

Daily (Allan F.) High (Continuation)

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Glendale Unified
Phone Number	(818) 241-3111
Superintendent	Vivian Ekchian
Email Address	vekchian@gusd.net
Website	www.gusd.net

School Contact Information (School Year 2019—20)	
School Name	Daily (Allan F.) High (Continuation)
Street	220 North Kenwood
City, State, Zip	Glendale, Ca, 91206-4209
Phone Number	818-247-4805
Principal	Dr. Lonny Root, Principal
Email Address	lroot@gusd.net
County-District-School (CDS) Code	19645681933472

Last updated: 12/31/2019

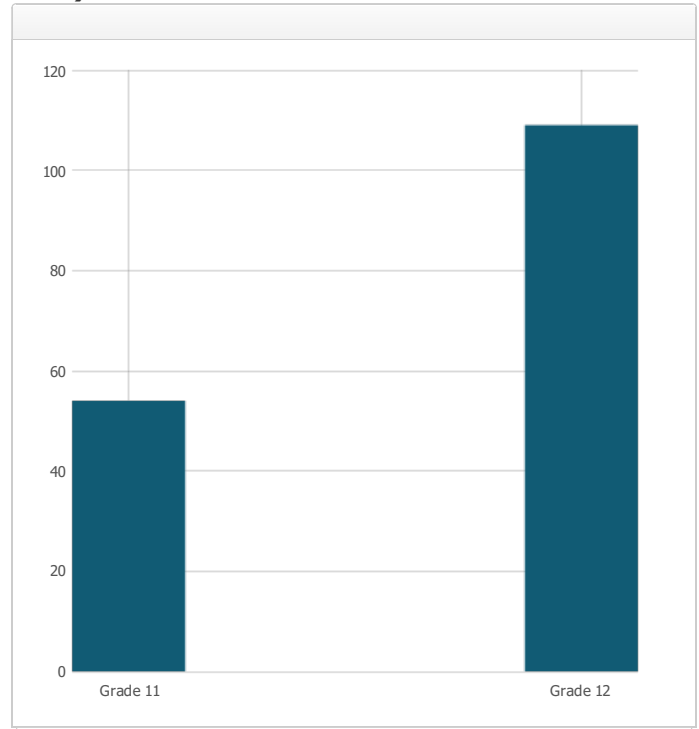
School Description and Mission Statement (School Year 2019—20)

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

Last updated: 1/21/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 11	54
Grade 12	109
Total Enrollment	163



Last updated: 1/25/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	%
Asian	2.50 %
Filipino	3.10 %
Hispanic or Latino	52.10 %
Native Hawaiian or Pacific Islander	%
White	41.10 %
Two or More Races	1.20 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	79.80 %
English Learners	17.20 %
Students with Disabilities	14.10 %
Foster Youth	0.60 %
Homeless	9.20 %

A. Conditions of Learning

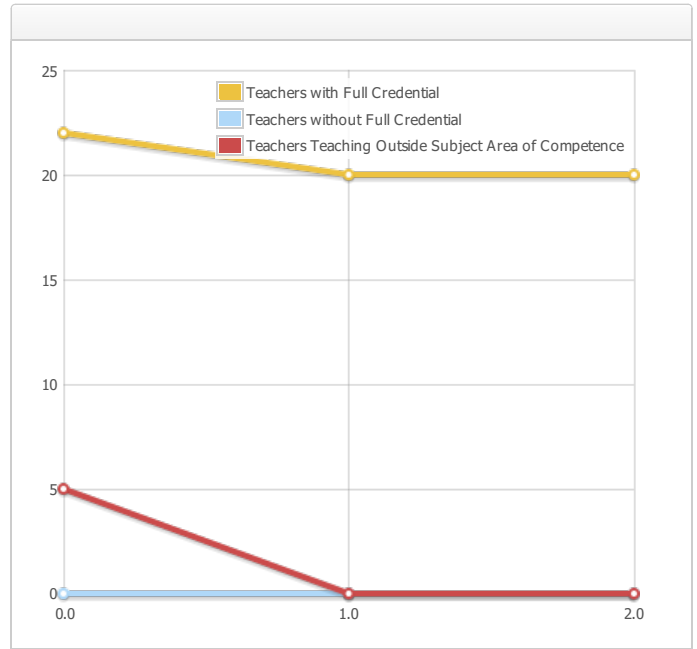
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

