



## William Daylor High School

6131 Orange Avenue  
 Sacramento, CA 95823  
 (916) 427-5428

### Board of Education

Beth Albiani  
 Nancy Chaires Espinoza  
 Carmine S. Forcina  
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### Hours of Operation

Our office is open from 8:00 a.m. to 4:00 p.m. Monday through Friday. Parents are always welcome to visit the office to address any questions or concerns they may have about the school or their children. The office staff can assist parents with registering and enrolling their children and can give information about programs at the school.

### School Highlights and Awards

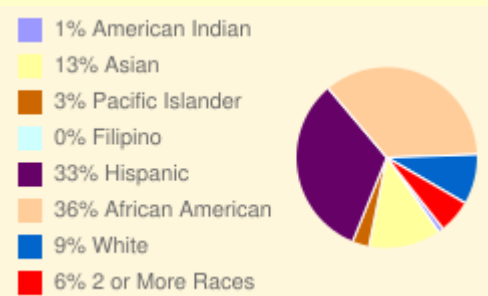
- Accredited by the Western Association of Schools and Colleges
- Pregnant and Parenting Teen Program

### Student Demographics

|                       | School | District |
|-----------------------|--------|----------|
| Enrollment *          | 142    | 62,767   |
| English Learners *    | 30     | 10,827   |
| Languages Spoken *    | 6      | 94       |
| Students of Poverty * | 135    | 34,388   |
| GATE **               | 0      | 4,464    |

\* SOURCE: 2015-2016, California Dept. of Education  
 \*\* SOURCE: 2016-2017, EGUSD

### Population by Ethnicity



SOURCE: 2015-2016, California Dept. of Education

### Introduction from the Board

Thank you for your interest and commitment to your child's education, and your continuing partnership in teaching and learning. In order to best serve our community, we have created this condensed version of the full School Accountability Report Card (SARC) with the mission of presenting information about each of our schools in a clear, parent friendly format. If you are interested in viewing the full SARC report for your child's school, you will find it at the district website: <http://www.egusd.net/academics/assessments/school-accountability-report-cards/>

### A Message From the Principal

William Daylor High School  
 A Community of Lifelong Learners!

William Daylor High School is a school dedicated to serving the needs of its students. William Daylor provides a unique, educational experience, beginning with the rigor and breadth of the instructional program, to the warmth of the learning environment where students feel safe to stretch their thinking, to the safety of the campus. William Daylor is a place where students know the staff care and will prepare them to be successful in the world after high school.

Our district's mission is to provide a learning community that challenges ALL students to realize their greatest potential.

Our success in implementing our district's mission can be evidenced through our school's special strengths, including:

- Courses designed to meet the academic needs of the students.
- The number of students graduating on a yearly basis.
- CTE classes - Careers with Children and Building and Trades.
- Supports in place to meet the social/emotional needs of the students.

At William Daylor we are partnering with the community to provide opportunities to extend learning, and provide support. These opportunities are designed to prepare students to be successful post-high school.

Parent support and involvement continue to be important aspects of the success at William Daylor High School. This support is given, and is recognized and appreciated in many different ways. Some parents help plan programs and policies, while others serve as volunteers for Student Leadership activities and field trips. Parents also support student success by providing space, time, and encouragement for daily homework, and by sending a clear message that education and regular school attendance are important to the family.

The safety of our students is this school's first priority and the discipline policy is strictly enforced. We emphasize cooperation and responsible, respectful behavior. All adults visiting campus are required to check in through the school office. The atmosphere of the school makes our students feel comfortable and secure.

Katherine Whiteside, Principal  
 William Daylor High School

### Parental Involvement

There are a number of ways to become involved with your child's education. We have Back to School Night, Open House, and parent conferences throughout the year. Parents can become involved at our school by volunteering, attending teacher conferences, becoming involved in the site's English Learners Advisory Committee, representing the school at district forums, and joining the School Site Council, attending other school activities. For more information on parent involvement opportunities, contact Lee Johnson at (916) 427-5428.

## Teacher Credentials and Misassignments

| Teacher Credentials      |  | 2015-2016 |
|--------------------------|--|-----------|
| Total Number of Teachers |  | 11        |
| Total Full Credentials   |  | 11        |

SOURCE: 2015-2016, EGUSD

| Teacher Misassignments and Vacancies            |  | 2016-2017 |
|---|--|-----------|
| Misassignments of Teachers of English Learners  |  | 0         |
| Misassignments Due to Subject Matter Competency |  | 1         |
| Teacher Vacancies                               |  | 0         |

SOURCE: 2016-2017, EGUSD

In the 2015-2016 school year, over 99 percent of the district's teachers held full teaching credentials. In addition to being fully credentialed, if a class is 20 percent or more English Learners (EL), the teacher should hold a supplementary authorization to instruct students in learning English or they are considered misassigned. Our district is working to remedy these misassignments by providing training opportunities for teachers to earn these authorizations and providing ongoing professional development in strategies to help EL students.

