



Glendale Unified School District

"Excellence is Worth the Effort"

Allan F. Daily High School

2000-2001 Annual School Report Card

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Glendale, CA 91206-4209

Gail Rosental, Principal
Tenth through Twelfth Grade

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School Administration

Rickey Jones, Assistant Principal

2001-02 Board of Education

Chakib Sambar, President
Pam Ellis, Vice-President
Greg Krikorian, Clerk
Jeanne Bentley, Member
Lina Harper, Member

District Administration

James R. Brown
Superintendent

Alice Petrossian
Assistant Superintendent,
Hoover High Cluster

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Community & School Profile

The City of Glendale, the third largest city in Los Angeles County, is situated on the eastern border of the San Fernando Valley at the base of the Verdugo mountains – only 8 miles north of the city of Los Angeles. Embracing cultural diversity, fifty percent of the city's 200,000 residents were born outside the United States, challenging local educational agencies to offer and support over 60 foreign languages. National studies, residents, and realtors concur that Glendale's reputation for quaint neighborhoods, excellent schools, commercial industries, shopping facilities, strong municipal agencies, and its multitude of local attractions are motivating factors to families moving to the valley. Community pride and involvement are strong forces responding to educational issues, non-profit causes, and city developments.

Glendale has become one of the largest financial, commercial, retail, and motion picture animation centers, featuring many large corporations such as Nestle USA, Walt Disney Imagineering, Walt Disney Stores, DreamWorks SKG, International House of Pancakes, Cigna Healthcare, KABC-TV and Warner Bros Animation. The quaint downtown area of the city is unique for its social atmosphere, beautiful landscaping, towering dramatic office buildings.

The Glendale Unified School District is proud of its excellent quality of education and award winning schools. Its commitment to providing safe and effective learning environments for students is unmatched. Located in the heart of the city, the district serves approximately 30,000 students in its 20 elementary schools, four middle schools, five high schools, and two special schools. Year round and traditional calendar systems complimented by a variety of creative programs provide Glendale parents and students many choices for individual needs and achievements.

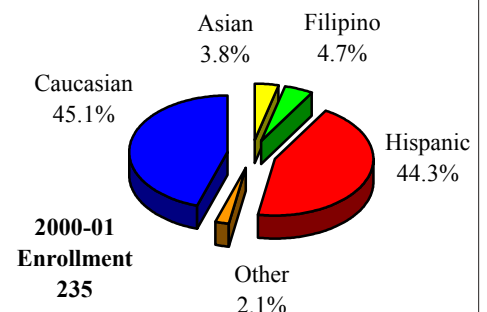
The main Daily campus is located in the eastern section of the city of Glendale, serving over 200 ninth through twelfth grade students on a traditional calendar system. A smaller satellite campus serving approximately 80 students is located in northern Glendale on Foothill Boulevard. Daily High teachers at both campuses are committed to providing a safe and productive learning experience. In the tradition of continuation education, Daily High's educational program is designed to meet the customized needs of students who learn best in a flexible educational environment.

Discipline & Climate for Learning

Students at Allan F. Daily High are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that mutual respect is a solid foundation on which to build an effective school. The goal of Allan F. Daily High's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies upon entry to the school through the orientation program, and again at the beginning of each school year.

Assignments

The staff of Allan F. Daily High feels that all student assignments must be academically meaningful and promote student responsibility and self-discipline. Students are expected to complete all assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for their student to complete assignments and projects undertaken at home.



Attendance

Regular attendance at Allan F. Daily High is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of why and when students are absent. The school monitors student attendance very closely and reports all absences, excused or unexcused, to parents. Excessive absences are referred to the School Attendance Review Board (SARB).

"Punctuality is the key to success and the mark of excellence."

Punctuality and promptness are desirable traits to develop. The students of Allan F. Daily High are expected to be in their seats and ready for instruction at the designated time. The school sets strict time limits for tardy admittance, including those with parental excuse. Students not arriving within the appropriate time frame (tardy or otherwise) are not admitted, but have the opportunity to make up for time missed by taking additional classes through an extended-day program. Punctuality and attendance, hand in hand, are crucial to the quality of education students sustain. Therefore, students who do not maintain the standard 80% productive attendance are subject to disciplinary action, beginning with an involuntary schedule change. The program's design establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience. Appropriate behavior is encouraged through praise and motivational incentives, as well as assertive discipline and conflict resolution tools to further develop personal growth.

