Daily (Allan F.) High (Continuation)

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 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 2016-17)

District Contact Information (School Year 2016-17)

District Name	Glendale Unified
Phone Number	(818) 241-3111
Superintendent	Winfred Roberson
E-mail Address	wroberson@gusd.net
Web Site	www.gusd.net

School Contact Information (School Year 2016-17)

|	
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. Rene Valdes, Principal
E-mail Address	rvaldes@gusd.net
County-District-School (CDS) Code	19645681933472

Last updated: 1/12/2017

School Description and Mission Statement (School Year 2016-17)

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: 1/12/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 11	70
Grade 12	157
Total Enrollment	227
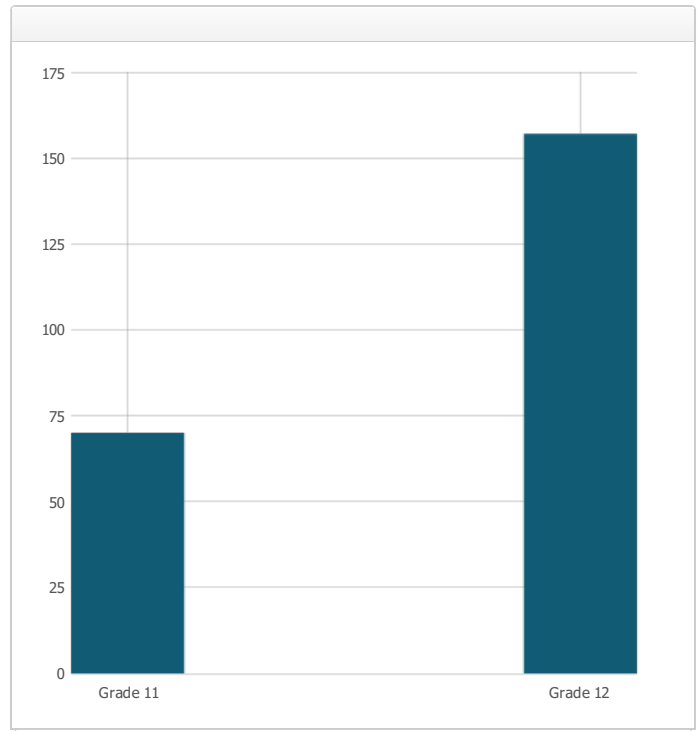
Last updated: 1/12/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.8 %
American Indian or Alaska Native	0.0 %
Asian	1.3 %
Filipino	4.0 %
Hispanic or Latino	50.7 %
Native Hawaiian or Pacific Islander	0.4 %
White	41.0 %
Two or More Races	0.9 %
Other	-0.1 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	65.6 %
English Learners	17.6 %
Students with Disabilities	16.3 %
Foster Youth	0.4 %

Last updated: 1/12/2017

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	21	21	23	1148
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	5	5	0	35
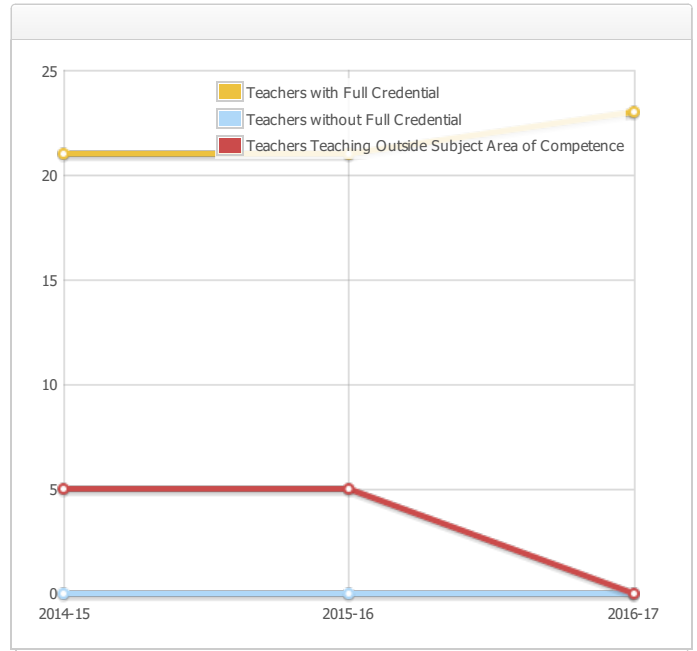
Last updated: 1/24/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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: 1/24/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

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	99.0%	1.0%
High-Poverty Schools in District	99.0%	1.0%
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.

