

## Daily (Allan F.) High (Continuation)

### California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/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](#) 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., 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 - Most Recent Year

District Contact Information - Most Recent Year	
<b>District Name</b>	Glendale Unified
<b>Phone Number</b>	(818) 241-3111
<b>Superintendent</b>	Marc Winger
<b>E-mail Address</b>	<a href="mailto:mwinger@gusd.net">mwinger@gusd.net</a>
<b>Web Site</b>	<a href="http://www.gusd.net">www.gusd.net</a>

School Contact Information - Most Recent Year	
<b>School Name</b>	Daily (Allan F.) High (Continuation)
<b>Street</b>	220 North Kenwood
<b>City, State, Zip</b>	Glendale, Ca, 91206-4209
<b>Phone Number</b>	818-247-4805
<b>Principal</b>	Dr. Rene Valdes, Principal
<b>E-mail Address</b>	<a href="mailto:rvaldes@gusd.net">rvaldes@gusd.net</a>
<b>County-District-School (CDS) Code</b>	19645681933472

*Last updated: 1/11/2016*

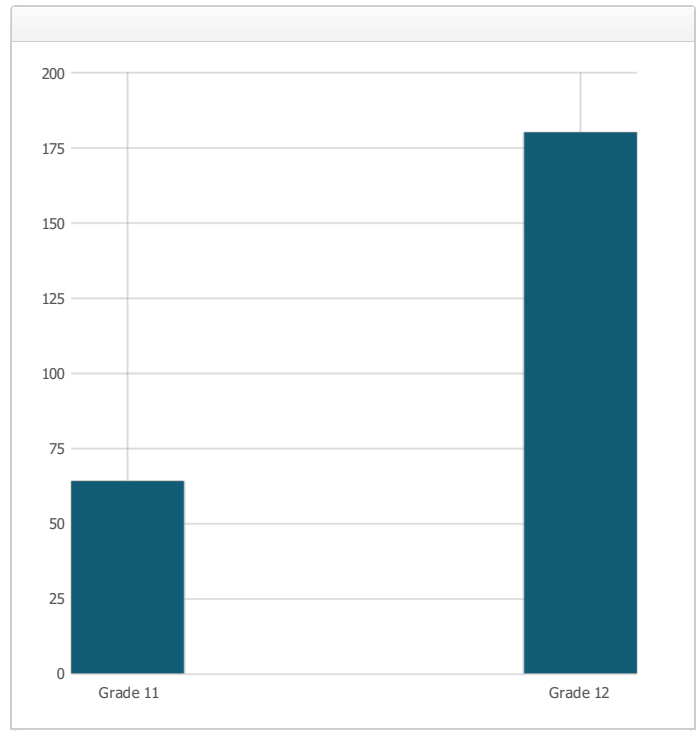
### School Description and Mission Statement - Most Recent Year

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: 1/11/2016*

### Student Enrollment by Grade Level (School Year 2014-15)

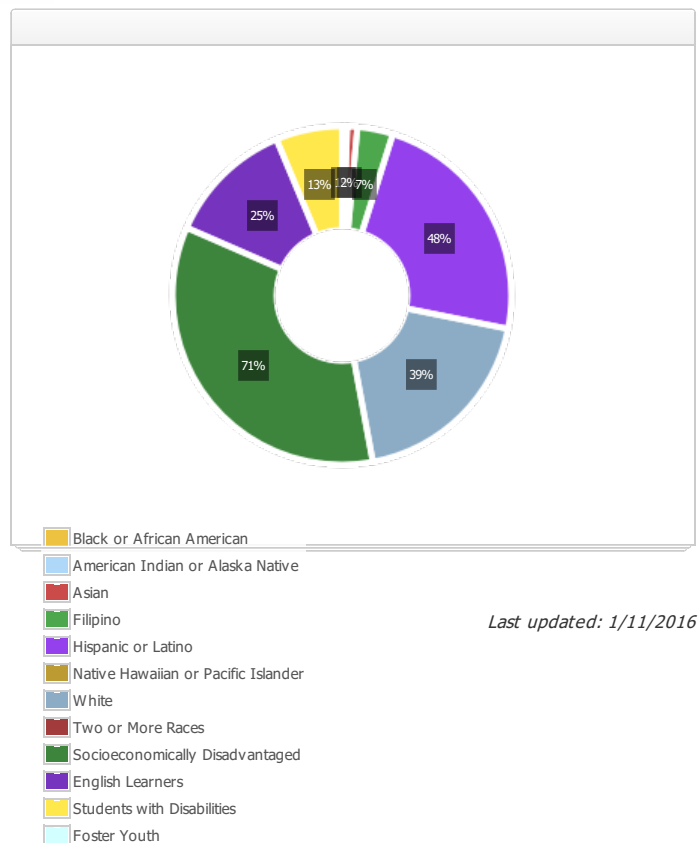
Grade Level	Number of Students
Grade 11	64
Grade 12	180
Total Enrollment	244