Glendale Unified's School Attendance Review Board (SARB) is composed of parents, representatives from the school district and members of the community, including representatives from law enforcement, welfare, probation and mental health. Students are referred to SARB when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school and district counseling are not effective. The members of the SARB, the referred students and their parents or guardians meet and work collaboratively to evaluate the student's situation and recommend solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavior problems.

Allan F. Daily High follows the expulsion process as mandated by law and pursues expulsion only in extreme cases where the safety of the students or staff are at risk. During the most recent three-year period, Daily High has expelled 13 students; expulsions occur only when required by law or when all other alternatives are exhausted. The Suspensions and Expulsions table illustrates total cases as well as percentages per 100 students.

Suspensions and Expulsions						
	Daily High			Glendale Unified		
	99	00	01	99	00	01
Suspensions (#)	332	104	93	5100	4444	3647
Suspensions (%)	97.9	34.4	39.6	16.8	14.6	12.0
Expulsions (#)	5	2	6	59	40	47
Expulsions (%)	1.47	0.66	2.55	0.19	0.13	0.16

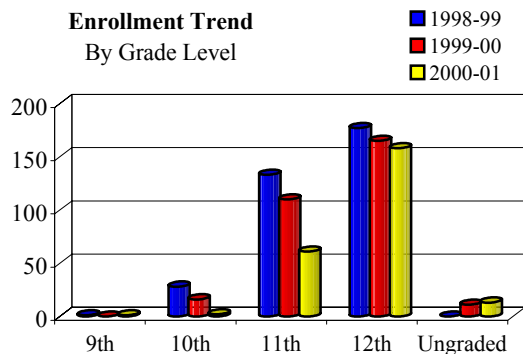
Note: The rates reflected are not the number of pupils suspended or expelled; rates are calculated per yearly suspensions/expulsions (total incidents) and may appear inflated due to repeat offenders.

School Attendance

Schoolwide enrollment at the beginning of the 2000-01 school year was 235 students, and continuously increased during the course of the year. Daily High enrolled 386 students from the four other Glendale traditional high schools, averaging 20-40 students every two weeks.

Enrollment Trend

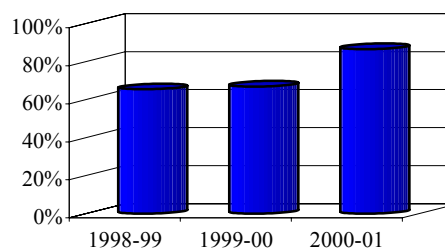
By Grade Level



School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. More importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Allan F. Daily High. As truancy is such a profound issue at most California continuation high schools and average attendance at these schools is 55%, student attendance at Allan F. Daily High is carefully monitored. During the 2000-01 school year, the actual attendance rate for all grade levels for Allan F. Daily High was 83.7%, up from 63.4% the previous year. This notable increase is due to a number of programs initiated during the 2000-01 school year, and includes upgrading all instructional materials, implementing powerful teaching and learning strategies, conducting a parent and student orientation program, establishing strict tardy and absence policies, and offering an attendance incentive program.

Actual Attendance Rates

All Grade Levels



The staff at Daily High considers student attendance of paramount importance to quality education. After extensive research into the correlation between attendance policies, dropout/graduation rates, and student achievement, Daily High developed a program consistent with their findings. Following are the primary facets of the newly-adopted program:

- Strict tardy policy enforced
- 80% productive attendance required to earn credits and remain on a schedule of choice
- Advantageous incentives offered for perfect attendance with 100% productivity

As a result of these intensive measures, attendance has been bolstered and dropout rates dramatically reduced. Among the incentives are optional attendance days, and preferred schedule changes. The 2000-01 school year also reinstated prom activities; the first in 20 years for Daily High School.

Dropouts			
	1998-99	1999-00	2000-01
Dropouts (%)	7.1	8.6	4.7
Dropouts (#)	24	26	11

Class Size

Due to the constant fluctuation in enrollment throughout the course of the school year (see *School Attendance* section) in a continuation school setting, determining average class sizes can be difficult; contributing factors are many and varied. The chart reflects class sizes at one particular time during the school year, October, when the CBEDS (California Basic Educational Data System) form is filled out. However, Daily High staff is dedicated to keeping class sizes as small as possible, to ensure increased teacher-to-student focus and attention.