Last updated: 1/24/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2016

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: Literature & Language/2003 McDougall Littell - American Lit & Comp: The Language of Literature/2003 McDougall Littell - English/2003	Yes	0.0 %
Mathematics	"GEMS" GUSD Open Source Math Curriculum/2015 McDougall Littell - Algebra 1: Concepts & Skills/2003 McDougall Littell - Geometry "Concepts and Skills"/2008	Yes	0.0 %
Science	Prentice Hall - California Biology, Miller & Levine/2007 Holt - Geoscience: Earth Schience 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)	N/A	N/A	0.0 %

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

Last updated: 1/12/2017

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. In the Fall of 2015-2016 more elective courses werw added via e-Dynamic, web-based 12 week elective course that students complete at their own pace. 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 beautificaiton projects, including the school garden.

Last updated: 1/12/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2016

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

Overall Facility Rate

Year and month of the most recent FIT report: October 2016

Overall Rating	Exemplary

Last updated: 1/12/2017

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

| | Percent of Students Meeting or Exceeding the State Standards | | | | | |
| | School | | District | | State | |
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	6.0%	22.0%	58.0%	61.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	2.0%	1.0%	49.0%	51.0%	34.0%	36.0%

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.

Last updated: 1/12/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	133	120	90.2%	21.7%
Male	85	76	89.4%	21.1%
Female	48	44	91.7%	22.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	55	51	92.7%	17.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	66	58	87.9%	17.2%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	85	77	90.6%	22.1%
English Learners	18	13	72.2%	15.4%
Students with Disabilities	12	12	100.0%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/12/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	133	120	90.2%	0.8%
Male	85	76	89.4%	1.3%
Female	48	44	91.7%	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	55	51	92.7%	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	66	58	87.9%	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	85	77	90.6%	--
English Learners	18	13	72.2%	--
Students with Disabilities	12	12	100.0%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/12/2017

CAASPP Test Results in Science for All Students

	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
Subject	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	0.0%	--	--	0.0%	70.0%	69.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Last updated: 1/12/2017

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	0	0	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	--	--	--	--
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	--	--	--	--
English Learners	0	0	0.0%	0.0%
Students with Disabilities	0	0	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Last updated: 1/12/2017

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	194
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	0.0%

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	90.6%
2014-15 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 area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	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.

Last updated: 1/12/2017

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 (School Year 2016-17)

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 two-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: 1/12/2017

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)

	School			District			State		
Indicator	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	4.5%	4.1%	5.6%	4.5%	4.1%	5.6%	11.4%	11.5%	10.7%
Graduation Rate	91.90	91.70	91.50				80.44	80.95	82.27

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
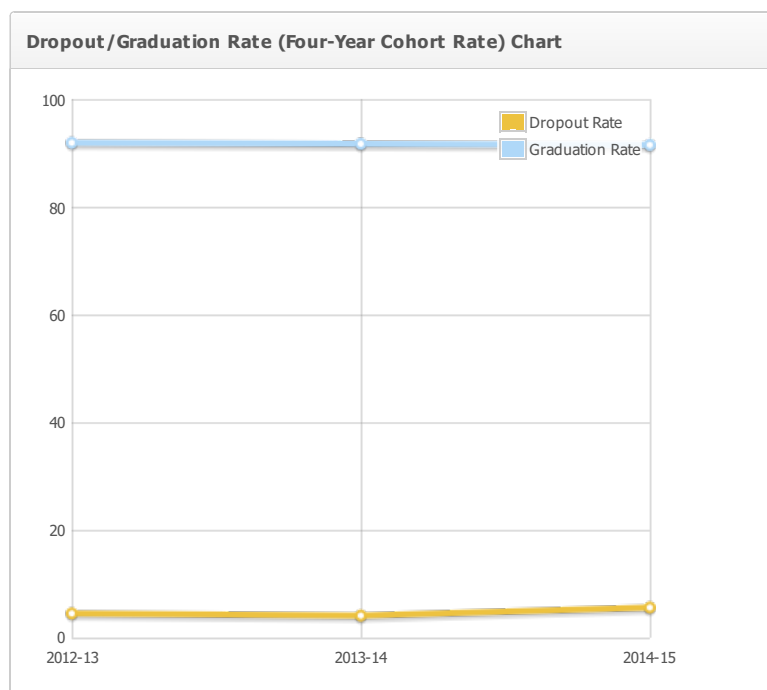
Last updated: 1/26/2017

