and improvement and usage of resources?

Daily High School actively participates in several District-sponsored committees/systems designed to monitor and improve student academic achievement related to content standards and the ESLRs. Also, formative and summative assessment data is used to determine and coordinate student needs, course offerings, student placement, and resource needs.

The low passage rate (35%) on the CAHSEE has led to the creation of CAHSEE intervention classes. Concurrently, at APA, teachers work one-on-one with students and create small learning groups to target core skills. The academy purchased an on-line CAHSEE intervention program, Revolutionary CAHSEE, to empower and prepare students for the CAHSEE. Student performance data, attendance reports, and transcripts, are reviewed during the Placement Committee meeting to better assist students in being successful in school. The writing handbook was developed to guide students at the school to become better communicators. The staff has been trained to implement the essentials of the writing handbook. Writing assignments, projects, and the school-wide writing assessments are used to evaluate growth in order to implement innovative practices and programs.

Long term and short term goals are set by each student during orientation. At APA, students make daily goals, monthly goals, and yearly long term goals with their teachers. Progress on goals is periodically monitored by teachers and conferences between the counselor and students/parents are scheduled to review student progress. Attendance conferences are scheduled to address punctuality and

absences and to increase parent awareness and involvement. The staff aims to create a learning environment that promotes knowledge acquisition, communication, and personal empowerment to critique information relevant to personal experiences in the context of the larger society.

To what extent does the assessment of student achievement in relation to the academic standards and the expected school-wide learning results drive the school's program, its regular evaluation and improvement and usage of resources?

Analysis

The visiting committee concluded via observation of classrooms and discussions with various focus groups that the school does use assessment results to make changes in the school's program, professional development activities, and resource allocations. Specifically, formative and summative assessment data has been used determine and coordinate student needs, course offerings, student placement, and resource needs. The current CAHSEE intervention classes and purchase of Revolutionary CAHSEE occurred due to the low CAHSEE pass rate. Additionally, the school-wide writing focus resulted in the development of the student writing handbook and was implemented to help students become better communicators. Additionally, ongoing attendance issues are addressed via teacher-student-parent-counselor conferences.

Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any) that need to be addressed to ensure quality education for all students.

- Growth in writing benchmark scores
- Multiple assessment strategies using data, evaluating, and analyzing to identify targeted areas of need
- Computerized assessment system at APA allows teachers to evaluate, analyze and implement plans according to student's strengths and weaknesses
- Daily's partnership with APA affords students a variety of placement options
- Small population is conducive to personalized relationships with students
- Ongoing formative assessments
- School-wide focus on writing
- Use of Individual Learning Plans

Key issues for Standards-Based Student Learning: Assessment and Accountability (if any) that need to be addressed to ensure quality education for all students.

- Refine school approach to fostering success of English learners
- Research supplementary curriculum materials to support language development for students at APA
- Improve system for progress reports at APA
- Utilization of Data Director to accurately assess individual, class and school achievement data
- Utilization of Zangle for parental communication and involvement

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Minutes from SSC and CSC meetings
- Teacher records
- Teacher specialist files
- Data Director
- Zangle
- Classroom observations
- Lesson plans
- Student work
- Writing handbook
- Focus on Results Binder
- Literacy class files

E1. To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

1. Evaluate the strategies and processes for the regular involvement of parents and the community including being active partner in the teaching/learning process. Comment on the effectiveness of involving non-English speaking parents.

Daily High School encourages parental involvement through the use of different activities such as parent orientation, Back to School Night, Open House, School Site Council and English Learner Advisory Committees.

The school also provides verbal and written communication to parents in the form of personal phone calls to report absences, requests for parent conferences, and reporting of positive/negative behavior.

Written communication with parents is provided through progress/final grade reports.

The WASC Visiting Team observed that although Daily offers opportunities for parents to become active in their child's school, more strategies should be discussed and employed to increase parental involvement. Suggested activities could include but are not limited to encouraging parents to visit classrooms, informing parents of volunteering procedures, open house during the school day, and increasing written communication in the form of newsletters.

2. How effective is school use of community resources to support students, such as professional services, business partnerships, and speakers.

Daily High School utilizes a multitude of resources through the local community. The school has a number of partnerships with various community agencies, organizations, businesses, and foundations whose donations, scholarships, and use of facilities contribute to the students overall educational experience.

E2. *To what extent is the school a safe, clean, and orderly place that nurtures learning?*

To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

Safety at Daily High School is maintained through a comprehensive school safety plan that includes a campus supervision plan, a discipline plan, and safety procedures for emergency situations, such as earthquakes, fires, and lock-downs. The campus is supervised before school, during passing periods, lunch, and at dismissal by a team of campus security, administrators, and support personnel. Additionally, wide-range cameras are utilized to monitor the interior and main entrance/exit of campus. The school has a closed campus policy; gates remain closed at all times and visitors must enter campus through the main office to receive clearance to enter campus grounds.