	Teaching Load Distribution											
	Number of Classes by Size											
	Avg.			1-20			21-32			33+		
	99	00	01	99	00	01	99	00	01	99	00	01
English	20	20	12	15	5	14	13	8	0	3	0	0
Math	21	20	14	2	5	8	2	2	1	0	0	0
Science	17	19	14	3	6	10	0	2	0	0	0	0
Social Science	23	19	15	4	11	13	1	6	1	2	0	0
PE	27	25	12	1	1	2	1	2	0	1	1	0

Instructional Minutes

All instructional minute requirements at Allan F. Daily High either met or exceeded state requirements for the 2000-01 school year. The California Education Code requires that continuation school students in grades nine through twelve receive a minimum of 33,300 minutes of instructional time per year. Allan F. Daily High offered students the opportunity to take up to 67,990 minutes of instructional time, not including ROP (Regional Occupation Program) courses.

Minimum Days

For the 2000-01 school year, Allan F. Daily High offered 180 days of instruction comprised of 167 regular days and 13 minimum days. Minimum days allow for enhanced staff development, planning, and articulation activities. All instructional days, including minimum days, either met or exceeded the daily instructional minute requirements specified in the California Education Code.

Textbooks & Instructional Materials

Allan F. Daily High sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks as well as the district's curriculum council standards. A committee consisting of administrators and teachers establishes selection criteria based on state standards, reviews instructional materials, and makes recommendations to the Board of Education for final adoption.

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule. Software includes programs to develop critical thinking skills, technological skills, and mathematical proficiency. The district recently adopted and integrated new software in the areas of reading and math for high school level students.

	Computer Resources		
	1998-99	1999-00	2000-01
Computers	47	35	61
Students per computer	7.2	8.6	3.9
Classrooms connected to Internet	2	1	15

School Facilities & Safety

Allan F. Daily High provides a safe, clean environment for students, staff, and volunteers. The facilities occupied during 2000-01 were completed in June, 2000, and are an up-to-date interim site which provides adequate space for students and staff. During the day, a custodian provided by the district ensures classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by the Glendale Unified School District to ensure that all classrooms and facilities are maintained to a degree of adequacy that provides for good learning. Daily students and staff look forward to moving into their permanent site, scheduled to be completed for the start of the 2001-02 school year.

Safety of students and staff is a primary concern of Allan F. Daily High. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

The School Safety Plan was updated and amended during the spring of 2001 to ensure that it is compliant with the safety law. The School Safety Plan is designed to help in preparing for any emergency situations and managing emergency response efforts. The plan provides and maintains the high level of safety, and includes an assessment of current school crime occurring within and around the school campus. A copy of the plan is available to the public at both the school site and the district office.

Counseling & Other Support Services

It is the goal of Allan F. Daily High to assist students in their social and personal development as well as academics. The district provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The principal coordinates the counseling and support services at each school site.

The school provides qualified personnel to provide counseling and support services, on a part-time and/or full-time basis. Psychologists and counselors are devoted to helping students deal with problems and assisting them to reach positive goals.

Counseling and Support Services Staff			
	Number of Staff		Availability Days Per Week
		FTE	
Child Development Teacher	1	1	5
Counselor	2	2	5
Teacher Specialist	1	1	5
Nurse	1	0.2	1
Psychologist	1	0.1	1

*FTE = Full-Time Equivalent

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Allan F. Daily High. These measures are beneficial in terms of gauging actual student progress as well as a measurement of the effectiveness of the instructional program. In addition to the academic measurements required by the State of California, local assessments are administered regularly by teachers to determine the progress of each individual student.

Standardized State Testing

Daily High participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the Stanford Achievement Test Series (SAT-9), and the California Standards Assessments. The SAT-9 measures achievement based on student comparison; the California Standards Tests aid in determining the level of individual student comprehension and knowledge of skills required by the California Content Standards for each grade or course.