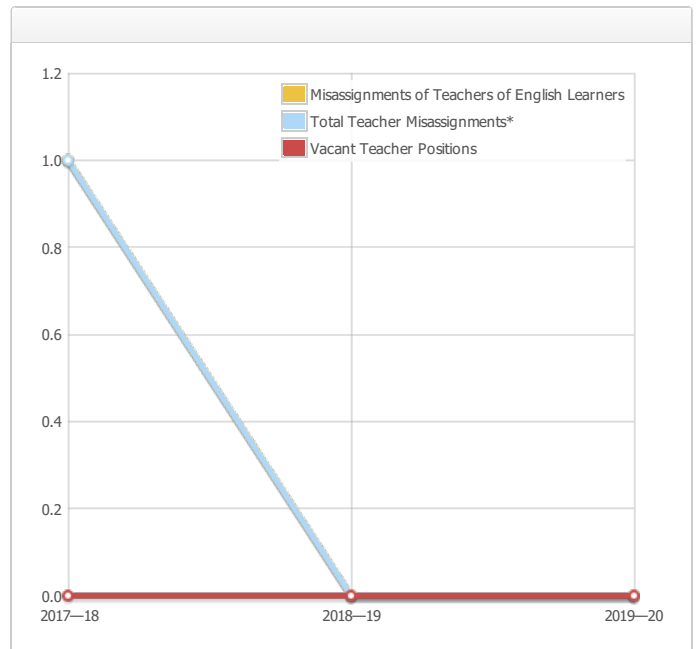
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	22	20	20	1143
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	5	0	0	63



Last updated: 1/25/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments*	1	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/16/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: November 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Holt, Rinehart & Winston-English:"Holt Literature & Language/2003 McDougal Littell – Am. Lit & Comp: The Language of Literature/2003 McDougal Littell –The Language of Literature, American Literature, 2006	Yes	0.00 %
Mathematics	Core Connections Integrated I C P M Second Edition Version 6.0 Core Connections Integrated II C P M Second Edition Version 6.0	Yes	0.00 %
Science	Prentice Hall – California Biology, Miller, Levine/2007 Holt – Geoscience:Earth Science by Allison, Degaetano & Paachoff/2007	Yes	0.00 %
History-Social Science	Prentice Hall – California World History/2006 Holt, Rinehart & Winston – California American Anthem/2006 Prentice Hall-Macgruder’s American Government/2006 Glencoe/McGraw-Hill-Economics: Principles & Practices/2006	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/21/2020

School Facility Conditions and Planned Improvements

Daily High School is a relatively new campus, built in 2001. Two modular or portable classrooms were added in the Fall of 2012 to expand elective offerings with the inclusion of a Graphic Arts computer lab. We partner with a local church for assemblies, the YMCA for scheduled physical education classes, the public library for research projects, and local schools for sports activities.

Custodial staff cleans our school and provides excellent maintenance of our buildings and grounds. Students, teachers and other staff participate in various campus beautification projects, including the school garden.

Last updated: 1/21/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Poor	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Fair
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Last updated: 12/31/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	17.0%	14.0%	63.0%	64.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	1.0%	2.0%	53.0%	55.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/25/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	99	91	91.92%	8.08%	14.29%
Male	83	76	91.57%	8.43%	11.84%
Female	16	15	93.75%	6.25%	26.67%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	48	47	97.92%	2.08%	12.77%
Native Hawaiian or Pacific Islander					
White	41	35	85.37%	14.63%	11.43%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	77	72	93.51%	6.49%	11.11%
English Learners	14	12	85.71%	14.29%	0.00%
Students with Disabilities	17	17	100.00%	0.00%	0.00%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/25/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	99	91	91.92%	8.08%	2.20%
Male	83	76	91.57%	8.43%	2.63%
Female	16	15	93.75%	6.25%	0.00%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	48	46	95.83%	4.17%	0.00%
Native Hawaiian or Pacific Islander					
White	41	36	87.80%	12.20%	2.78%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	77	72	93.51%	6.49%	2.78%
English Learners	14	12	85.71%	14.29%	0.00%
Students with Disabilities	17	17	100.00%	0.00%	0.00%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/25/2020

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/25/2020

Career Technical Education (CTE) Programs (School Year 2018—19)

The District Career Technical Education (CTE) programs have been developed to connect students to college and careers. CTE, comprised of 11 Industry Sectors and 25 pathways, provides students a wide range of courses to explore career opportunities. Career and Technical Education (CTE) prepares youth for a range of high-wage, high-skill and high-demand careers. A CTE pathway is a sequence of two or more CTE courses within a student's career interest. All CTE courses support the Common Core and CTE Model Curriculum Standards (MCS) and are adopted based on EDC § 51226. To ensure students are college, career and life ready, 99% of CTE courses are a-g approved by the UC A-G Management Portal. Learning rigorous academic skills, especially in English Language Arts and Mathematics, is an integral part of each CTE course outlines and competencies. The CTE department follows the 11 elements of a high quality CTE program and receives input from industry professionals through advisory committee meetings. The primary representatives for the district CTE advisory committee and the industry representatives on the committee are approved through the board of education and yearly advisory meetings are conducted by specific industry sectors. Industry partners help to ensure the continued relevance of CTE programs and build pipelines of skilled workers. CTE pathways provide students the academic and technical skills, knowledge and training necessary to succeed in future careers and to become lifelong learners. CTE prepares these learners for the world of work by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context. With CTE, students gain knowledge, attitude and skills to succeed in post-secondary education and careers.