Last updated: 1/11/2016

### Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.2 %
American Indian or Alaska Native	0.0 %
Asian	2.9 %
Filipino	7.0 %
Hispanic or Latino	48.8 %
Native Hawaiian or Pacific Islander	0.0 %
White	39.8 %
Two or More Races	0.4 %
Socioeconomically Disadvantaged	71.7 %
English Learners	25.4 %
Students with Disabilities	13.5 %
Foster Youth	0.8 %



Last updated: 1/11/2016

## A. Conditions of Learning

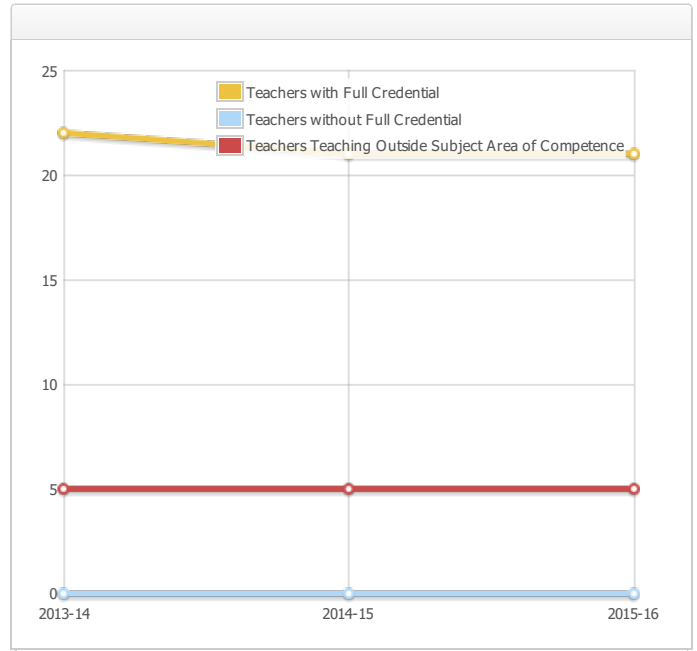
### State Priority: Basic

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

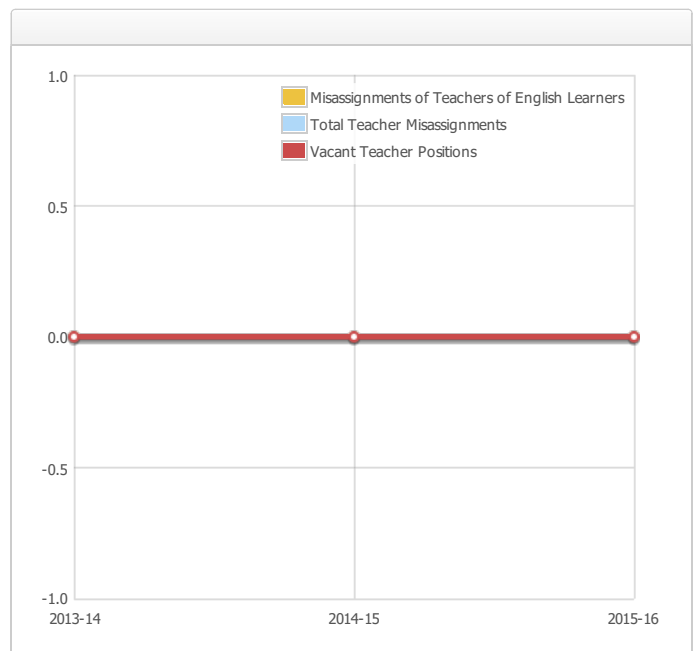
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	22	21	21	1089
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	5	5	5	65



Last updated: 1/11/2016

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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.