Academic Performance Index

Allan F. Daily High does not have an API score. As a continuation high school, Daily will participate in the state's new Alternative Schools Assessment Model (ASAM). Baseline data will be collected during the 2001-02 school year.

Work Force Preparation

It is the goal of Allan F. Daily High that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies that foster critical thinking, problem solving, leadership, and academic skills are consistently taught to the students to ensure work-readiness skills.

California Standards Test Results All Students 2001						
% of Students Scoring at:	English/Language Arts					
	9		10		11	
	A	P	A	P	A	P
Daily High	*	*	0	4	0	8
Glendale Unified	10	25	15	24	11	22
California	8	20	11	20	9	20

California Standards Test Results Disaggregated 2001						
% of Students Scoring at:	English/Language Arts					
	9		10		11	
	A	P	A	P	A	P
Gender	<i>data currently unavailable</i>					
Male			0	8	0	9
Female	*	*	0	0	0	5
Ethnicity	<i>data currently unavailable</i>					
Language Fluency	<i>data currently unavailable</i>					
Limited English Proficient			0	7	0	1
Non Limited English Proficient	*	*	0	0	0	15
Migrant Education	<i>data currently unavailable</i>					
Socioeconomic Status	<i>data currently unavailable</i>					
Economically Disadvantaged			0	0	0	3
Non Economically Disadvantaged	*	*	0	8	0	10

A = Advanced P = Proficient

**Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.*

SAT-9 Disaggregated Results 2001 % At or Above National Average						
Gender	Reading			Math		
	9	10	11	9	10	11
Male		7	14		7	13
Female	*	0	7	*	7	9
Ethnicity	<i>data currently unavailable</i>					
Language Fluency	<i>data currently unavailable</i>					
Limited English Proficient		7	1		7	4
Non Limited English Proficient	*	0	22	*	7	19
Socioeconomic Status	<i>data currently unavailable</i>					
Economically Disadvantaged		0	11		7	8
Non Economically Disadvantaged	*	7	12	*	7	13
Migrant Education	<i>data currently unavailable</i>					

**Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.*

Grade Year Ending	SAT-9 Results All Students 1999, 2000, 2001 % At or Above National Average								
	Reading								
	9			10			11		
Daily High	*	*	*	3	11	3	5	6	12
Glendale Unified	37	39	37	33	36	37	34	36	38
California	34	35	35	33	34	34	35	36	37
	Math								
Daily High	*	*	*	10	13	7	4	10	12
Glendale Unified	63	63	64	53	56	55	54	58	53
California	48	51	51	44	46	45	45	47	46
	Language								
Daily High	*	*	*	8	15	14	10	12	15
Glendale Unified	63	69	68	45	50	53	52	57	55
California	49	52	53	38	40	42	47	48	49
	Science								
Daily High	*	*	*	16	12	12	10	11	13
Glendale Unified	41	43	45	46	48	50	39	43	42
California	40	41	41	45	46	46	42	43	42
	Social Science								
Daily High	*	*	*	12	9	10	24	24	33
Glendale Unified	47	47	50	40	39	41	61	62	62
California	44	46	47	37	37	38	57	57	59

**Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.*

Students in receive counseling from school personnel regarding career paths and courses of study. Counselors expose students to a variety of career opportunities and facilitate selection of a career path based on individual interests, goals, strengths, and abilities.

During the 2000-01 school year, Allan F. Daily High offered 2 ROP (Regional Occupation Program) courses that enriched the growth of career related learning: Child Development and Retail Marketing. Plans are currently in the works to augment this offering with the Web Page Design and Microsoft Office Certification classes for the 2001-02 school year.

Speakers from the community, job shadowing and work experiences, use of technology, career-related research projects, and community service projects are made available for the students to heighten awareness of options for education, training, and employment beyond high school. The school held an Armed Forces Day in November, 2000 during which representatives from the U.S. Army, Navy, Air Force, and Marines spoke to students and provided information on military careers. In December, Daily students had the opportunity to take the ASVAB (Armed Services Vocational Aptitude Battery) on campus.

Teacher Assignment

Glendale Unified recruits and employs the most qualified credentialed teachers. For the 2000-01 school year, Allan F. Daily High had 13 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. Although the numbers in the table below are accurate for the specific time CBEDS was actually filled out, Daily contracted the services of 3 more teachers after October. Some teachers hold multiple credentials; various teachers supplement their regular credential with a special education credential.

