

California Department of Education School Accountability Report Card

Reported Using Data from the 2024 - 2025 School Year
Published During 2025 - 2026

For: William Daylor High School

Address: 6131 Orange Avenue, Sacramento, CA 95823
Principal: Justine Fuller

Phone: 916-427-5428
Grade Span: 9-12

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 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 at <http://dq.cde.ca.gov/dataquest/> 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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu>.

About This School

District Contact Information (School Year 2025 - 2026)

District Name	Elk Grove Unified
Phone Number	(916) 686-5085
Web Site	www.egusd.net
Superintendent	David Reilly
E-mail Address	dereilly@egusd.net

School Contact Information (School Year 2025 - 2026)

School Name	William Daylor High School
Street	6131 Orange Avenue
City, State, Zip	Sacramento, CA 95823
Phone Number	916-427-5428
Principal	Justine Fuller
E-mail Address	JFULLER@egusd.net
Web Site	https://WDHS.egusd.net
Grade Span	9th Grade - 12th Grade
County-District-School(CDS) Code	34673143432002

School Description and Mission Statement (School Year 2025 - 2026)

William Daylor High School - A Community of Lifelong Learners! William Daylor High School provides a unique educational experience, beginning with the rigor and breadth of our instructional program, to the warmth of the classroom learning environment where students feel safe to stretch their thinking, to the safety and inclusivity of the campus. 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. Daylor implements our district's mission through our school's special strengths, including:

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

At William Daylor High School, we are partnering with the community to provide resources to extend learning to real life situations. Students are encouraged to participate in opportunities that prepare them to become college/career ready such as our Career Technical Education classes and community service opportunities, as well as attend our mentoring/tutoring programs and participate in our athletic programs to support their mental and physical health.

Parent support and involvement continues to be an important aspect of student success at William Daylor High School. This support is given, 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, and others participate in our Family Nights and Lunch Days. Parents also support student success by providing space, time, and encouragement for educational studies and by sending a clear message that education and regular school attendance are important.

The safety of our students is our school's first priority, and the discipline policy is strictly enforced. We emphasize cooperation and responsible, respectful behavior. Daylor Owls Own It, Work Hard, Listen, and Strive for Excellence. All adults visiting campus are required to check in through the school office. The familial atmosphere of our school helps our students feel comfortable and secure.

Justine Fuller, Principal

Student Enrollment by Grade Level (School Year 2024 - 2025)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	39
Grade 12	97
Total Enrollment	136

Student Enrollment by Student Group (School Year 2024 - 2025)

Student Group	Percent of Total Enrollment
Female	47.06%
Male	52.94%
Non-Binary	0.00%
American Indian or Alaska Native	2.21%
Asian	8.09%
Black or African American	19.12%
Filipino	1.47%
Hispanic or Latino	50.74%
Native Hawaiian or Pacific Islander	7.35%
Two or More Races	4.41%
White	6.62%
English Learners	26.47%
Foster Youth	1.47%
Homeless	23.53%
Migrant	0.00%
Socioeconomically Disadvantaged	95.59%
Students with Disabilities	13.97%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 Preparation and Placement (School Year 2021 - 2022)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.3	81.91%	2737.2	90.11%	234405.2	84%
Intern Credential Holders Properly Assigned	0	0%	24.8	0.82%	4853	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0%	42.2	1.39%	12001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.3	17.96%	72.1	2.37%	11953.1	4.28%
Unknown/Incomplete/NA	0	0%	161.1	5.3%	15831.9	5.67%
Total Teaching Positions	7.7	100%	3037.4	100%	279044.8	100%

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2022 - 2023)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.8	87.95%	2764.1	90.32%	231142.4	83.24%
Intern Credential Holders Properly Assigned	0	0%	41.3	1.35%	5566.4	2%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0%	60.9	1.99%	14938.3	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1	12.05%	70.4	2.3%	11746.9	4.23%
Unknown/Incomplete/NA	0	0%	123.4	4.03%	14303.8	5.15%
Total Teaching Positions	8.8	100%	3060.4	100%	277698	100%