Completion of High School Graduation Requirements - Graduating Class of 2015

(One-Year Rate)

| Student Group	School	District	State
All Students	48	89	85
Black or African American	50	88	77
American Indian or Alaska Native	0	83	75
Asian	67	99	99
Filipino	60	85	97
Hispanic or Latino	53	82	84
Native Hawaiian or Pacific Islander	0	100	85
White	37	90	87
Two or More Races	100	87	91
Socioeconomically Disadvantaged	49	92	77
English Learners	33	64	51
Students with Disabilities	50	65	68
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

	School			District			State		
Rate	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	24.1	26.5	12.9	3.6	2.8	2.5	4.4	3.8	3.7
Expulsions	0.6	0.3	0.0	0.0	0.0	0.0	0.1	0.1	0.1
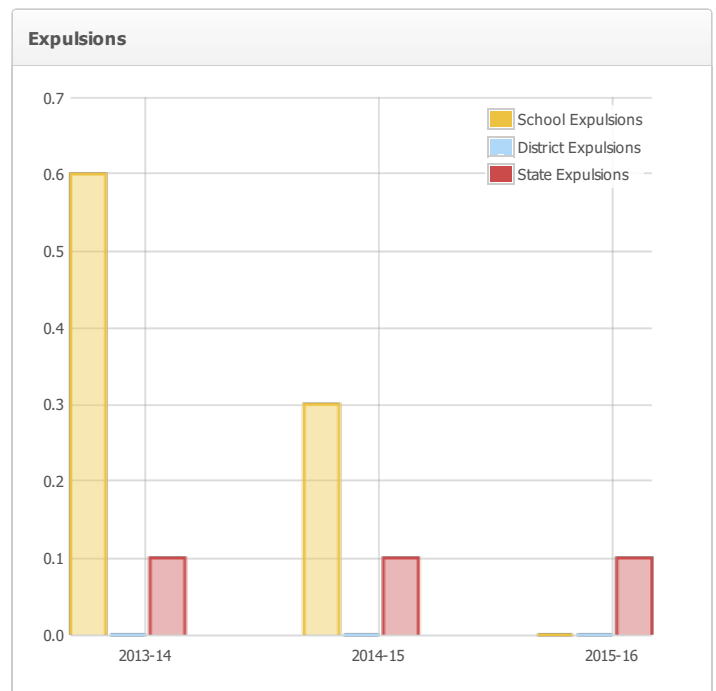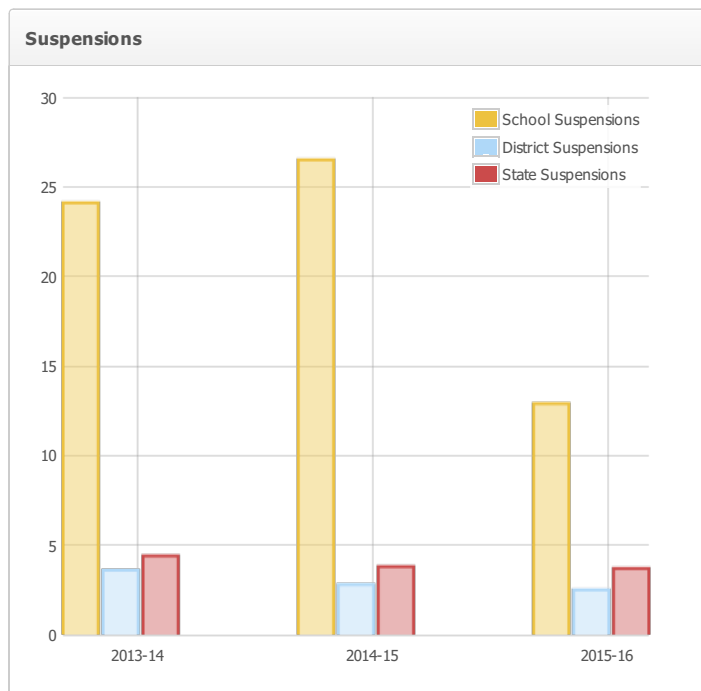
School Safety Plan (School Year 2016-17)

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 importantce. 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.

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.

Federal Intervention Program (School Year 2016-17)

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	11
Percent of Schools Currently in Program Improvement	N/A	64.7%

Note: Cells with NA values do not require data.

Last updated: 1/12/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14 Average Class Size	Number of Classes * 1-22	23-32	33+	2014-15 Average Class Size	Number of Classes * 1-22	23-32	33+	2015-16 Average Class Size	Number of Classes * 1-22	23-32	33+
English	8.0	25	0	0	8.0	29	0	0	15.0	49	0	0
Mathematics	10.0	12	0	0	11.0	15	0	0	11.2	13	0	0
Science	11.0	7	0	0	10.0	14	0	0	11.1	6	0	0
Social Science	9.0	17	0	0	11.0	18	0	0	10.6	17	0	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.

