

## California Department of Education School Accountability Report Card

Reported Using Data from the 2021 - 2022 School Year  
Published During 2022 - 2023

**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.

## About This School

### District Contact Information (School Year 2022 - 2023)

<b>District Name</b>	Elk Grove Unified
<b>Phone Number</b>	(916) 686-5085
<b>Web Site</b>	<a href="http://www.egusd.net">www.egusd.net</a>
<b>Superintendent</b>	Christopher R. Hoffman
<b>E-mail Address</b>	<a href="mailto:choffman@egusd.net">choffman@egusd.net</a>

### School Contact Information (School Year 2022 - 2023)

<b>School Name</b>	William Daylor High School
<b>Street</b>	6131 Orange Avenue
<b>City, State, Zip</b>	Sacramento, CA 95823
<b>Phone Number</b>	916-427-5428
<b>Principal</b>	Justine Fuller
<b>E-mail Address</b>	<a href="mailto:JFULLER@egusd.net">JFULLER@egusd.net</a>
<b>Web Site</b>	<a href="https://WDHS.egusd.net">https://WDHS.egusd.net</a>
<b>County-District-School(CDS) Code</b>	34673143432002

### School Description and Mission Statement (School Year 2022 - 2023)

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 an important aspect of the 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. 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.

Justine Fuller, Principal  
William Daylor High School

### Student Enrollment by Grade Level (School Year 2021 - 2022)

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	1
Grade 11	16
Grade 12	49
Total Enrollment	66

### Student Enrollment by Student Group (School Year 2021 - 2022)

Student Group	Percent of Total Enrollment
Female	40.90%
Male	59.10%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	9.10%
Black or African American	25.80%
Filipino	0.00%
Hispanic or Latino	39.40%
Native Hawaiian or Pacific Islander	12.10%
Two or More Races	4.50%
White	9.10%
English Learners	37.90%
Foster Youth	1.50%
Homeless	10.60%
Migrant	0.00%
Socioeconomically Disadvantaged	89.40%
Students with Disabilities	6.10%

## 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 2020 - 2021)

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)	6.1	77.82%	2617.2	92.08%	228366.1	83.12%
Intern Credential Holders Properly Assigned	0	0%	22.1	0.78%	4205.9	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.6	8.37%	44.7	1.57%	11216.7	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.8	10.52%	54.7	1.93%	12115.8	4.41%
Unknown	0.2	3.17%	103.3	3.64%	18854.3	6.86%
<b>Total Teaching Positions</b>	<b>7.8</b>	<b>100%</b>	<b>2842.2</b>	<b>100%</b>	<b>274759.1</b>	<b>100%</b>

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 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)	N/A	N/A	N/A	N/A	N/A	N/A
Intern Credential Holders Properly Assigned	N/A	N/A	N/A	N/A	N/A	N/A
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Unknown	N/A	N/A	N/A	N/A	N/A	N/A
<b>Total Teaching Positions</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>

Note: Our district doesn't have access to the matched CDE/CTC data to complete these tables, however, the CDE will populate these tables in the near future.

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

Authorization/Assignment	2020 - 2021 Number	2021 - 2022 Number
Permits and Waivers	0	N/A
Misassignments	0.6	N/A
Vacant Positions	0	N/A
Total Teachers Without Credentials and Misassignments	0.6	N/A

Note: Our district doesn't have access to the matched 2021-2022 CDE/CTC data to complete these tables, however, the CDE will populate these tables in the near future.

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

Indicator	2020 - 2021 Number	2021 - 2022 Number
Credentialed Teachers Authorized on a Permit or Waiver	0	N/A
Local Assignment Options	0.8	N/A
Total Out-of-Field Teachers	0.8	N/A

Note: Our district doesn't have access to the matched 2021-2022 CDE/CTC data to complete these tables, however, the CDE will populate these tables in the near future.

### Class Assignments

Indicator	2020 - 2021 Number	2021 - 2022 Number
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	11.1%	N/A
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%	N/A

Note: Our district doesn't have access to the matched 2021-2022 CDE/CTC data to complete these tables, however, the CDE will populate these tables in the near future.

