

2020 - 2021 School Accountability Report Card - Executive Summary



William Daylor High School

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

Board of Education

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Hours of Operation

Our office is open from 8:00 a.m. to 3:30 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
CTE Careers with Children and Building & Trades Pathways

Student Demographics

	School	District
Enrollment	88	65,446
English Learners	17	9,812
Languages Spoken	6	92
Students of Poverty	76	35,207
GATE	0	5,788

SOURCE: 2019 - 2020, California Dept. of Education

Population by Ethnicity

Ethnicity	Percentage
African American	39%
American Indian	1%
Asian	8%
Filipino	1%
Hispanic	34%
Pacific Islander	2%
Two or More Races	10%
White	5%

SOURCE: 2019 - 2020, 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 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 resources to extend learning and provide support.

Students are encouraged to participate in opportunities that prepare them to become college/career ready such as our Career Technical Education Pathways.

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.

Alan Williams, Principal
William Daylor High School

Parental Involvement

We value partnering with our parents to assure student success. Parents are encouraged to register for Synergy Parent Vue to continuously monitor their student's progress. Parents can also 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		2019 - 2020
Total Number of Teachers		9
Total Full Credentials		9

SOURCE: 2020 - 2021, EGUSD

Teacher Misassignments and Vacancies		2020 - 2021
Misassignments of Teachers of English Learners		0
Misassignments Due to Subject Matter Competency		0
Teacher Vacancies		0

SOURCE: 2020 - 2021, EGUSD

In the 2019-2020 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.

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, vice-principal, registrar and data processor. There is an office for the counselor, and an office for the custodian. In addition, there is a computer lab, science facility, wood shop, art facility, a pre-school and a Child Development Center with an adjoining play area, basketball court and baseball field. Presently Daylor's staff consists of a Principal, Vice-Principal, secretary, data processor, counselor, registrar, custodian, campus supervisor, RSP teacher, eight teachers, one 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.

The district conducted a study of all district facilities, including those at this site and a district master plan was developed and approved by the School Board. Additional recommendations will be made to the School Board for further action. Parent and community input regarding the needs of the site is welcome and can be provided to the school's principal.

School Facility Good Repair Status

Date of facilities inspection : 8/17/2020

Items Inspected	Repair Status			Repair Needed
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No
Interior: Interior Surfaces	X			No
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			No
Electrical: Electrical	X			No
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			No
Safety: Fire Safety, Hazardous Materials	X			No
Structural: Structural Damage, Roofs	X			No
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No

	Exemplary	Good	Fair	Poor
Overall Summary	X			

SOURCE: 2020 - 2021, EGUSD

Class Size

School Average	
English	8
Mathematics	11
Science	9
Social Science	8

SOURCE: 2019 - 2020, California Dept. of Education

California Assessment of Student Performance and Progress Results for All Students (School Year 2019 - 2020)

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2018 - 2019	2019 - 2020	2018 - 2019	2019 - 2020	2018 - 2019	2019 - 2020
English Language Arts/Literacy (grades 3-8 and 11)	4%	N/A	56%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	0%	N/A	45%	N/A	39%	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages 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.

Note: ELA and 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Career Technical Education Programs

Career Technical Education (CTE) provides opportunities for WDHS students to prepare for college, career and life through a Linked Learning approach that integrates rigorous academics, technical skills, relevant real-world experiences, work-based learning opportunities, and wrap-around support to help students develop the 21st-century skills and habits of mind they will need to succeed after graduation. Our teachers have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. Guidance and career counselors offer support focused on achieving the outcomes described in the EGUSD Graduate Profile.

WDHS offers the following CTE programs that promote leadership, develop job-related skills, offer work-based learning opportunities, and increase interest in school: High Quality Career Pathways (HQCP) and Explore CTE Programs. HQCPs provide a two-to-three year sequence of CTE courses within a career pathway. Pathway programs offer work-based learning opportunities and industry-recognized certification when available. Explore CTE programs, open to students across the district, allow students to complete an intensive training course in one year or less, take courses leading to industry certification, or experience internships. All CTE programs have an advisory committee that includes industry representatives for guidance and input. In 2019-20 WDHS offered two CTE programs: Careers with Children (Explore CTE) and the Building Trades Pathway (HQCP). 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. Careers with Children is open to students across the district. The Building & Trades Pathway leads into residential construction and trades. Both pathways offer work-based learning opportunities and industry-recognized certification when available. EGUSD's Department of College and Career Connections supports WDHS's CTE programs through strategic planning, oversight, and professional development.

Individual student assessment of work readiness skills in CTE programs takes place through end-of-course exams, projects, portfolios and defense of learning, industry certifications, or other means. 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. Through the Professional Learning Community teachers share academic goals and objectives for students. The CTE teachers integrate these academic goals into their coursework. Our CTE teams complete a rigorous self-reflection process, followed by district certification. The district collects data regarding continued education and employment from students one year after graduation as part of the Carl D. Perkins reporting process.

Career Technical Education Participation (School Year 2019 - 2020)

Measure	CTE Program Participation
Number of pupils participating in CTE	102
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.00%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	43.00%

SOURCE: 2019 - 2020, California Dept. of Education

Advanced Placement Courses Offered

Subject	Courses
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
All courses	0

SOURCE: 2019 - 2020, EGUSD

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 and providing High Quality Instruction. Our teachers are attending training provided by the district. In addition, professional development around High Quality Instruction and instructional strategies to assure academic achievement for all students.

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

Our district is committed to providing a safe, secure environment for learning. Our staff reviewed and updated our School Safety Plan in September, 2020. Assigned staff secure the campus and provide supervision 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 our students.

Opportunities for credit recovery have been expanded, and students can take additional classes through extended day.

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 Pathways, 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	\$47,193	\$50,029
Midrange	\$67,621	\$77,680
Highest	\$98,138	\$102,143
Principals		
Elementary	\$124,714	\$128,526
Middle	\$121,146	\$133,574
High	\$136,759	\$147,006
District Superintendent	\$351,385	\$284,736
Share of budget used for		
Teachers' Salaries	36.0%	33.0%
Administrative Salaries	4.0%	5.0%

SOURCE: 2018 - 2019, California Dept. of Education

District Administration

Christopher R. Hoffman
Superintendent
Mark Cerutti
Deputy Superintendent,
Education Services and Schools
Bindy Grewal
Assistant Superintendent,
Elementary Education
Craig Murray
Assistant Superintendent,
Secondary Education
Shannon Hayes
Chief Financial Officer
David E. Reilly
Associate Superintendent,
Human Resources
Robert Pierce
Deputy Superintendent,
Business Services and Facilities
Administration

Graduation Rate

	School	State
9th-12th	42.9%	84.5%

SOURCE: 2018 - 2019, California Dept. of Education

Discipline

	School	District
Suspensions	17.0%	4.1%
Expulsions	0.0%	0.0%

SOURCE: 2019 - 2020, California Dept. of Education

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 2019)	65,446
Elementary Schools	42
Middle Schools	9
High Schools	9
Alternative Schools	4
Charter Schools	1
Adult Education Schools	1
Special Education Schools	1