Last updated: 1/11/2016

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)**

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	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	99.0%	1.0%

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 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year**

Year and month in which data were collected: December 2015

Subject	Textbooks and 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 - American Literature & Comp: the Language of Literature/2003 McDougal Littell - English/2003	Yes	0.0 %
Mathematics	McDougal Littell - Algebra 1: concepts & Skills/2003 McDougal Littell - Geometry "Concepts and Skills"/2008	Yes	0.0 %
Science	Holt - California Biology, Johnson & Raven/2007 Holt- Geoscience: Earth Science by Allison, Degaetano & Paachoff/2007	Yes	0.0 %
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	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)			0.0 %

Last updated: 1/11/2016

**School Facility Conditions and Planned Improvements - Most Recent Year**

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 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.

*Last updated: 1/11/2016*

**School Facility Good Repair Status - Most Recent Year**

Year and month in which data were collected: January 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	ventilation in restrooms not working
Interior: Interior Surfaces	Fair	replace ceiling tiles
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	
Electrical: Electrical	Fair	hallway lights out
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Fair	
Structural: Structural Damage, Roofs	Fair	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	

**Overall Facility Rate - Most Recent Year**

Year and month in which data were collected: January 2015

Overall Rating	Fair
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*Last updated: 1/15/2016*

## 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], Science California Standards Tests); and
- The percentage of pupils 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

#### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	5.0%	58.0%	44.0%
Mathematics (grades 3-8 and 11)	2.0%	49.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 1/11/2016*

**ELA - Grade 11**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	101	92	91.1%	62.0%	30.0%	4.0%	1.0%
Male	101	62	61.4%	65.0%	26.0%	5.0%	2.0%
Female	101	30	29.7%	57.0%	40.0%	3.0%	0.0%
Black or African American	101	2	2.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	101	2	2.0%	--	--	--	--
Filipino	101	2	2.0%	--	--	--	--
Hispanic or Latino	101	46	45.5%	72.0%	24.0%	2.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	101	39	38.6%	54.0%	41.0%	0.0%	3.0%
Two or More Races	101	1	1.0%	--	--	--	--
Socioeconomically Disadvantaged	101	50	49.5%	60.0%	34.0%	4.0%	0.0%
English Learners	101	14	13.9%	86.0%	7.0%	0.0%	0.0%
Students with Disabilities	101	5	5.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 1/11/2016*



**Mathematics - Grade 11**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	101	90	89.1%	91.0%	7.0%	1.0%	1.0%
Male	101	60	59.4%	88.0%	8.0%	2.0%	2.0%
Female	101	30	29.7%	97.0%	3.0%	0.0%	0.0%
Black or African American	101	2	2.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	101	2	2.0%	--	--	--	--
Filipino	101	2	2.0%	--	--	--	--
Hispanic or Latino	101	45	44.6%	96.0%	4.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	101	38	37.6%	87.0%	8.0%	3.0%	3.0%
Two or More Races	101	1	1.0%	--	--	--	--
Socioeconomically Disadvantaged	101	49	48.5%	92.0%	8.0%	0.0%	0.0%
English Learners	101	13	12.9%	100.0%	0.0%	0.0%	0.0%
Students with Disabilities	101	5	5.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/11/2016

**California Standards Tests for All Students in Science – Three-Year Comparison**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	--	--	--	--	--	70.0%	--	--	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/11/2016

**California Standards Tests Results by Student Group in Science (School Year 2014-15)**

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	70.0%
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	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/11/2016

**Career Technical Education Participation (School Year 2014-15)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	134
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	13.0%