The school is staffed with four custodial staff members and receives support from the school district's Maintenance and Operations department. The daytime custodian makes routine outdoor cleanups while the afternoon and evening custodians maintain the interior of campus.

To what extent does the school demonstrate caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning?

Daily High School faculty and staff exhibit high expectations and personal concern for students. They encourage all students to meet academic, attendance, and behavioral expectations. Students must attain an 80% attendance rate and complete all course assignments with at least 70% mastery to earn credit in a course. When necessary and/or appropriate, students are referred to the counselor or an administrator for intervention, individual counseling, parent conference, detention, afternoon schedule, or assistance from an outside agency.

In addition to the above, students who meet high academic and behavioral expectations are allowed to participate in the Buy-out incentive where students get Friday off from school (with parent agreement). Students not meeting expectations must attend school on Fridays to make-up assignments and tests, receive individual assistance, and reteach key concepts taught during the week.

Staff members participate in discussions to improve the school or to brainstorm ideas to assist students who may be experiencing academic, behavioral, or personal difficulties. The staff has a very positive relationship with fellow colleagues and students.

Lastly, Daily High School works with many community service agencies in a coordinated effort to support students in a caring learning environment.

E3. *To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?*

Daily High School students receive an Individualized Learning Plan (ILP) upon entry to the school. The ILPs are initiated during orientation and monitored by various staff members throughout the course of the school year in the advisory period. During bank-day meetings, certificated staff members discuss students who are not making academic progress and communicate those concerns to parents and guardians through individual follow-up meetings.

In addition to parent contact and the individualized learning plan, support for students experiencing academic difficulties is provided by individual teachers. Teachers identify students with academic challenges and provide them with additional instructional materials, one on one assistance and scaffolding strategies. Furthermore, the Alternative to Suspension (ATS) program offers students opportunities to make-up missed school hours, complete assignments, and do assignments in advance .

Evaluate the types of strategies used by the school's leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standard-based curriculum.

Daily High School personalized approach to learning and alternative instructional options allow access to and progress in a standard-based curriculum. However, the impact of these strategies can be considered satisfactory, as there remains room for improvement to truly maximize their potential to make a difference for the greatest number of students. The personalized approach includes an average class size of 12 (and no class larger than 22 students), an ILP, banking-day meetings, ATS, easy access to the counselor and administrators, extensive support services, and a relatively small but safe and clean learning environment. In spite of the school's efforts to personalize learning for all students, the school continues to experience less success with younger students (ages 16-17) than with older students (ages 18-19).

Alternative instructional options allow access to, and progress in, the standard-based curriculum. Direct instruction is provided to build basic skills and to facilitate learning of more complex concepts and functions.

E.4 To what extent do students have access to a system of personal support services, activities, and opportunities at the school and within the community?

The students that attend Daily High School are provided with many support services. In addition to services offered at the school and from the district, many students participate or have access to many community programs. Following is an abbreviated sample of some of the organizations that have partnered with Daily High School to provide services to students:

- Workability Program
- Generation Next Mentorship Program
- Healthy Start
- ACTION Family Counseling
- ACTION Parent and Teen Support Program
- Glendale Youth and Family Service program
- Glendale Community College Continuing Education program
- Los Angeles County Probationary Department program

Areas of Strength

- Campus is safe, clean, and orderly
- Banking-days are used to discuss student achievement and professional development.
- Buy-out incentive
- Master schedule built on student academic needs.
- Extensive access to and use of community resources

Areas for Growth

- Additional student recognition awards
- Master Schedule that reflects student interests (electives) as well as core academic classes
- Curricular/co-curricular activities that reflects student abilities to do more hands on experiences
- A school newsletter to inform all stakeholders in all other languages spoken by the student body
- Counseling for students at APA
- End of trimester reports to parents

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Orientation
- Back to School Night
- Open House
- Progress Reports
- Parent Conferences
- Safety Plan
- List of Students discussed
- 5 step discipline plan
- Individual Learning Plans
- Graduation Checks
- Make up

Part B: Synthesis of Schoolwide Areas of Strength and Schoolwide Critical Areas for Follow-up

- Briefly comment about the previously identified schoolwide strengths and critical areas for follow-up.