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2023 - 2024)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.5	69.65%	2733.3	88.99%	230039.4	100%
Intern Credential Holders Properly Assigned	0	0%	51.1	1.66%	6213.8	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.7	7.56%	93.7	3.05%	16855	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.8	19.17%	63.8	2.08%	12112.8	4.34%
Unknown/Incomplete/NA	0.3	3.51%	129.4	4.21%	13705.8	4.91%
Total Teaching Positions	9.3	100%	3071.5	100%	278927.1	100%

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021 - 2022	2022 - 2023	2023 - 2024
Permits and Waivers	0	0	0
Misassignments	0	0	0.7
Vacant Positions	0	0	0
Total Teachers Without Credentials and Misassignments	0	0	0.7

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021 - 2022	2022 - 2023	2023 - 2024
Credentialed Teachers Authorized on a Permit or Waiver	0	0	0
Local Assignment Options	1.3	1	1.8
Total Out-of-Field Teachers	1.3	1	1.8

Class Assignments

Indicator	2021 - 2022	2022 - 2023	2023 - 2024
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	0%	5.5%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	0%	0%

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2025 - 2026)

Year and month in which data were collected: September 3, 2025

Textbooks and Instructional Materials Year of Adoption (Translation of textbook names available on request)			
Subject		From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All English/Language Arts books K-12 are provided one per student.		
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.	TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
<i>California Wonders</i> by McGraw Hill © 2017 in grades K-6. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K- <i>Your Turn Practice Book</i> 1st- <i>Literature Anthology units 1-4, Your Turn Practice Book</i> 2nd-6th: <i>Literature Anthology, Your Turn Practice Book</i> Adopted EGUSD 2016	Yes	0
<i>CA StudySync</i> by McGraw Hill, © 2023 in grades 7-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	7th-8th - Student Edition Adopted EGUSD 2024	Yes	0
English books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	10th Honors - <i>Advanced Language & Literature</i> , Bedford, Freeman & Worth © 2016 Adopted EGUSD 2018 9th-12th - Student Edition <i>CA StudySync</i> by McGraw Hill, © 2023; 9th Honors - <i>Foundations of Language & Literature</i> , Bedford, Freeman & Worth © 2023 Adopted EGUSD 2024	Yes	0
AP English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses: 11th - <i>Language of Composition</i> , Bedford/St. Martins © 2023 Adopted EGUSD 2023 12th - <i>Literature & Composition</i> , Bedford/St. Martins © 2022 Adopted EGUSD 2022	Yes	0
IB English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses: <i>Theory of Knowledge</i> , Oxford University Press © 2020 Adopted EGUSD 2020 <i>English A: Literature for the IB Diploma</i> , Oxford University Press © 2019; Adopted EGUSD 2021	Yes	0
Mathematics	All Math books K-12 are provided one per student.		
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.	TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
<i>Envision Math</i> , © 2020, © 2021 in grades K-6. All math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	K-6th - Student Edition and Practice workbook Adopted EGUSD 2023	Yes	0