Last updated: 1/25/2016

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

UC/CSU Course Measure	Percent

2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	80.0%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

# State Priority: Other Pupil Outcomes

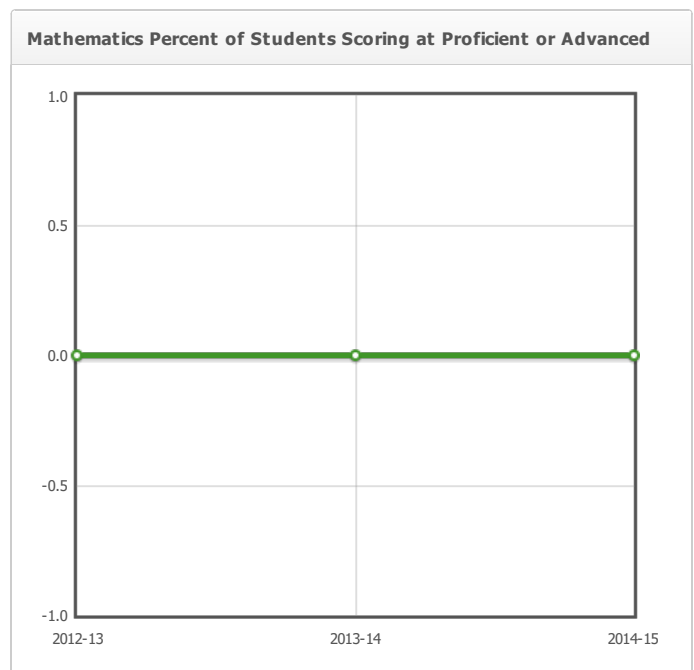
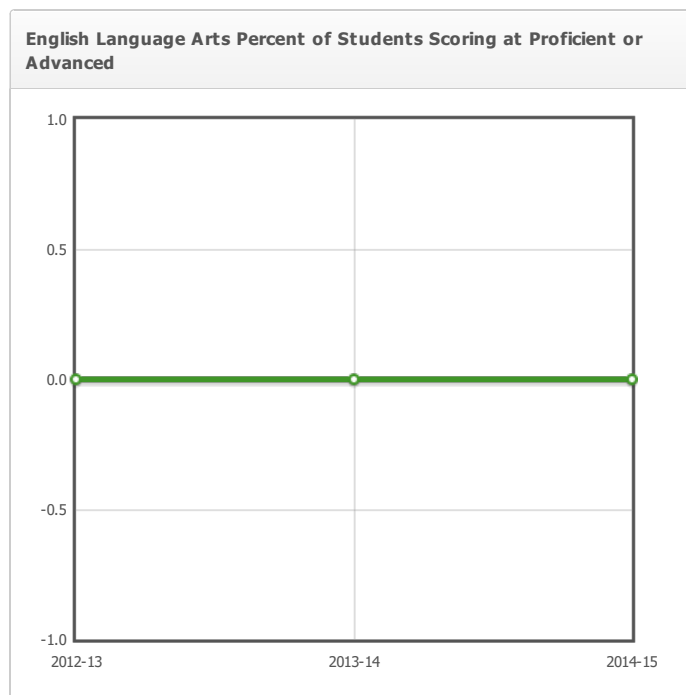
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

## California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	0.0%	0.0%	0.0%	74.0%	55.0%	58.0%	57.0%	56.0%	58.0%
Mathematics	0.0%	0.0%	0.0%	81.0%	60.0%	61.0%	60.0%	62.0%	59.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 1/11/2016

**California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if applicable)**

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	27.0%	23.0%	50.0%	22.0%	39.0%	38.0%
All Students at the School	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Male	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Female	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Black or African American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
English Learners	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/11/2016

**California Physical Fitness Test Results (School Year 2014-15)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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.