In subjects with a shortage, a fully credentialed teacher is sometimes asked to teach outside of their subject matter competency area until an appropriately credentialed teacher can be hired. In these cases, teachers are counted as misassigned.

Vacancies are defined as a position to which a permanent teacher has not been assigned by the beginning of the course. Most vacancies in our district are in subject areas where qualified teachers are in shortage.

## School Facility Conditions and Planned Improvement

William Daylor High School was built in 1965. Additions were constructed in 1968 and 1972. Two portable classrooms were constructed in 1997 for Class Size Reduction. The school opened in 1990 with all portable buildings. In 1995, permanent classrooms were built. The multipurpose room was built in 1997. The facility consists of 14 classrooms, a multi-purpose room, administrative offices that house the principal, teacher-in-charge, a counselor, an office for the custodian, and basketball courts. In addition there is a computer lab, science facility, wood shop, art facility, and a pre-school and Child Development Center with an adjoining play area. Presently Daylor's staff consists of 1 Principal, a Vice-Principal, a secretary, data processor, counselor, registrar, custodian, campus supervisor, 1 RSP teacher, 9 teachers, 1 para-professional, a Pregnant & Parenting teacher and a Project Implementer.

The district's maintenance and grounds departments work in concert with the school site custodial team to ensure that school buildings, classrooms, and grounds are maintained at exceptional levels to provide a safe and functional environment for all students. The district utilizes the latest electronic work order system enabling site administration and custodians to communicate maintenance needs, urgent repairs, or necessary projects. Emergency repair needs are immediately resolved by either the school custodian or district maintenance staff. The school's custodian works with the principal to develop a daily cleaning process and schedule. Each morning the custodian inspects the school prior to students and staff entering school grounds. Restrooms are inspected throughout the day to ensure that they are adequately stocked, safe, and sanitary. The Board of Education has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office, or at the district office.

There are no planned facilities projects for the 16-17 school year.

## School Facility Good Repair Status

Date of facilities inspection : 7/29/2016

| Items Inspected   | Repair Status |      |      | Repair Needed |
|---|---------------|------|------|---------------|
|   | Good          | Fair | Poor |               |
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer                       | x             |      |      | NA            |
| <b>Interior:</b> Interior Surfaces                                      | x             |      |      | NA            |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation       | x             |      |      | NA            |
| <b>Electrical:</b> Electrical   | x             |      |      | NA            |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains                 | x             |      |      | NA            |
| <b>Safety:</b> Fire Safety, Hazardous Materials                         | x             |      |      | NA            |
| <b>Structural:</b> Structural Damage, Roofs                             | x             |      |      | NA            |
| <b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences | x             |      |      | NA            |

|                        | Exemplary | Good | Fair | Poor |
|------------------------|-----------|------|------|------|
| <b>Overall Summary</b> | x         |      |      |      |

SOURCE: 2016-2017, EGUSD

**Class Size**

| <b>School Average</b> |    |
|-----------------------|----|
| English               | 11 |
| Mathematics           | 9  |
| Science               | 10 |
| Social Science        | 9  |

SOURCE: 2015-2016, California Dept. of Education

**California Assessment of Student Performance and Progress Results for All Students  
(School Year 2015-16)**

| Subject   | Percent of Students Meeting or Exceeding the State Standards |           |           |           |           |           |
|---|--|-----------|-----------|-----------|-----------|-----------|
|   | School   |           | District  |           | State     |           |
|   | 2014-2015  | 2015-2016 | 2014-2015 | 2015-2016 | 2014-2015 | 2015-2016 |
| English Language Arts/Literacy<br>(grades 3-8 and 11) | 12%  | 20%       | 49%       | 52%       | 44%       | 48%       |
| Mathematics (grades 3-8 and 11)                       | 0%   | 2%        | 41%       | 42%       | 34%       | 36%       |

**Career Technical Education Programs**

Our school prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Our teachers have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. Advisors/Guidance Counselors offer additional support. WDHS offers two Career Technical Education (CTE) programs: Careers with Children and Building & Trades Pathway. Students who complete the Careers with Children course are ready to enter the workforce or apply the college credits earned towards continuing their education in college. The Building & Trades Pathway is an introductory course that leads into residential construction and trades. Both pathways offer work-based learning opportunities and industry-recognized certification when available. Through the Professional Learning Community teachers share academic goals and objectives for students. The CTE teachers integrate these academic goals into their coursework. We measure the success of the program by the certificates of completion earned based on the number of units students complete, and the college credits earned. The primary representative of the district's CTE advisory committee is the Director of the CTE for the district.