Teacher Credential Status			
	1998-99	1999-00	2000-01
Fully Credentialed	13	13	11
Emergency Credentials	1	2	2
Without Credentials	0	1	0
Pre-Interns	0	0	1
University Interns	0	0	0
District Interns	0	0	1
Working Outside Subject	0	0	0
Total Teachers	14	16	15
Average Years Teaching	15.1	15.4	14.8
Average Years in District	13.0	13.2	12.4

Allan F. Daily High supports efforts made by teachers and other certificated school staff in attaining additional education and training through local colleges and universities for their personal growth as well as for the benefit of the school. During the 2000-01 school year, certificated staff consisted of employees with 30+ additional units beyond their bachelor's degree as well as some holding advanced graduate degrees such as a masters or doctorate degree.

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Site evaluations are conducted by principals. District administrators evaluate central office certificated employees as well as school site administrators. All district and site level administrators have been trained and certified for competency to perform teacher evaluations.

Evaluation criteria for teachers are:

- Engaging and Supporting All Students In Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Developing as a Professional Educator

Staff members build teaching skills and content knowledge by participating in many conferences and workshops throughout the year and then sharing their experiences and knowledge with colleagues. The district schedules three staff development days annually. Professional development focuses on curriculum and teaching strategies to enhance learning in a standards-based system.

Substitute Teachers

Glendale Unified School District has not experienced any difficulties retaining qualified substitute teachers thus far. The current district pool consists of over 300 substitutes. On rare occasions when a substitute teacher is not available for an absent teacher, credentialed staff or administrators take the role of the substitute. Substitute teachers must hold a Bachelor's degree and have successfully passed the California Basic Educational Skills Test. In an effort to maintain an adequate pool of substitutes and recruit qualified teachers, Glendale Unified advertises employment opportunities in local newspapers and on the Internet.

Training & Curriculum Improvement

Curriculum Study Committees in the various subject areas meet regularly to review course content, recommend the adoption of new courses and textbooks, and discuss methods of assessing student progress. Potential innovations and modifications to existing programs are reviewed by principals, presented to the superintendent for consideration, and submitted to the Board of Education for adoption.

The Glendale Unified School District implemented a new curriculum and adopted new materials in science, grades K-6, during the 2000-01 school year. The curriculum and materials are aligned with state content standards and frameworks. Curricula in all of the core content areas have been aligned with the state standards, and a standards-based grading and reporting system has been adopted.

The Glendale Unified School District provides high-quality professional development to promote powerful teaching and learning. Each school prepares a site-based staff development plan which is aligned with district strategic targets, and which uses a variety of resources to assist teachers in refining instructional practice. District and site inservices are based on research and established learning theories.

Professional development in the Glendale Unified School District focuses on strategies to promote literacy and critical thinking skills in all subject areas. There is also an emphasis on using data effectively to plan instruction and working collaboratively to improve instruction by analyzing student work. Teachers receive assistance in developing intervention strategies for at-risk students, so that all students have the opportunity to meet rigorous standards.

Two teacher induction programs provide specialized support for new teachers. The Beginning Teacher Support and Assessment Program (BTSA) is a two-year program which provides ongoing support from Consulting Teachers, with an emphasis on formative assessment and reflection. All activities are based on the California Standards for the Teaching Profession. The Pre-Intern Program prepares emergency

permit teachers to demonstrate mastery of subject matter competencies. In addition, the Paraprofessional Teacher Training Program (PTTP) offers opportunities for teacher preparation and certification to education assistants. This program sponsors enrollment in required university courses and provides peer support and training. During the 2000-01 school year, almost 200 employees participated in these three programs.

The Glendale Unified School District participates in the Peer Assistance and Review (PAR) program. This program allows outstanding teachers to help veteran teachers to refine subject matter knowledge and teaching strategies.

Quality of Instruction & Leadership

Leadership at Allan F. Daily High is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards.

The district requires various levels of participation from school site staff to regularly assemble and address specific issues for each site as well as districtwide issues. Committees to facilitate this include: Curriculum Study Committees, District Advisory Councils, Bilingual Parent Advisory Council, Safe & Drug-Free School/Tobacco Use Prevention Education Advisory Committee, and many others.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan at each site to ensure instructional programs are consistent with students' needs and comply with district goals. These committees include: School Site Council and Bilingual Advisory Council.