<p><i>Imagine IM Math</i>, © 2024 in grades 7-8 and <i>Reveal Math 1</i> © 2020 in grade 8. All math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p>7th-8th <i>Imagine IM, Imagine Learning</i> © 2024; <i>Reveal Integrated Math 1</i>, McGraw Hill © 2020 Adopted EGUSD 2024</p>	Yes	0
<p>Mathematics books by multiple publishers in grades 9-12. All high school math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p>9th-12th <i>PreCalculus with Limits 4e</i> Cengage © 2018 Adopted EGUSD 2018 <i>Reveal IM Math 1-3 McGraw Hill</i> Cengage © 2020 Adopted EGUSD 2024 <i>Statistics & Probability with Applications 3e</i> Bedford Freeman & Worth © 2025; Adopted EGUSD 2025</p>	Yes	0
<p>AP mathematics books by multiple publishers in grades 10-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p>AP Courses: <i>Pre-Calculus: Graphical, Numerical AP</i>, Pearson © 2024; <i>Calculus for AP 2nd Ed.</i>, Cengage © 2021; <i>Calculus: Graphical, Numerical</i>, Pearson 2020; <i>Practice of Statistics</i>, 7th Ed., WH Freeman & Co. © 2024; Adopted EGUSD 2025</p>	Yes	0
<p>IB mathematics books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p>IB Courses: Mathematics Core Topics SL1 © 2019; Mathematics Core Topics HL1 © 2019; Mathematics Analysis & Approaches SL2 © 2019; Mathematics Analysis & Approaches HL2 © 2019; Mathematics Applications & Interpretation SL2 © 2019, Haese Mathematics; Adopted EGUSD 2020 Calculus: Graphical, Numerical, Pearson © 2020 Adopted EGUSD 2025</p>	Yes	0
Science	All 2-12 Science books are provided one per student.	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<p><i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education</p>	<p>TK - <i>Big Book Package</i>. No student materials. Adopted EGUSD 2016</p>	Yes	0
<p>Amplify Science by Amplify Education © 2019 for grades K-5. This program is from the current SBE adoption. The following materials are provided one per student by grade level:</p>	<p>K - Big Book Package (3) 1st - Big Book Package (3) 2nd - Investigation Notebook (3) 3rd - 5th Investigation Notebook (4) Adopted EGUSD 2021</p>	Yes	0
<p>Science text by STEMscopes © 2019 in grades 6-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:</p>	<p>6th - <i>Earth & Space Science</i> 7th - <i>Life Science</i> 8th - <i>Physical Science</i> Adopted EGUSD 2020</p>	Yes	0
<p>Science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p><i>Chemistry in the Community</i> © 2006, VHPS; Adopted EGUSD 2006 <i>Foundations in Microbiology</i>, McGraw Hill, © 2005 Adopted EGUSD 2008 <i>The Living Earth</i>, © 2019, <i>Physics in the Universe</i>, © 2019, <i>STEMscopes</i>, <i>Experience Chemistry</i>, © 2019 Pearson; Adopted EGUSD 2020 <i>Foundations of Astronomy</i>, Cengage © 2019, <i>Criminalistics</i>, Pearson © 2021, <i>Hole's</i></p>	Yes	0

	<i>Essentials of Anatomy & Physiology</i> © 2021, McGraw Hill; <i>Visualizing Environmental Science</i> , McGraw Hill © 2017; Adopted EGUSD 2022		
AP science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses: <i>Campbell Biology in Focus</i> , Pearson © 2020; <i>Chemistry: A Molecular Approach</i> , Pearson © 2023; <i>Environmental Science for the AP Course</i> , Bedford/St. Martin © 2019; Adopted EGUSD 2022	Yes	0
	<i>College Physics</i> , Cengage © 2023 Adopted EGUSD 2024		
IB science books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses: <i>Standard Level Biology 3e, Higher Level Biology 3e, Standard Level Chemistry 3e, Higher Level Chemistry 3e</i> , Pearson © 2023 Adopted EGUSD 2024	Yes	0
History-Social Science	All 1-12 History-Social Science books are provided one per student.	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education	TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
<i>Impact: California</i> by McGraw Hill © 2019 in K-5 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K- <i>Learning and Working Now and Long Ago</i> 1st - <i>A Child's Place in Time and Space</i> 2nd - <i>People Who Make a Difference</i> 3rd - <i>Continuity and Change</i> 4th - <i>California: A Changing State</i> 5th - <i>US History: Making a New Nation</i> Adopted EGUSD 2019	Yes	0
<i>Impact: California</i> by McGraw Hill © 2019 in 6-8 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	6th - <i>Ancient Civilizations</i> 7th - <i>Medieval to Early Modern Times</i> 8th - <i>United States History & Geography</i> Adopted EGUSD 2019	Yes	0
Social science books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	<i>World History Culture & Geography: The Modern World</i> © 2019, <i>United States History & Geography, Continuity & Change</i> © 2019, <i>Principles of American Democracy</i> © 2019, <i>Principles of Economics</i> © 2019, McGraw Hill Adopted EGUSD 2020	Yes	0
	<i>Geography Alive! Digital curriculum, TCI</i> Adopted EGUSD 2022		
AP social science books by multiple publishers in grades 10-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses: <i>Human Geography, A Spatial Perspective</i> © 2021, Cengage; Adopted EGUSD 2022		
	<i>Give Me Liberty!</i> © 2020, W.W. Norton; <i>Ways of the World</i> © 2023, <i>American Government</i> © 2021, <i>Comparative Government</i> © 2023, <i>Krugman's Economics</i> © 2023, Bedford Freeman & Worth; Adopted EGUSD 2023	Yes	0
IB social science books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses: <i>History of the Americas</i> © 2015; Adopted EGUSD 2017		
	<i>The Cold War Superpower Tensions and Rivalries</i> © 2015, Oxford University Press; <i>Authoritarian States</i> , © 2015, Oxford University Press Adopted EGUSD 2018	Yes	0

