

# DAILY HIGH SCHOOL School Accountability Report Card

## Reported Using Data from the 2011–12 School Year

*Published During 2012–13*

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

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

### I. Data and Access

#### Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

#### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

### II. About This School

#### Contact Information (School Year 2012–13)

School		District	
School Name	Daily (Allan F.) High (Continuation)	District Name	Glendale Unified
Street	220 North Kenwood	Phone Number	(818) 241-3111
City, State, Zip	Glendale, CA, 91206-4209	Web Site	www.gusd.net
Phone Number	(818) 247-4805	Superintendent	Dr. Richard Sheehan
Principal	Dr. Chris Coulter, Principal	E-mail Address	dsheehan@gusd.net
E-mail Address	ccoulter@gusd.net	CDS Code	19645681933472

## School Description and Mission Statement (School Year 2011–12)

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.

## Opportunities for Parental Involvement (School Year 2011–12)

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 Connect Ed., 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.

## Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten		Grade 8	
Grade 1		Ungraded Elementary	
Grade 2		Grade 9	0
Grade 3		Grade 10	0
Grade 4		Grade 11	69
Grade 5		Grade 12	198
Grade 6		Ungraded Secondary	
Grade 7		Total Enrollment	267

## Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	3.4%
American Indian or Alaska Native	0.4%
Asian	3.4%
Filipino	3.0%
Hispanic or Latino	53.9%
Native Hawaiian or Pacific Islander	0.0%
White	35.6%

<b>Two or More Races</b>	0.4%
<b>Socioeconomically Disadvantaged</b>	61.8%
<b>English Learners</b>	67.0%
<b>Students with Disabilities</b>	7.9%

### Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
<b>English</b>	10	19	0	0	13.8	16	0	0	19.3	11	0	0
<b>Mathematics</b>	15	8	0	0	12.7	10	0	0	17.0	6	0	0
<b>Science</b>	10	8	0	0	11.8	6	0	0	23.0	1	2	0
<b>Social Science</b>	17	10	0	0	12.5	15	0	0	15.9	8	4	0

\* 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.

## III. School Climate

### School Safety Plan (School Year 2011–12)

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 that 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, 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 2012. 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, phone trees, and email trees. School safety drills are held periodically during the school year. The school participates in the annual statewide emergency stake out in the fall.

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

### Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
<b>Suspensions</b>	10	33	50	24	6	6
<b>Expulsions</b>	1	0	1	0	0	0

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2012–13)

Daily High School is a relatively new campus, built in 2001. There are no modular or portable classrooms on campus. We partner with a local church during statewide comprehensive academic testing, 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.

### School Facility Good Repair Status (School Year 2012–13) as of: 1/25/13

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

Note: Cells shaded in black do not require data.

## V. Teachers

### Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
<b>With Full Credential</b>	18	23	14	1,110
<b>Without Full Credential</b>	1	2	0	1
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	5	0	6	44

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2010-11	2011-12	2012-13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	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.

## Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011-12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	0.00%
All Schools in District	99.45%	0.55%
High-Poverty Schools in District	99.77%	0.23%
Low-Poverty Schools in District	98.69%	1.31%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2011-12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	380
Counselor (Social/Behavioral or Career Development)		
Library Media Teacher (librarian)		
Library Media Services Staff (paraprofessional)		
Psychologist	.2	

<b>Social Worker</b>		
<b>Nurse</b>	.2	
<b>Speech/Language/Hearing Specialist</b>	.1	
<b>Resource Specialist (non-teaching)</b>		
<b>Other</b>		

Note: Cells shaded in black do not require data.

\* 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.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school’s use of any supplemental curriculum or non-adopted textbooks or instructional materials.

**Year and month in which data were collected: December 2012**

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
<b>Reading/Language Arts</b>	Holt, Rinehart & Winston-English:”Holt Literature & Language/2003 McDougall Littell – Am. Lit & Comp: The Language of Literature/2003 McDougall Littell –English/2003	Yes	0%
<b>Mathematics</b>	McDougall Littell – Algebra I: Concepts & Skills/2003 McDougall Littell – Geometry “Concepts and Skills”/2008	Yes	0%
<b>Science</b>	Holt – California Biology, Johnson & Raven/2007 Holt – Geoscience:Earth Science by Allison, Degaetano & Paachoff/2007	Yes	0%
<b>History-Social Science</b>	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%

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7,163	\$5,647	\$1,516	\$79,324
District			\$4,101	\$70,145
Percent Difference – School Site and District			-63%	13%
State			\$5,455	\$68,835
Percent Difference – School Site and State			-72%	13%

Note: Cells shaded in black do not require data.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2011–12)

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, Teacher Specialist, supplemental books and supplies, and California High School Exit Exam (CAHSEE) intervention 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.

### Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,451	\$41,455
Mid-Range Teacher Salary	\$65,170	\$66,043
Highest Teacher Salary	\$88,157	\$85,397
Average Principal Salary (Elementary)	\$106,154	\$106,714
Average Principal Salary (Middle)	\$118,692	\$111,101

<b>Average Principal Salary (High)</b>	\$128,189	\$121,754
<b>Superintendent Salary</b>	\$259,000	\$223,357
<b>Percent of Budget for Teacher Salaries</b>	41.00%	39.00%
<b>Percent of Budget for Administrative Salaries</b>	5.00%	5.00%

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

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
<b>English-Language Arts</b>	12%	8%	14%	66%	68%	71%	52%	54%	56%
<b>Mathematics</b>	3%	3%	3%	63%	64%	67%	48%	50%	51%
<b>Science</b>	5%	0%	0%	68%	72%	73%	54%	57%	60%
<b>History-Social Science</b>	10%	4%	14%	60%	63%	61%	44%	48%	49%

Note: Scores are not shown 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.



## Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	71%	67%	73%	61%
All Students at the School	14%	3%	0%	14%
Male	16%	3%	0%	20%
Female	10%	4%	0%	6%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	0%	0%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	11%	0%	0%	13%
Native Hawaiian or Pacific Islander				
White	14%	10%	0%	15%
Two or More Races				
Socioeconomically Disadvantaged	7%	1%	0%	9%
English Learners	8%	0%	0%	4%
Students with Disabilities	0%	0%	0%	0%
Students Receiving Migrant Education Services				

Note: Scores are not shown 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.

### California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

**California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)**

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	13%			68%	74%	71%	54%	59%	56%
Mathematics	36%			74%	75%	79%	54%	56%	58%

Note: Scores are not shown 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.

**California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	29%	26%	45%	21%	39%	40%
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						

Note: Scores are not shown 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.

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web page* at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	B	B	B
Similar Schools	B	B	B

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	32	-78	61
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

## Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	51	572	19,456	858	4,664,264	788
Black or African American	1		238	836	313,201	710
American Indian or Alaska Native	0		41	840	31,606	742
Asian	0		2,376	946	404,670	905
Filipino	3		1,308	895	124,824	869
Hispanic or Latino	28	575	4,395	790	2,425,230	740
Native Hawaiian or Pacific Islander	0		21	888	26,563	775
White	19	568	10,834	862	1,221,860	853
Two or More Races	0		204	921	88,428	849
Socioeconomically Disadvantaged	37	523	9,348	808	2,779,680	737
English Learners	37	529	7,710	783	1,530,297	716
Students with Disabilities	3		1,684	658	530,935	607

### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate	No	No

### Federal Intervention Program (School Year 2012–13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web* page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement		12
Percent of Schools Currently in Program Improvement		37.5%

Note: Cells shaded in black do not require data.

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California's Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the *UC Admissions Information Web* page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

## California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the *CSU Web page* at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

### Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
Dropout Rate		7.9	6.7		7.9	6.7		16.6	14.4
Graduation Rate		85.54	87.61		85.54	87.61		74.72	76.26

Note: Cells shaded in black do not require data.

### Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011–12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	51%	90%	N/D
Black or African American	2%	1%	N/D
American Indian or Alaska Native	1%	0%	N/D
Asian	8%	22%	N/D
Filipino	0%	0%	N/D
Hispanic or Latino	46%	19%	N/D
Native Hawaiian or Pacific Islander	0%	0%	N/D
White	43%	57%	N/D
Two or More Races	0%	0%	N/D

<b>Socioeconomically Disadvantaged</b>	51%	85%	N/D
<b>English Learners</b>	60%	79%	N/D
<b>Students with Disabilities</b>	18%	72%	N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

### **Career Technical Education Programs (School Year 2011–12)**

Daily High School offers a variety of career technical opportunities for students. For example, in Bistro students begin a career path in various techniques of cooking and food presentation. Students learn the value of good nutrition and restaurant operations. Through our Design and Mural classes, we have devised an apprenticeship in conjunction with Roger Dolin of Mural Environments, Inc. A brand new Graphic Arts program prepares students with design and technical skills to pursue a variety of occupations or to continue their training at the Community College. Students learn the Adobe Creative Suite including Illustrator, Photoshop and InDesign. On-the-job training in child care is offered through work in our Young Parent Education nursery and through our Regional Occupation Program (ROP) child care classes. While not offered at Daily High School, our students have access to technical training in Automotive Repair, Cosmetology, and in Retail Marketing off-campus ROP courses.

Additionally, Daily High School prepares students for the world of work through partnerships with the Glendale Youth Alliance which provides on-the-job training in many areas. Daily High School also maintains collaboration with Glendale Community College in the areas of technical education in culinary arts, Hospitality Program, Graphic Arts, and Child Care Training.

### **Career Technical Education Participation (School Year 2011–12)**

<b>Measure</b>	<b>CTE Program Participation</b>
<b>Number of pupils participating in CTE</b>	200
<b>Percent of pupils completing a CTE program and earning a high school diploma</b>	25%
<b>Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education</b>	0%

### **Courses for University of California and/or California State University Admission**

<b>UC/CSU Course Measure</b>	<b>Percent</b>
<b>2011-12 Students Enrolled in Courses Required for UC/CSU Admission</b>	43.1%
<b>2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission</b>	0.0%

## **XII. Instructional Planning and Scheduling**

### **Professional Development**

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

3 school days are dedicated for staff development.