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 2022 - 2023)

Year and month in which data were collected: September 6, 2022

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b> <b>All English/Language Arts books K-12 are provided one per student.</b>			
<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>	<p>Yes</p>	<p>0</p>
<p><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:</p>	<p>K- <i>Your Turn Practice Book, Close Reading Companion</i>                      1st- <i>Literature Anthology units 1-4, Your Turn Practice Book, Close Reading Companion</i>.                      2nd-6th: <i>Literature Anthology, Your Turn Practice Book, Close Reading Companion</i>.                      Adopted EGUSD 2016</p>	<p>Yes</p>	<p>0</p>
<p><i>CA StudySync</i> by McGraw Hill, © 2017 in grades 7-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:</p>	<p>7th-8th - Student Edition                      Adopted EGUSD 2017</p>	<p>Yes</p>	<p>0</p>
<p>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:</p>	<p>9th-12th - Student Edition  <i>CA StudySync</i> by McGraw Hill, © 2017                      Adopted EGUSD 2017                      10th Honors - <i>Advanced Language &amp; Literature</i>, Bedford, Freeman &amp; Worth © 2016                      Adopted EGUSD 2018</p>	<p>Yes</p>	<p>0</p>
<p>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:</p>	<p>AP Courses:                      11th - <i>Language of Composition</i>, Bedford/St. Martins © 2013                      Adopted EGUSD 2015                      12th - <i>Bedford Introduction to Literature</i>, Bedford/St. Martins © 2016                      Adopted EGUSD 2017</p>	<p>Yes</p>	<p>0</p>
<p>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:</p>	<p>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</p>	<p>Yes</p>	<p>0</p>
<b>Mathematics</b> <b>All Math books K-12 are provided one per student.</b>			
<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>	<p>Yes</p>	<p>0</p>
<p><i>CA GoMath</i>, © 2015 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:</p>	<p>K-6th - Student Edition and Practice workbook                      Adopted EGUSD 2015</p>	<p>Yes</p>	<p>0</p>

Mathematics books by multiple publishers in grades 7-8. 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:	7th-8th <i>Go Math</i> , Houghton Mifflin Harcourt Publishing © 2015; Adopted EGUSD 2015	Yes	0
	8th <i>Integrated Math 1</i> , Houghton Mifflin Harcourt Publishing © 2015 Adopted EGUSD 2015		
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:	9th-12th Integrated Math 1, Integrated Math 2, Integrated Math 3, Houghton Mifflin Harcourt Publishing © 2015 Adopted EGUSD 2015  <i>Statistics &amp; Probability with Applications 3e</i> Bedford Freeman & Worth © 2016; <i>PreCalculus with Limits 4e</i> Cengage © 2018 Adopted EGUSD 2018	Yes	0
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:	AP Courses: <i>Calculus: Graphical, Numerical</i> , Pearson 2016; <i>Practice of Statistics</i> , 5th Ed., WH Freeman & Co. © 2015 Adopted EGUSD 2016  <i>Calculus 11th edition</i> , Cengage © 2018 Adopted EGUSD 2018	Yes	0
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:	IB Courses: <i>Calculus: Graphical, Numerical</i> , Pearson © 2016 Adopted EGUSD 2016  <i>Mathematics Core Topics SL1</i> © 2019; <i>Mathematics Core Topics HL1</i> © 2019; <i>Mathematics Analysis &amp; Approaches SL2</i> © 2019; <i>Mathematics Analysis &amp; Approaches HL2</i> © 2019; <i>Mathematics Applications &amp; Interpretation SL2</i> © 2019, Haese Mathematics Adopted EGUSD 2020	Yes	0
<b>Science</b>		<b>All 2-12 Science books are provided one per student.</b>	
<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
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:	K - Big Book Package (3) 1st - Big Book Package (3) 2nd - Investigation Notebook (3) 3rd - 5th Investigation Notebook (4) Adopted EGUSD 2021	Yes	0
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:	6th - <i>Earth &amp; Space Science</i> 7th - <i>Life Science</i> 8th - <i>Physical Science</i> Adopted EGUSD 2020	Yes	0
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:	<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 Essentials of Anatomy &amp; Physiology</i> © 2021,	Yes	0