Foreign Language	All 7-12 World language books are provided one per student.	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<p>World language books by multiple publishers in grades 7-12. All textbooks are from the most recent adoption of the local governing Board of Education.</p>	<p><i>Adventures in Japanese 1 & 2</i>, Cheng & Tsui © 2016; <i>Dekiru!</i>, Cheng & Tsui, © 2017; <i>Deutsch Aktuell 1,2,3</i>, EMC-Carnegie © 2017; <i>EntreCulturas 1,2,3</i>, Wayside © 2020; <i>Imaginez</i>, Vista Higher Learning © 2020; <i>EntreCulturas 1,2,3</i>, Wayside © 2017; <i>EntreCulturas 4</i>, Wayside © 2021 Adopted EGUSD 2021</p> <p><i>Adventures in Japanese 3</i>, Cheng & Tsui, © 2018; Adopted EGUSD 2023</p>	<p>Yes</p>	<p>0</p>
<p>AP world language books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.</p>	<p>AP Courses: <i>Dekiru!</i>, Cheng & Tsui, © 2017; <i>Neue Blockwinkel</i>, Wayside, © 2017; <i>Imaginez</i>, Vista Higher Learning © 2020; <i>Triangulo A Preciado</i>, Wayside © 2019; <i>Azulejo</i>, Wayside © 2012 Adopted EGUSD 2021</p>	<p>Yes</p>	<p>0</p>
<p>IB world language books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.</p>	<p>IB Courses: <i>French B Course Companion</i>, <i>Spanish B Course Companion</i>, © 2018, Oxford University Press Adopted EGUSD 2019</p> <p><i>Dekiru!</i>, © 2017, Cheng & Tsui Adopted EGUSD 2022</p> <p><i>Adventures in Japanese 3</i>, Cheng & Tsui, © 2018; Adopted EGUSD 2023</p>	<p>Yes</p>	<p>0</p>

Visual and Performing Arts	All students 7-12 have access to appropriate books.	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
All K - 12th school textbooks are from the most recent adoption of the local governing Board of Education.	7th-8th: <i>Tradition of Excellence</i> , Beacon Music © 2011; Adopted EGUSD 2018	Yes	0
	9-12th: <i>Alfred's Basic Adult Piano Course</i> , Alfred Music © 1999; <i>Basic Drama Projects</i> , Perfection Learning © 2015; <i>Beginning Sculpture</i> , Davis © 2005; <i>Communication Through Graphic Design</i> , Davis © 2010; <i>Dance Composition</i> , Davis © 2009; <i>Discovering Drawing</i> , Davis © 2018; <i>Discovering Dance</i> , Human Kinetics © 2014; <i>Drama for Reading and Performance</i> , Perfection Learning © 2008; <i>Experience Clay</i> , Davis © 2011; <i>Experience Painting</i> , Davis © 2015; <i>Experiencing Dance</i> , Human Kinetics © 2014; <i>Focus on Photography</i> , Davis © 2016; <i>Guitar School</i> , Alfred Music © 1998; <i>Photography</i> , Pearson © 2016; Adopted EGUSD 2018	Yes	0
	K-6th: No student books Art Kits, Davis Arts Education © 2024 Adopted EGUSD 2024		
AP Visual and Performing Arts books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	AP Courses: <i>Gardner's Art Through the Ages</i> , Thomson/Wadsworth © 2005; Adopted EGUSD 2005 <i>Musician's Guide to Theory and Analysis</i> , WW Norton © 2006; Adopted EGUSD 2018	Yes	0
Health	All 9-12 Health books are provided one per student.	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
All high school textbooks are from the most recent adoption of the local governing Board of Education.	<i>Glencoe Health</i> , McGraw Hill © 2022 Adopted EGUSD 2021	Yes	0
Science Laboratory Equipment (grades 9-12)			
All 9-12 students utilizing a lab have access to appropriate equipment.			