Last updated: 1/11/2016

## 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 schoolsite

#### Opportunities for Parental Involvement - Most Recent Year

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

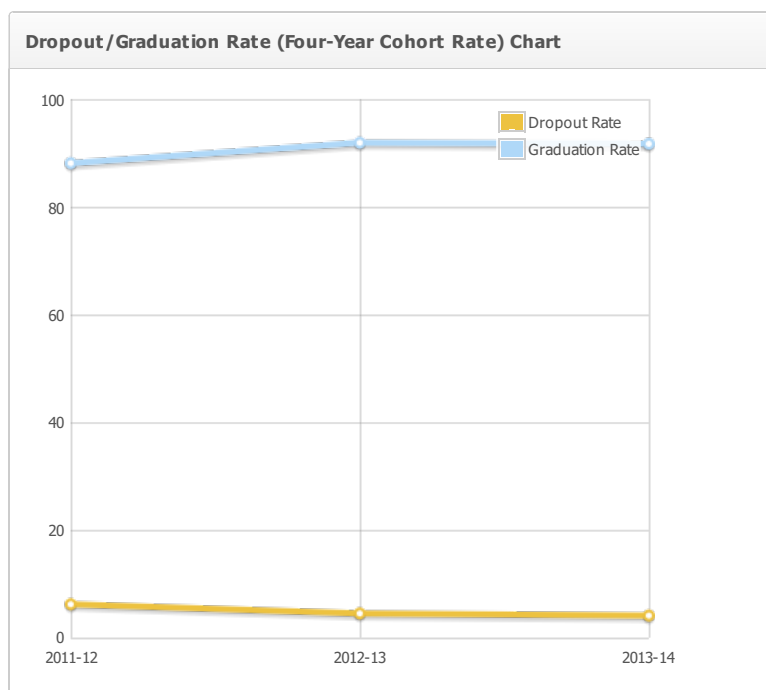
*Last updated: 1/11/2016*

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			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	6.2%	4.5%	4.1%	6.2%	4.5%	4.1%	13.1%	11.4%	11.5%
Graduation Rate	88.10	91.90	91.70	0.00	91.90	0.00	78.87	80.44	80.95



*Last updated: 1/11/2016*

**Completion of High School Graduation Requirements**

Student Group	Graduating Class of 2014		
	School	District	State
All Students	42	87	84
Black or African American	33	88	76
American Indian or Alaska Native	44	100	78
Asian	0	94	92
Filipino	44	85	96
Hispanic or Latino	33	78	81
Native Hawaiian or Pacific Islander	42	100	83
White	87	90	89
Two or More Races	88	73	82
Socioeconomically Disadvantaged	100	92	81
English Learners	94	47	50
Students with Disabilities	85	53	61
Foster Youth	--	--	--