<p>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:</p>	<p>McGraw Hill; <i>Visualizing Environmental Science</i>, McGraw Hill © 2017; Adopted EGUSD 2022</p> <p>AP Courses: <i>College Physics, 9th Ed.</i>, Cengage © 2012 Adopted EGUSD 2014</p> <p><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</p>	<p>Yes</p>	<p>0</p>
<p>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:</p>	<p>IB Courses:</p> <p><i>Higher Level Biology</i>, 2nd Ed., Pearson © 2014; <i>Standard Level Chemistry</i>, 2nd Edition, Pearson © 2014; <i>Higher Level Chemistry</i>, 2nd Edition, Pearson © 2014; Adopted EGUSD 2015</p>	<p>Yes</p>	<p>0</p>
<p><b>History-Social Science All 1-12 History-Social Science books are provided one per student.</b></p>			
<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>	<p>Yes</p>	<p>0</p>
<p><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:</p>	<p>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</p>	<p>Yes</p>	<p>0</p>
<p><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:</p>	<p>6th - <i>Ancient Civilizations</i> 7th - <i>Medieval to Early Modern Times</i> 8th - <i>United States History &amp; Geography</i> Adopted EGUSD 2019</p>	<p>Yes</p>	<p>0</p>
<p>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:</p>	<p><i>World History Culture &amp; Geography: The Modern World</i> © 2019, <i>United States History &amp; Geography, Continuity &amp; Change</i> © 2019, <i>Principles of American Democracy</i> © 2019, <i>Principles of Economics</i> © 2019, McGraw Hill Adopted EGUSD 2020</p> <p><i>Geography Alive! Digital curriculum, TCI</i> Adopted EGUSD 2022</p>	<p>Yes</p>	<p>0</p>
<p>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:</p>	<p>AP Courses</p> <p><i>Essentials of Comparative Politics</i>, W.W. Norton © 2015 Adopted EGUSD 2016</p> <p><i>Krugman's Economics</i> © 2015, <i>America's History</i>, © 2014, Bedford Freeman &amp; Worth, <i>American Politics Today</i> © 2017, W.W. Norton; Adopted EGUSD 2017</p> <p><i>Human Geography, A Spatial Perspective</i> © 2021, Cengage; Adopted EGUSD 2022</p>	<p>Yes</p>	<p>0</p>
<p>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</p>	<p>IB Courses:</p> <p><i>History of the Americas</i> © 2015; Adopted EGUSD 2017</p> <p><i>The Cold War Superpower Tensions and Rivalries</i> © 2015, Oxford University Press; <i>Authoritarian States</i>, © 2015, Oxford University Press</p>	<p>Yes</p>	<p>0</p>



level:	Adopted EGUSD 2018  <i>Global Politics</i> , © 2017, Oxford University Press Adopted EGUSD 2022		
<b>Foreign Language</b>	<b>All 7-12 World language books are provided one per student.</b>		
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.	<i>Genki II</i> , Japanese Times © 2011; Adopted EGUSD 2017  <i>Adventures in Japanese 1 &amp; 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	Yes	0
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.	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	Yes	0
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.	IB Courses: <i>French B Course Companion</i> , <i>Spanish B Course Companion</i> , © 2018, Oxford University Press Adopted EGUSD 2019  <i>Genki II</i> , © 2011, Japanese Times <i>Dekiru!</i> , © 2017, Cheng & Tsui Adopted EGUSD 2022	Yes	0

Visual and Performing Arts		
	7th-8th: <i>Tradition of Excellence</i> , Beacon Music © 2011; Adopted EGUSD 2018	Yes 0
All 7th - 12th school textbooks are from the most recent adoption of the local governing Board of Education.	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
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.	
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 2022 - 2023)**

William Daylor High School was built in 1965 and additions were constructed in 1968 and 1972. Two portable classrooms were constructed in 1997 as a part of the Class Size Reduction plan. The school opened in 1990 with all portable buildings. In 1995, additional permanent classrooms were built. The multipurpose room was built in 1997. The facility consists of 14 classrooms, a multi-purpose room, and an administrative office that houses the principal, vice-principal, secretary, 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, 10 teachers, a Pregnant & Parenting teacher and a Project Implementer.