School Facility Conditions and Planned Improvements (School Year 2025 - 2026)

Built in 1965, William Daylor moved onto this site in 1990 with all portable buildings. The multipurpose room and additional classrooms were built in 1997. The campus consists of 14 classrooms, a grassy quad area, a multi-purpose room, and an administrative office. In addition, there is a science lab, woodshop, art facility, Child Development Center with an adjoining play area, basketball courts, and a baseball field. Daylor staff consists of a Principal, Vice-Principal, secretary, data processor, counselor, registrar, custodian, campus supervisor, RSP teacher, content area teachers, a Pregnant & Parenting teacher and support staff, and a Project Implementer. The campus continues to grow and recently the students rebuilt the garden and a shade structure for lunchtime was installed.

The LEA takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the district office. Included is information from the facility survey instrument on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Our school received an "Exemplary" status based on the State's definitions for each of the eight categories evaluated, which is the highest rating possible.

School Facility Good Repair Status

Year and month of the most recent FIT report : 7/10/2025

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

Overall Facility

Year and month of the most recent FIT report: 7/10/2025

Overall Rating

Exemplary	Good	Fair	Poor
X			

The district's Maintenance and Grounds departments work with the administration and school site custodians to ensure that school buildings, classrooms, and grounds are maintained at levels to provide a safe and functional learning environment for all students. Repair needs are resolved by the school custodian or maintenance staff. 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 and the custodian works with administrative staff to develop a daily cleaning process. Masks are available in the front office and sanitation and child safe cleaning equipment and supplies are provided to each classroom and the childcare center.

The State Deferred Maintenance Program (DMP) was established in 1980 to aid districts in major maintenance projects. Beginning with the 2013-2014 fiscal year and the inception of the Local Control Funding Formula (LCFF) the State has intended for Deferred Maintenance needs and expenses to be included in the District's LCFF allotment. The district continues to fund routine projects previously considered as part of the State's former DMP at levels required by the State and continues to use local resources.

The district regularly conducts a study of all district facilities, and a district master plan is developed and approved by the School Board for growth, updates, modernization, and repairs. Parent and community input regarding the needs of the site is welcomed and can be provided to the school principal. In 2023 the site received new roofing, new paint and a refresh of the basketball court. Some of the upcoming projects planned for Daylor include modernizing the classroom features to current district standards, and major building upgrades including heating/air conditioning improvements, expansion of the woodshop, and updated intercom and alarms, as well as a new front entrance.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** 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 Grades Three through Eight and Grade Eleven taking and completing state-administered assessments Percentage of Students Meeting or Exceeding the State Standards

Subject	School 2023 - 2024	School 2024 - 2025	District 2023 - 2024	District 2024 - 2025	State 2023 - 2024	State 2024 - 2025
English Language Arts/Literacy (grades 3-8 and 11)	8%	13%	51%	54%	47%	48%
Mathematics (grades 3-8 and 11)	0%	8%	41%	43%	35%	37%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment - Grades Three through Eight and Grade Eleven (School Year 2024 - 2025)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	62	62	100.00	0.00	12.90
Female	20	20	100.00	0.00	20.00
Male	42	42	100.00	0.00	9.52
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	40	40	100.00	0.00	10.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	18	18	100.00	0.00	5.56
Foster Youth	0	0	0	0	0
Homeless	15	15	100.00	0.00	13.33
Military	0	0	0	0	0
Socioeconomically Disadvantaged	39	39	100.00	0.00	10.26
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment - Grades Three through Eight and Grade Eleven (School Year 2024 - 2025)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	61	61	100.00	0.00	8.20
Female	20	20	100.00	0.00	5.00
Male	41	41	100.00	0.00	9.76
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	39	39	100.00	0.00	10.26
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	18	18	100.00	0.00	5.56
Foster Youth	0	0	0	0	0
Homeless	14	14	100.00	0.00	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	38	38	100.00	0.00	5.26
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