General Comments:

In their self-study process, the school found strengths supporting student learning throughout the . five criteria, many resulting from progress from earlier action plans. The focus groups also identified new and ongoing areas of growth for followup. The visiting committee noted from both the school report and from visit observations some additional strengths and areas for followup. Daily High School’s five major action areas are to some extent compelled by key critical follow-up items, and actions are related to some of the strengths. The committee suggests referring to this list synthesized from the school’s own observations in the final refinement of the action plan; i.e., be sure that the chosen action areas are the highest priority critical needs, and that the highest priority action steps correspond to the major strengths.

- Synthesize schoolwide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report.*

Schoolwide Areas of Strength

1. Monitoring and communicating student progress and student achievement
2. Utilization of best practices
3. Strong community ties result in extensive access to community resources and support
4. Discussion of students and school-wide instructional practices and curriculum during banking-day and professional development days
5. Use of Individual Learning Plans
6. Increased post-high school opportunities for students to explore
7. Alignment of instruction to state standards
8. High expectations for student achievement
9. Communication between teachers and students

10. Multiple assessment strategies using data, evaluating, and analyzing to identify targeted areas of individual need

11. Schoolwide focus on writing
12. Ongoing formative assessments and feedback
13. Campus is safe, clean, and orderly
14. Master schedule built on student academic needs
15. Personal relationships between students and staff

Schoolwide Critical Areas for Follow-Up (list numerically)

1. Expand schoolwide focus to an area in addition to writing
2. Standardize collegial walk-throughs
3. Modify orientation at APA and Daily
4. Review of ESLRs with students and staff
5. Evaluation of the effectiveness of post-high school transitions
6. Limited elective options for both sites
7. Increase business partnerships
8. Additional library and multimedia resources
9. Coordinate programs between APA and Daily
10. Improve system for progress and grade reports
11. Use of Data Director to accurately assess individual, class and school achievement data
12. Use Zangle for parental involvement and communication
13. Increase student recognition awards
14. A school newsletter to inform all stakeholders in all other languages spoken by the student body
15. Counseling for students at APA

Chapter V: Ongoing School Improvement (1–2 pages)

Chapter V: Ongoing School Improvement

Include a brief summary of the schoolwide action plan

The action plan contains five major goals: (1) improve student writing; (2) improve reading skills among students reading at and below 5th grade level; (3) provide student with information, guidance and preparation for successful transitioning into the workforce; (4) Increase parent participation in school activities; (5) improve the percentage of student who pass algebra. The following are details concerning each major goal:

Student writing improvement will be measured by the two school-wide writing prompts with the goal of 50% of the students improving from one performance level to another and all other students improving within their current performance level. School-wide writing prompts will be administered and scored holistically by the entire faculty.

Students reading below the fifth-grade level will improve their reading levels by two grades

within one year. Measurement of this goal will occur by using the Accelerated Reader Stat test administered in the literacy Center every 12 weeks.

Students will be provided information, guidance, and preparation for successful transition into the workforce and will be measured by the School-to-Career survey administered to all graduating seniors at the end of each trimester.

Increased parental participation in school activities will increase by 5% as measured by sign-in sheets at all school functions.

Improvement in the algebra pass rate during a trimester will increase by 20% and will be measured by teacher and department generated pre- and post-tests, Data Director-created tasks, and student performance data on the CST algebra test

Comments on the following school improvement issues:

Adequacy of the schoolwide action plan in addressing the identified critical areas for follow-up

Do the action plan sections address the critical areas for follow-up?

The three academic sections adequately address these critical areas, are grounded on data, reported in the self-study and have measurable goals. The other two (post-high school transition and parent involvement) seem to be identified from less quantified observations or professional judgments and would benefit from more refinement, and expansion to a broader scope, with more impact on student learning.

Will the action plan steps enhance student learning?

The first three sections will clearly enhance student learning. All however consist of a large number of specific action steps—all of which would influence learning—but are probably too numerous to manage at one time. Putting these into an order of priority, and concentrating on the more urgent ones should definitely enhance student learning,

Is the action plan feasible within existing resources?

Action with significant impact on learning is definitely feasible with no additional resources.

Is there sufficient commitment to the action plan, schoolwide and system-wide?

There is clearly systemic commitment to all five plan segments.

Existing factors that will support school improvement.

Work ongoing, staff experience and immediate impact on students

Impediments to improvement that the school will need to overcome

Need for realistic goals; need for accountability and improved follow-up, review and refinement process

Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan.

The follow-up process should be meaningful if action steps are prioritized and cut down in number, and if timelines and persons responsible are specified—and with reports to stakeholders, as the plan is monitored periodically throughout the school year and revised, if necessary, at least once per year to reflect the progress made toward meeting the plan's goals. If oversight is specified and carried out and if the evaluation, revision, and follow-up process includes a review of the goals, action steps,

resources, and the school's ability to coordinate this plan with other performance targets, including the critical areas for growth in the self- study, all annually reported.