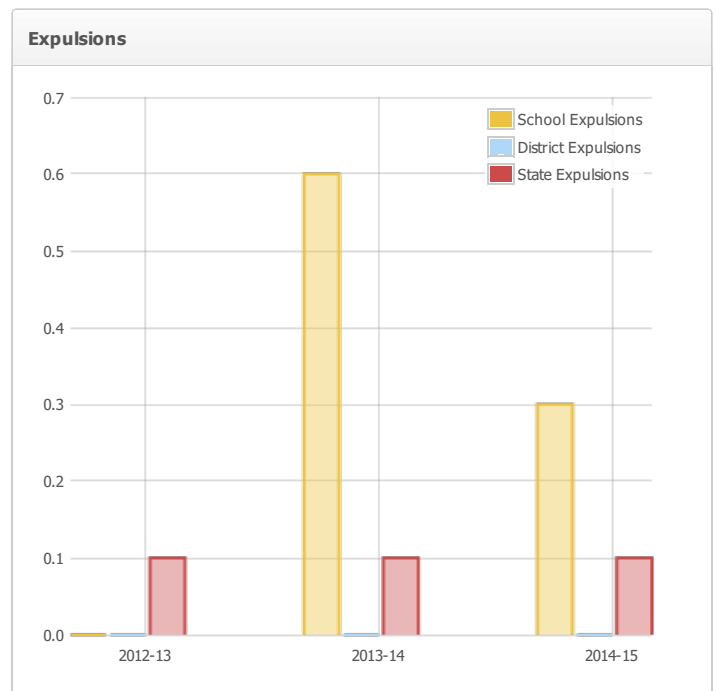
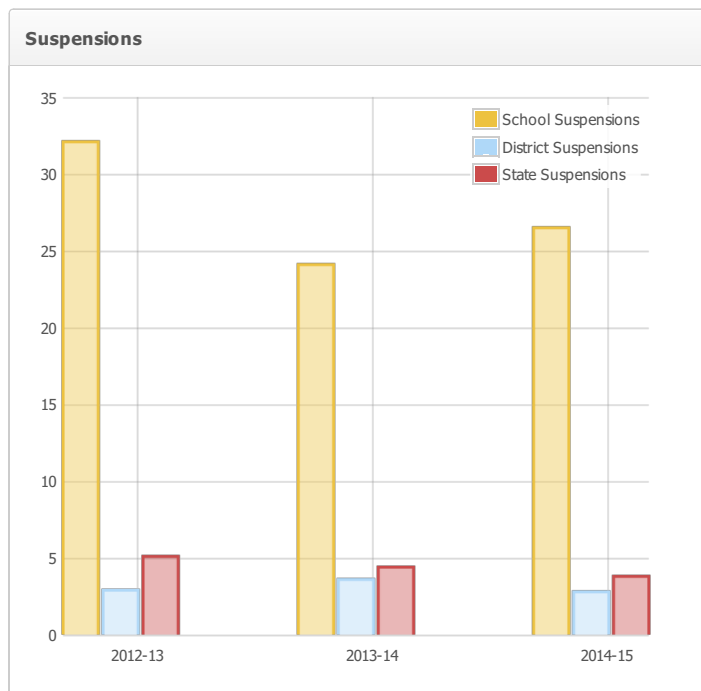
# State Priority: School Climate

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			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	32.1	24.1	26.5	2.9	3.6	2.8	5.1	4.4	3.8
Expulsions	0.0	0.6	0.3	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/11/2016

## School Safety Plan - Most Recent Year

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, 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 2015. 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 systems, phone trees, and email trees. School safety drills are held periodically during the school year. The school participates in the annual statewide emergency shake out in the fall. School safety is reinforced with a comprehensive dress code, discipline policy, and set of behavioral expectations.

Last updated: 1/11/2016



## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate			
Met Graduation Rate	Yes	Yes	

*Last updated: 1/11/2016*

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2014-2015	2011-2012
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	14
Percent of Schools Currently in Program Improvement	N/A	77.8%

Note: Cells with NA values do not require data.

*Last updated: 1/11/2016*

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

Subject	2012-13			2013-14			2014-15					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	12.0	25			8.0	25			8.0	29		
Mathematics	15.0	11	1		10.0	12			11.0	15		
Science	15.0	8			11.0	7			10.0	14		
Social Science	18.0	11	1		9.0	17			11.0	18		

\* 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: 1/11/2016

**Academic Counselors and Other Support Staff (School Year 2014-15)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.2	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

Note: Cells with N/A values 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.

Last updated: 1/11/2016

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$11323.0	\$1162.0	\$10161.0	\$65783.0
District	N/A	N/A	\$4832.0	\$76630.0
Percent Difference – School Site and District	N/A	N/A	1.1%	--
State	N/A	N/A	\$5348.0	\$72971.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/11/2016