**CAASPP Test Results in Science for All Students - Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2023 - 2024	School 2024 - 2025	District 2023 - 2024	District 2024 - 2025	State 2023 - 2024	State 2024 - 2025
Science (grades 5, 8, and high school)	2.9	2.59	36	35.36	30.73	32.33

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School
(School Year 2024 - 2025)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	117	116	99.15	0.85	2.59
Female	47	47	100.00	0.00	4.26
Male	70	69	98.57	1.43	1.45
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	18	17	94.44	5.56	5.88
Filipino	--	--	--	--	--
Hispanic or Latino	68	68	100.00	0.00	2.94
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	30	30	100.00	0.00	3.33
Foster Youth	--	--	--	--	--
Homeless	21	21	100.00	0.00	4.76
Military	0	0	0	0	0
Socioeconomically Disadvantaged	81	80	98.77	1.23	3.75
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	15	93.75	6.25	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2024 - 2025)

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 CTE teachers have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. Counselors offer support focused on achieving the outcomes described in the EGUSD Graduate Profile. WDHS offers Careers with Children and the Building Trades Pathway CTE courses as well as a Career Exploration Elective class. Students who complete the Careers with Children courses 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 jobs in residential construction and trades. Both pathways offer work-based learning opportunities and industry-recognized certification. 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 industry certifications. 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 our Professional Learning Communities, 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 2024 - 2025)

Measure	CTE Program Participation
Number of pupils participating in CTE	155
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	1.00%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	83.00%

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements (School Year 2024 - 2025)

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	99.29%
Graduates Who Completed All Courses Required for UC/CSU Admission	1.23%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education.

California Physical Fitness Test Results (School Year 2024 - 2025)

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5					
7					
9					

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 \(School Year 2025 - 2026\)](#)

We value partnering with our families and parents/guardians are encouraged to register for ParentVue to monitor their student's progress. Parents can also become involved at our school by volunteering, attending teacher conferences, joining the site's English Learners Advisory Committee and/or School Site Council, representing the school at district forums, and attending Family Nights, Family Lunch Days and other activities. For more information on parent involvement opportunities, contact Mrs. Stewart at (916) 427-5428 or kstewart@egusd.net.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates
- High school graduation rates
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2022 - 2023	School 2023 - 2024	School 2024 - 2025	District 2022 - 2023	District 2023 - 2024	District 2024 - 2025	State 2022 - 2023	State 2023 - 2024	State 2024 - 2025
Dropout Rate	11.1%	10.1%	12.2%	5.2%	4.7%	4.5%	8.2%	8.9%	8%
Graduation Rate	55.6%	63.6%	61.2%	88.9%	90%	89.6%	86.2%	86.4%	87.5%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024 - 2025)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	98	60	61.2
Female	43	32	74.4
Male	55	28	50.9
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	21	11	52.4
Filipino	--	--	--
Hispanic or Latino	49	32	65.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	28	13	46.4
Foster Youth	--	--	--
Homeless	25	14	56.0
Socioeconomically Disadvantaged	92	57	62.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	14	9	64.3

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2024 - 2025)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	222	205	163	79.5%
Female	91	86	75	87.2%
Male	131	119	88	73.9%
Non-Binary	--	--	--	--%
American Indian or Alaska Native	--	--	--	--%
Asian	19	18	15	83.3%
Black or African American	45	38	30	78.9%
Filipino	--	--	--	--%
Hispanic or Latino	113	108	82	75.9%
Native Hawaiian or Pacific Islander	15	15	15	100.0%
Two or More Races	--	--	--	--%
White	13	--	--	--%
English Learners	63	62	47	75.8%
Foster Youth	--	--	--	--%
Homeless	60	55	50	90.9%
Socioeconomically Disadvantaged	204	188	152	80.9%
Students Receiving Migrant Education Services	--	--	--	--%
Students with Disabilities	29	29	24	82.8%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2022 - 2023	School 2023 - 2024	School 2024 - 2025	District 2022 - 2023	District 2023 - 2024	District 2024 - 2025	State 2022 - 2023	State 2023 - 2024	State 2024 - 2025
Suspensions	3.98%	6.94%	7.21%	3.81%	4.04%	3.70%	3.60%	3.28%	2.94%
Expulsions	0.0%	0.0%	0.5%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2024 - 2025)