**Advanced Placement Courses Offered**

| Subject                  | Courses |
|--------------------------|---------|
| Computer Science         |         |
| English                  |         |
| Fine and Performing Arts |         |
| Foreign Language         |         |
| Mathematics              |         |
| Science                  |         |
| Social Science           |         |
| All courses              |         |

SOURCE: 2015-2016, California Dept. of Education

## Professional Development

Our school and district offer a variety of professional learning opportunities for teachers, instructional aides, and non-instructional support staff. Professional development has centered around the implementation of the Common Core Standards. Our teachers are attending training provided by the district. In addition professional development around the Common Core and instructional strategies to improve teaching and learning are offered on site.

New teachers who have been teaching fewer than two years are supported by the district's beginning teacher program. They meet monthly with an experienced mentor to discuss their successes and challenges and new ideas for their classrooms.

Finally, the district offers a variety of classes for support staff. Instructional aides, school secretaries, office clerks, and custodians may take classes that relate to their work such as learning new computer skills and learning to work more efficiently and in ergonomically correct ways.

## School Safety Plan

Your child's safety is important to us, and we believe that nothing should get in the way of their academic achievement. Our district is committed to providing a safe, secure environment for learning. Our staff reviewed and updated our School Safety Plan in November of 2016. Assigned staff secure the campus before, during, and after school. Visitors are required to check into the front office to sign in. All staff are trained in emergency procedures. The "Comprehensive Safe School Plan" which outlines a plan of action for emergencies such as earthquakes, fires, floods, and chemical spills, is kept in the office of our school. Random periodic school safety inspections are conducted by the County of Sacramento. The district's Police Services Department works closely with our school site to provide a safe, secure environment for all students.

## Specialized Programs

At our school we have highly qualified staff to assist students with special learning needs. Our resource teacher not only provides support for special education students, but also general education students who need additional support to meet the standards. Our teachers are equipped with specialize strategies to assure our EL students are successful.

The Pregnant and Parenting Teen program provides support for our teen parents and a resource for the children of the our students.

Opportunities for credit recovery have been expanded, courses are now offered before and after school.

The students are supported by Project Success, which provides a Program Implementer on site to help educate students about the impact of alcohol, tobacco and other drugs and to make positive choices for themselves.

Students may also participate in Career and Technical Education program, which provides them with job skill training.

## Average Salaries

Data reported are the district's average salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by Education Code Section 41409.

| Teachers                        | EGUSD 50,000+ ADA | State Average 20,000+ ADA |
|---------------------------------|-------------------|---------------------------|
| Beginning                       | \$42,073          | \$45,092                  |
| Midrange                        | \$62,389          | \$71,627                  |
| Highest                         | \$87,906          | \$93,288                  |
| <b>Principals</b>               |                   |                           |
| Elementary                      | \$114,486         | \$115,631                 |
| Middle                          | \$116,400         | \$120,915                 |
| High                            | \$128,425         | \$132,029                 |
| <b>District Superintendent</b>  | \$270,000         | \$249,537                 |
| <b>Share of budget used for</b> |                   |                           |
| Teachers' salaries              | 41.0%             | 37.0%                     |
| Administrative salaries         | 4.0%              | 5.0%                      |

SOURCE: 2014-2015, California Dept. of Education

## District Administration

Christopher R. Hoffman  
Superintendent  
Mark Cerutti  
Associate Superintendent,  
Education Services  
Donna Cherry  
Associate Superintendent,  
Elementary Education  
Shannon Hayes  
Chief Financial Officer  
David E. Reilly  
Associate Superintendent,  
Human Resources  
Christina Penna  
Associate Superintendent,  
Secondary Education  
Robert Pierce  
Deputy Superintendent

## Graduation Rate

|      | School | State  |
|------|--------|--------|
| 9-12 | 89.87% | 82.27% |

SOURCE: 2015-2016, California Dept. of Education

## Average Daily Attendance

|          | Percent |
|----------|---------|
| School   | 83.65%  |
| District | 96.03%  |

SOURCE: 2015-2016, EGUSD

## Discipline

|             | School | District |
|-------------|--------|----------|
| Suspensions | 4.86%  | 4.28%    |
| Expulsions  | 0%     | 0.04%    |

SOURCE: 2015-2016, EGUSD

## Elk Grove Unified School District

This school is administered by the Elk Grove Unified School District, which covers over 320 square miles in southern Sacramento County.

|                           |        |
|---------------------------|--------|
| Total Students (Oct 2015) | 62,767 |
| Elementary Schools        | 40     |
| Middle Schools            | 9      |
| High Schools              | 9      |
| Alternative Schools       | 4      |
| Charter Schools           | 1      |
| Adult Education Schools   | 1      |
| Special Education Schools | 1      |