## Types of Services Funded (Fiscal Year 2014-15)

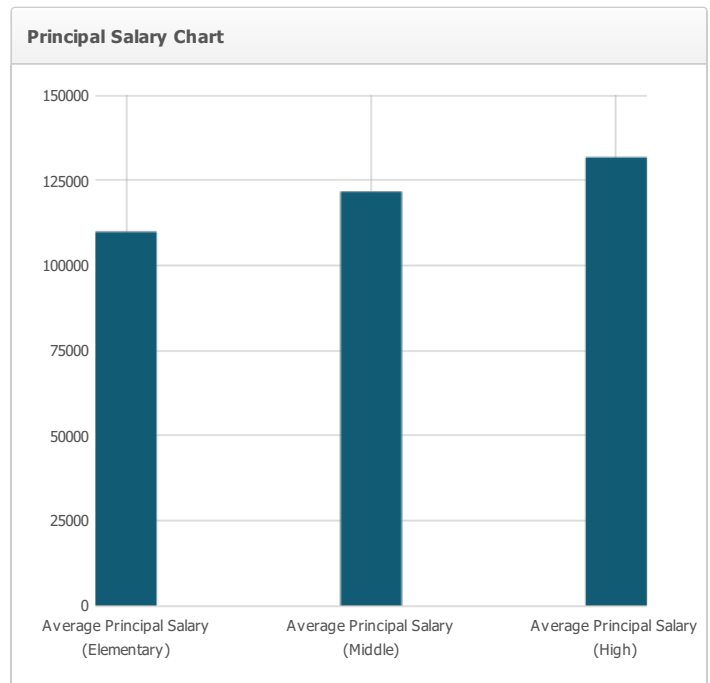
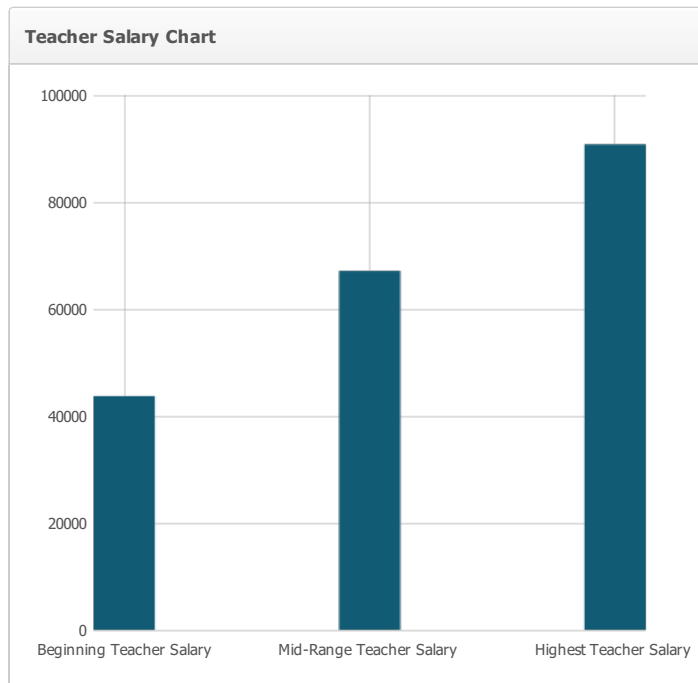
A combination of state and federal funding is used to cover all aspects of our instructional program. The State provides monies that cover the general operations of the school – e.g., staffing, building maintenance and repair, textbooks, etc. The state and federal government provide categorical monies – 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, 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.

Last updated: 1/11/2016

## Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,725	\$43,165
Mid-Range Teacher Salary	\$67,125	\$68,574
Highest Teacher Salary	\$90,802	\$89,146
Average Principal Salary (Elementary)	\$109,834	\$111,129
Average Principal Salary (Middle)	\$121,635	\$116,569
Average Principal Salary (High)	\$131,723	\$127,448
Superintendent Salary	\$259,000	\$234,382
Percent of Budget for Teacher Salaries	41.0%	38.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 1/11/2016

## Professional Development – Most Recent Three Years

The District-wide staff development has been focused on the implementation of the Common Core State Standards, adopted by the California Department of Education in 2010. In the past three years over 100 professional development opportunities have been available to teachers, and/or administrators to support the Common Core State Standard implementation.

Professional development has been delivered in various formats that include; Elementary grade-level trainings, Secondary content specific trainings, Staff and/or faculty meetings, Community/parent information meetings, Principal meetings, New Teacher Trainings, Teachers' Summer Academy workshops and Principal Summer Institutes.

Teacher Leaders were recruited to lead professional development efforts supporting the implementation of the new standards. Teachers have been supported through Grade-level and content-specific trainings by site based Teacher Leaders, Staff and/or faculty meetings, District-wide collaboration training days by grade-level or content area and Teachers' Summer Academy Workshops.

*Last updated: 1/25/2016*