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.21%	0.45%
Female	7.69%	0.00%
Male	6.87%	0.76%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	13.33%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	3.54%	0.00%
Native Hawaiian or Pacific Islander	6.67%	0.00%
Two or More Races	0.00%	0.00%
White	23.08%	0.00%
English Learners	3.17%	0.00%
Foster Youth	0.00%	0.00%
Homeless	10.00%	1.67%
Socioeconomically Disadvantaged	7.84%	0.49%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	31.03%	3.45%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2025 - 2026)

A safe, caring, and supportive learning environment is important to the academic success of all of our students and our school is committed to providing a safe and secure environment for learning. The Daylor School Safety Plan is reviewed and updated annually and was most recently updated in September 2025. All campus visitors must register in our school office prior to coming on campus. Supervision is provided during school hours and at all after school events and the district's Safety and Security Department works closely with our school site to provide a safe environment for all students. An Emergency Handbook, outlining a plan of action for emergencies, is kept in the school office and in all classrooms. Regular student safety drills are conducted, and random school safety inspections are conducted by the district and County of Sacramento.

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022 - 2023)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	11	10	0	0
Mathematics	14	5	0	0
Science	11	6	0	0
Social Science	11	10	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023 - 2024)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	16	6	2	
Mathematics	17	5		
Science	15	4		
Social Science	21	3	2	

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2024 - 2025)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	12	12	2	
Mathematics	14	6	1	
Science	14	3		
Social Science	14	8	1	

* 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.

Ratio of Pupils to Academic Counselors (School Year 2024 - 2025)

Title	Ratio
Pupils to Academic Counselors*	127

*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.

Student Support Services Staff (School Year 2024 - 2025)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023 - 2024)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$25,845	\$3,605	\$22,240	\$89,711
District	N/A	N/A	\$11,486	\$94,580
Percent Difference - School Site and District	N/A	N/A	63.77%	-5.28%
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	66.46%	-11.18%

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

Types of Services Funded (Fiscal Year 2024 - 2025)

Daylor has highly qualified staff to assist students in meeting the state and district standards. Our Multilingual Learners are supported by trained staff and lab courses. Daylor also utilizes a Multi-Tiered System of Support (MTSS) in concert with Positive Behavioral Interventions and Supports (PBIS) to assist students with academic, behavioral, or social/emotional issues. Daylor offers two Career Technical Education Programs (Building Trades and Careers with Children) to extend learning opportunities. The Pregnant and Parenting Teen program provides support for teen parents who attend our school and those enrolled at other school sites in the district. Our students are also 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 help students make positive choices for themselves.

Teacher and Administrative Salaries (Fiscal Year 2023 - 2024)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$55,510	\$60,863
Mid-Range Teacher Salary	\$78,887	\$93,575
Highest Teacher Salary	\$113,813	\$125,548
Average Principal Salary (Elementary)	\$152,948	\$157,645
Average Principal Salary (Middle)	\$154,885	\$165,341
Average Principal Salary (High)	\$168,790	\$182,580
Superintendent Salary	\$441,092	\$357,064
Percent of Budget for Teacher Salaries	30.25%	30.36%
Percent of Budget for Administrative Salaries	3.57%	4.88%

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

Advanced Placement (AP) Courses (School Year 2024 - 2025)

Percent of Students in AP Courses: 0%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

*Where there are student course enrollments of at least one student.

Professional Development

William Daylor High School and the Elk Grove Unified School District offer a variety of professional learning opportunities for teachers and support staff. Daylor has implemented a professional development emphasis on the principles of High-Quality Instruction, which include clear learning targets and success criteria, formative and summative assessments, opportunities for student talk, and active student participation. These principles are designed to foster and improve student learning. Daylor teachers regularly attend training opportunities and workshops both on and off site focusing on English Language Arts and Mathematics curricular materials as well new technology. Monday afternoons are dedicated to professional development and staff training. 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 learn new ideas for their classrooms. The district also offers a variety of classes for support staff. Instructional aides, front office staff, 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.

	2023 - 2024	2024 - 2025	2025 - 2026
Number of school days dedicated to Staff Development and Continuous Improvement	14	20	20