Last updated: 1/14/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	164
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	181.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/21/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	94.51%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

Daily High School offers a variety of avenues to actively involve parents in their children's education, including general communication, teacher conferences, counselor conferences, school activities, and school committees. Daily uses trilingual communication in writing via the Parent/Student Handbook – which informs parents of important dates, graduation requirements, test dates, the school's discipline policies, and other important information – and regular school mail, email, via telephone calls through Blackboard Connect, and via personal communication with staff members. The school promotes and expects parental involvement in conferences with teachers, counselors and administrators. Additionally, parents are required to attend a three-hour parent/student orientation session as part of the students' enrollment process. Parents also participate in the annual Back-to-School Night and Open House activities that are set aside to allow parents the opportunity to interact with teachers regarding academic/behavioral expectations and student progress. Finally, parents participate in various school committees such as School Site Council, District Advisory Council, and ad hoc committees such as the WASC and Model School Parent Focus Groups.

State Priority: Pupil Engagement

Last updated: 1/21/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

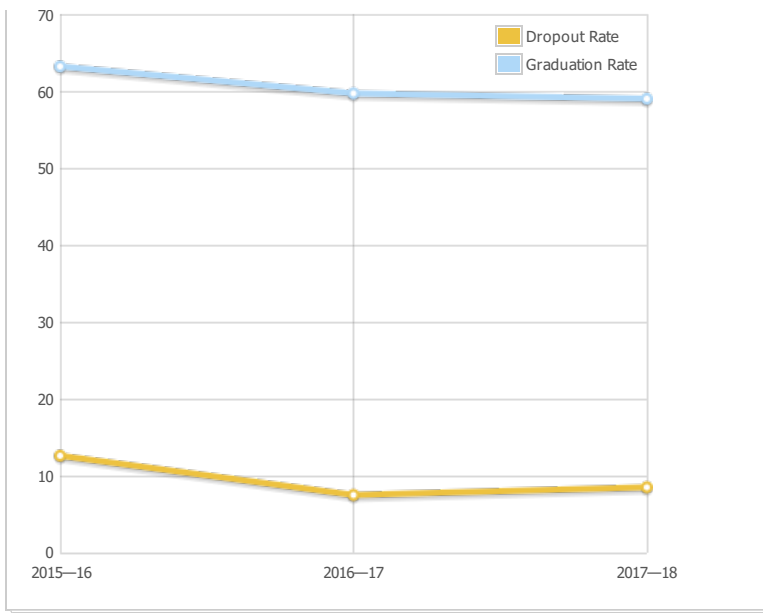
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	12.60%	3.20%	9.70%
Graduation Rate	63.20%	92.90%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	7.50%	8.50%	3.50%	3.00%	9.10%	9.60%
Graduation Rate	59.70%	59.00%	89.20%	89.80%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/25/2020

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	15.20%	12.30%	16.40%	2.60%	2.00%	2.50%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/25/2020

School Safety Plan (School Year 2019—20)

The number one priority at Daily High School is student safety. Safety is maintained through implementation of a comprehensive school safety plan. Before school, during passing periods, lunch, and at dismissal, campus security, administrators and a team of support personnel monitor the grounds and surrounding areas for safety. Cameras are utilized to monitor the interior, exterior 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, identify themselves, be granted access through the locked safety door, state the nature of their visit, and sign in. Additionally, students are not permitted to leave campus during the school day without parental permission.

The school safety plan was last revised and approved in March 2017. The plan, which we update once a year, covers a campus supervision plan and the safety procedures we follow in emergency situations. It includes safety procedures for earthquakes, fires, and intruders. We distribute parts of the safety plan to teachers, students, the police department, and the School Site Council. Communicating with parents during emergencies is of utmost importance. To contact parents during a crisis, our school uses the automated phone system, the Remind app, and email. School safety drills are held periodically during the school year. The school participates in the annual state wide emergency shake out in the fall.

School safety is reinforced with a comprehensive dress code, discipline policy, and set of behavioral expectations.

Last updated: 1/21/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	9.00	27		
Mathematics	12.00	13		
Science	12.00	6		
Social Science	12.00	15		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	8.00	21		
Mathematics	11.00	10		
Science	9.00	8		
Social Science	10.00	14		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	6.00	34		
Mathematics	8.00	15		
Science	8.00	8		
Social Science	8.00	21		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/25/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	1

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Average Number of Pupils per Counselor

Last updated: 1/25/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	0.00
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/16/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16761.00	\$2135.00	\$14627.00	\$71611.00
District	N/A	N/A	\$5998.00	\$84419.00
Percent Difference – School Site and District	N/A	N/A	83.68%	-16.42%
State	N/A	N/A	\$7506.64	\$82403.00
Percent Difference – School Site and State	N/A	N/A	64.34%	-14.01%

Note: Cells with N/A values do not require data.