Last updated: 2/1/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

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: 1/12/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	$13120.0	$1386.0	$11734.0	$70377.0
District	N/A	N/A	$5365.0	$82657.0
Percent Difference – School Site and District	--	--	1.1%	--
State	N/A	N/A	$5677.0	$75837.0
Percent Difference – School Site and State	--	--	--	--

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

Last updated: 1/12/2017

Types of Services Funded (Fiscal Year 2015-16)

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 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: 1/12/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,725	$45,092
Mid-Range Teacher Salary	$67,125	$71,627
Highest Teacher Salary	$90,802	$93,288
Average Principal Salary (Elementary)	$110,262	$115,631
Average Principal Salary (Middle)	$119,200	$120,915
Average Principal Salary (High)	$130,676	$132,029
Superintendent Salary	$266,500	$249,537
Percent of Budget for Teacher Salaries	39.0%	37.0%
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/ .

Teacher Salary Chart

Principal Salary Chart
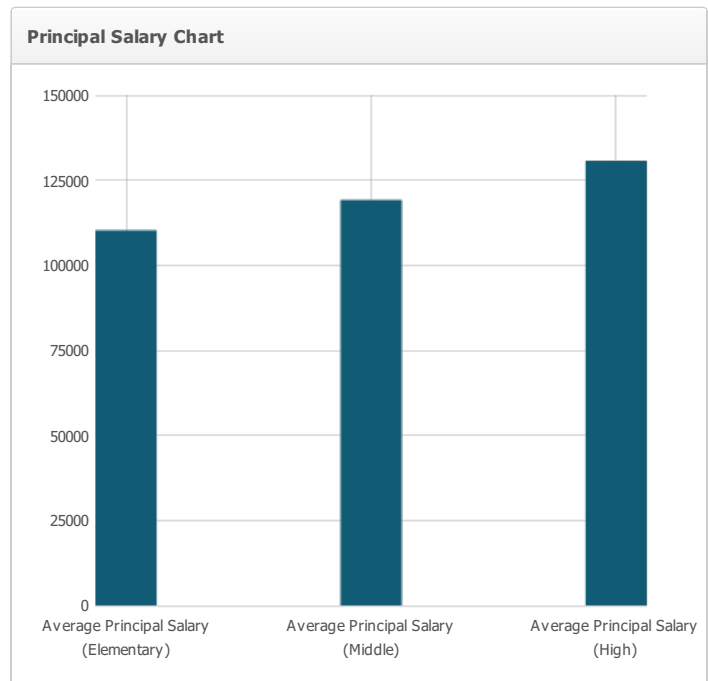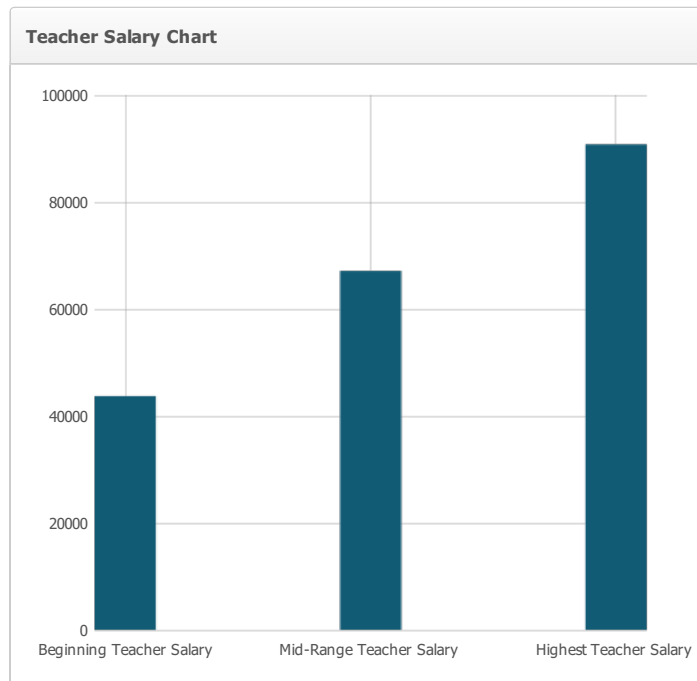
Last updated: 1/12/2017

Professional Development

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: 1/12/2017