The School Site Council, consisting of school staff and parents, is a major governing body that meets regularly to address programs and components that make up the school, to discuss the effectiveness and appropriateness of the various programs and components relative to the goals of the school, and to act as a communication liaison between the community and the school.

Expenditures & Services Funded

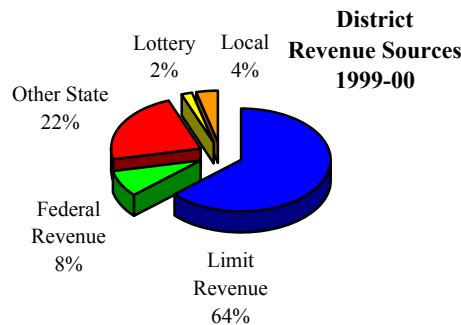
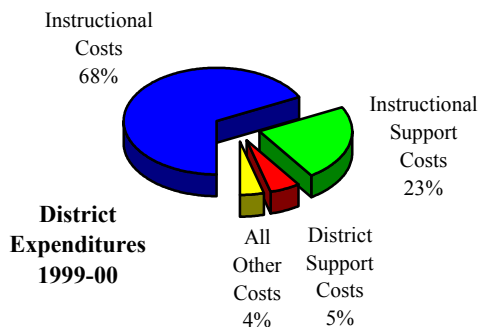
For the 1999-00 school year, Glendale Unified spent an average of \$5,354 to educate each student (based on 1999-00 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

Current Expense of Education Per Student* 1999-00		
	Statewide Average	
	All Unified Districts	All Districts
Glendale Unified	\$5,758	\$5,705
	\$5,354	

**Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.*

In addition to general fund state funding, Glendale Unified receives state and federal categorical funding for special programs. For the 1999-00 school year, the district received approximately \$1,892 per student in federal and state aid for the following categorical, special education, and support programs:

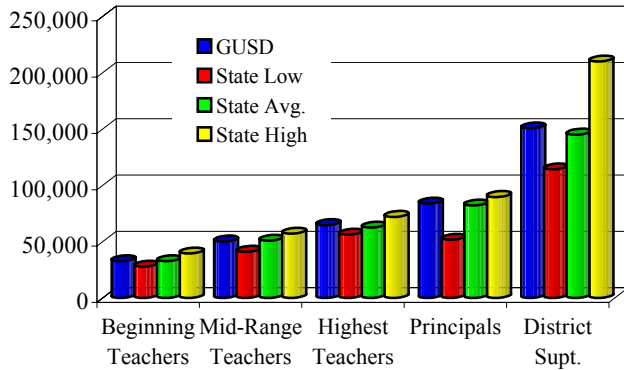
- Special Education
- EESA/Math & Science
- Drug/Alcohol/Tobacco Prevention
- Vocational & Applied Technology
- Gifted & Talented Pupils
- Home-to-School Transportation
- School Improvement Program
- Economic Impact Aid
- Instructional Television
- Demo. Programs, Reading & Math
- Instructional Materials
- Tenth Grade Counseling
- Educational Technology Assistance Grants
- Year Round School Incentive
- Healthy Start



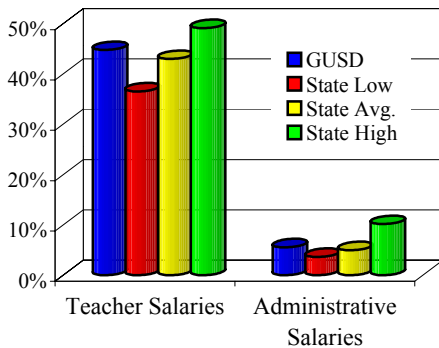
Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having greater than 20,000 average daily attendance throughout the state.

**Average Salary Information
Teachers - Principals - Superintendent
1999-00**



**Average Salary Information
Teachers & Administrative Salary Percentages
1999-00**



Contact Information

Parents who wish to participate in Allan F. Daily High's leadership teams, school committees, school activities, or become a volunteer may contact Principal Gail Rosental or Assistant Principal Rickey Jones at (818) 247-4805.