Last updated: 1/26/2020

Types of Services Funded (Fiscal Year 2018—19)

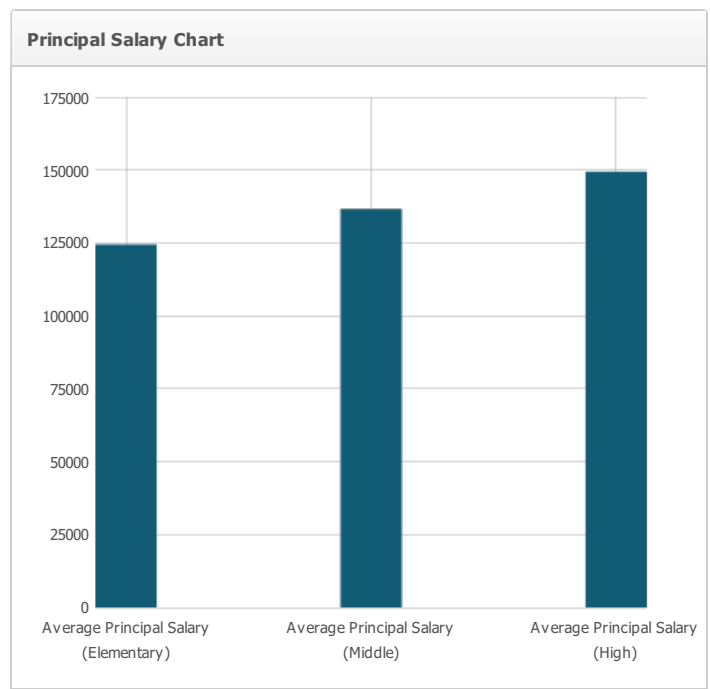
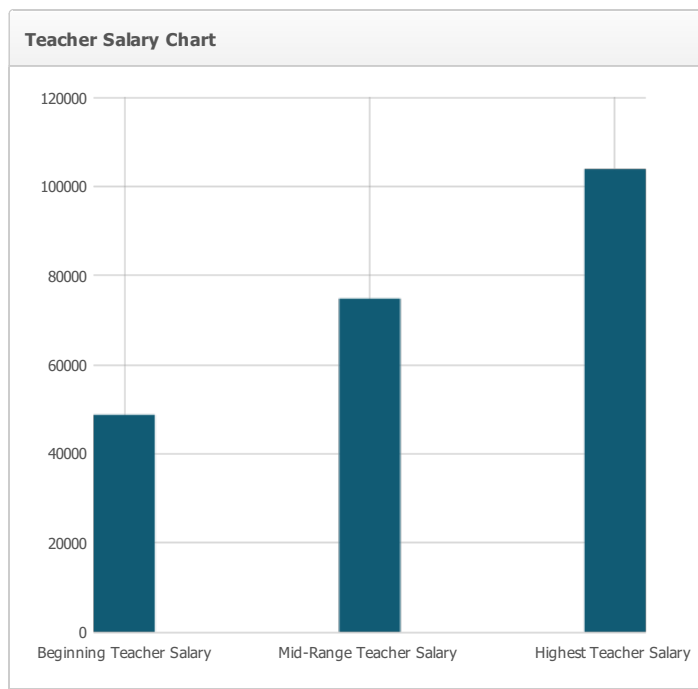
A combination of state and federal funding is used to cover all aspects of our instructional program. The State provides monies that cover the general operations of the school – e.g., staffing, building maintenance and repair, textbooks, etc. The state and federal government provide categorical monies – Title I, ELD, SBCP, etc. – that supplement the instructional program. Programs and services funded by categorical monies include, but are not limited to reading intervention (Read – 180), Bilingual Education Assistant, supplemental books and supplies, classes. Daily High School receives direct financial support from the Glendale PTA Council and the Glendale Educational Foundation that is earmarked for end-of-year activities, including graduation, visual and performing arts, science and technology, and health and fitness.

Last updated: 1/21/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,718	\$48,612
Mid-Range Teacher Salary	\$74,790	\$74,676
Highest Teacher Salary	\$103,874	\$99,791
Average Principal Salary (Elementary)	\$124,470	\$125,830
Average Principal Salary (Middle)	\$136,644	\$131,167
Average Principal Salary (High)	\$149,424	\$144,822
Superintendent Salary	\$255,000	\$275,796
Percent of Budget for Teacher Salaries	37.00%	34.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/25/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/25/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	26	26	26

Last updated: 1/13/2020