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 (School Year 2022 - 2023)**

Year and month of the most recent FIT report : 4/21/2021

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

**Overall Facility (School Year 2022 - 2023)**

Year and month of the most recent FIT report: 4/21/2021

**Overall Rating**

Exemplary	Good	Fair	Poor
X			

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 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 conducted a study of all district facilities, including those at this site, and a district master plan has been 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.

## 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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs 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 a state-administered assessment Percentage of Students Meeting or Exceeding the State Standards

Subject	School 2020 - 2021	School 2021 - 2022	District 2020 - 2021	District 2021 - 2022	State 2020 - 2021	State 2021 - 2022
English Language Arts/Literacy (grades 3-8 and 11)	N/A	0	N/A	52	N/A	47
Mathematics (grades 3-8 and 11)	N/A	0	N/A	40	N/A	33

Note: Where it was the most viable option, in 2020-21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted to report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020-21 data cells for the school, district, state have N/A values because these data are not comparable to 2021-22 data.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

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 2021 - 2022)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	28	10	35.71	64.29	--
Female	21	7	33.33	66.67	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	12	5	41.67	58.33	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	12	2	16.67	83.33	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	22	9	40.91	59.09	--
Students Receiving Migrant Education Services	--	--	--	--	--
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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 2021 - 2022)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	28	14	50	50	0
Female	21	10	47.62	52.38	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	12	10	83.33	16.67	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	12	5	41.67	58.33	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	22	12	54.55	45.45	0
Students Receiving Migrant Education Services	--	--	--	--	--
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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**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 2020 - 2021	School 2021 - 2022	District 2020 - 2021	District 2021 - 2022	State 2020 - 2021	State 2021 - 2022
Science (grades 5, 8, and high school)	NT	4	0	34.66	28.5	29.47

Note: Science test results include the CAST 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 CAST 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.

Note: For any 2020-21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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 2021 - 2022)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	60	25	41.67	58.33	4
Female	43	20	46.51	53.49	5
Male	17	5	29.41	70.59	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	29	13	44.83	55.17	7.69
Native Hawaiian or Pacific Islander	12	3	25	75	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	25	8	32	68	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	51	18	35.29	64.71	5.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### Career Technical Education Programs (School Year 2022 - 2023)

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 2021 - 2022)

Measure	CTE Program Participation
Number of pupils participating in CTE	87
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	0.00%

### Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2021 - 2022 Pupils Enrolled in Courses Required for UC/CSU Admission	98.46%
2020 - 2021 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%



**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 2021 - 2022)**

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: Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas.

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

## 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 \(School Year 2022 - 2023\)](#)

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, joining the School Site Council, and attending Family Nights and other school activities. For more information on parent involvement opportunities, contact Mrs. Stewart at (916) 427-5428.

**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 2019 - 2020	School 2020 - 2021	School 2021 - 2022	District 2019 - 2020	District 2020 - 2021	District 2021 - 2022	State 2019 - 2020	State 2020 - 2021	State 2021 - 2022
Dropout Rate	28.2%	27.7%	19.6%	3.7%	5.3%	4.3%	8.9%	9.4%	7.8%
Graduation Rate	56.4%	25.5%	45.1%	91.5%	88.2%	91.1%	84.2%	83.6%	87%

**Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2021 - 2022)**

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	51	23	45.1
Female	20	10	50
Male	31	13	41.9
Non-Binary	0	0	0
American Indian or Alaska Native	0	0	0
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0
Hispanic or Latino	26	18	69.2
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	20	12	60
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	51	23	45.1
Students Receiving Migrant Education Services	0	0	0
Students with Disabilities	--	--	--

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>.

Chronic Absenteeism by Student Group (School Year 2021 - 2022)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	136	114	98	86
Female	58	49	46	93.9
Male	78	65	52	80
American Indian or Alaska Native	1	1	0	0
Asian	15	10	7	70
Black or African American	36	30	28	93.3
Filipino	2	1	1	100
Hispanic or Latino	54	49	40	81.6
Native Hawaiian or Pacific Islander	10	10	9	90
Two or More Races	7	4	4	100
White	11	9	9	100
English Learners	43	33	28	84.8
Foster Youth	3	1	1	100
Homeless	14	11	10	90.9
Socioeconomically Disadvantaged	107	93	83	89.2
Students Receiving Migrant Education Services	1	1	1	100
Students with Disabilities	15	13	12	92.3

**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**

(data collected between July through June, each full school year respectively)

Rate	School 2020 - 2021	School 2021 - 2022	District 2020 - 2021	District 2021 - 2022	State 2020 - 2021	State 2021 - 2022
Suspensions	0.00%	10.29%	0.12%	4.22%	0.20%	3.17%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%

Note: Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

**Suspensions and Expulsions for School Year 2019 - 2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019 - 2020	District 2019 - 2020	State 2019 - 2020
Suspensions	10.95%	4.02%	2.45%
Expulsions	0.00%	0.03%	0.05%

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

**Suspensions and Expulsions by Student Group (School Year 2021 - 2022)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.29%	0.00%
Female	8.62%	0.00%
Male	11.54%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	13.33%	0.00%
Black or African American	11.11%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	3.70%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	27.27%	0.00%
English Learners	6.98%	0.00%
Foster Youth	0.00%	0.00%
Homeless	14.29%	0.00%
Socioeconomically Disadvantaged	10.28%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

### [School Safety Plan \(School Year 2022 - 2023\)](#)

Our district is committed to providing a safe, secure environment for learning. Our staff reviewed and updated our School Safety Plan in September 2022. 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. Fire, Earthquake and Lock Down drills are conducted quarterly. Random periodic school safety inspections are conducted by the district and County of Sacramento. The district's Safety and Security Department works closely with our school site to provide a safe, secure environment for all students.

## 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 2019 - 2020)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	8	20		
Mathematics	11	5		
Science	9	8		
Social Science	8	16		

\* 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 2020 - 2021)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	8	7		
Mathematics	9	4		
Science	5	3		
Social Science	6	8		

\* 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 2021 - 2022)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	8	9		
Mathematics	11	4		
Science				
Social Science	11	7		

\* 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 2021 - 2022)

Title	Ratio
Pupils to Academic Counselors*	66

\*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 2021 - 2022)

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	0.4

\* 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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020 - 2021)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$27,960	\$1,346	\$26,614	\$71,508
District	N/A	N/A	\$8,175	\$80,979
Percent Difference - School Site and District	N/A	N/A	106.00%	-12.42%
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	120.58%	-17.67%

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

### Types of Services Funded (Fiscal Year 2022 - 2023)

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 specialized training and instructional strategies to assure our EL students are successful. 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 and is a resource for the children of our students. Opportunities for credit recovery have been expanded, and students can take additional classes through extended day to make up their credits. Our students are supported by Project Success, which provides a full time 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. Students may also participate in Career and Technical Education Pathways, which provides them with job skill training.



### Teacher and Administrative Salaries (Fiscal Year 2020 - 2021)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,193	\$51,081
Mid-Range Teacher Salary	\$67,621	\$77,514
Highest Teacher Salary	\$98,138	\$105,764
Average Principal Salary (Elementary)	\$124,860	\$133,421
Average Principal Salary (Middle)	\$123,139	\$138,594
Average Principal Salary (High)	\$131,537	\$153,392
Superintendent Salary	\$363,331	\$298,377
Percent of Budget for Teacher Salaries	34.56%	31.60%
Percent of Budget for Administrative Salaries	3.74%	4.97%

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 2021 - 2022)

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

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 trainings provided by the district as well as site based presentations. 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 learn 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.

	2020 - 2021	2021 - 2022	2022 - 2023
Number of school days dedicated to Staff Development and Continuous Improvement	2	6	10