

2022 - 2023 School Accountability Report Card - Executive Summary



William Daylor High School

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

Board of Education

Beth Albiani
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Carmine S. Forcina
Gina Jamerson
Anthony "Tony" Perez
Michael Vargas
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Hours of Operation

Our office is open from 8:00 a.m. to 3:30 p.m. Monday through Friday. Parents are always welcome to visit the office to address any questions or concerns they may have about the school or their children. The office staff can assist parents with registering and enrolling their children and can give information about programs at the school.

School Highlights and Awards

Accredited by the Western Association of Schools and Colleges
Pregnant and Parenting Teen Program
CTE Programs include Careers with Children and Building & Trades Pathways

Student Demographics

Demographic	School	District
Enrollment	66	62,203
English Learners	25	10,449
Languages Spoken	4	100
Students of Poverty	59	28,799
GATE	2	5,012

SOURCE: 2021 - 2022, California Dept. of Education

Population by Ethnicity

Ethnicity	Percentage
African American	25.8%
American Indian	%
Asian	9.1%
Filipino	%
Hispanic	39.4%
Pacific Islander	12.1%
Two or More Races	4.5%
White	9.1%

SOURCE: 2021 - 2022, California Dept. of Education

Introduction from the Board

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

A Message From the Principal

William Daylor High School
A Community of Lifelong Learners!

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

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

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

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

At William Daylor, we are partnering with the community to provide resources to extend learning and provide support.

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

Parent support and involvement continue to be 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

Parental Involvement

We value partnering with our parents to assure student success. Parents are encouraged to register for Synergy Parent Vue to continuously monitor their student's progress. Parents can also become involved at our school by volunteering, attending teacher conferences, becoming involved in the site's English Learners Advisory Committee, representing the school at district forums, 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.

Teacher Credentials and Misassignments

In the 2021-2022 school year, over 99 percent of the district's teachers held full teaching credentials. In addition to being fully credentialed, if a class is 20 percent or more English Learners (EL), the teacher should hold a supplementary authorization to instruct students in learning English or they are considered misassigned.

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

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

Teacher Credentials (School Year 2021 - 2022)

Total Number of Teachers	N/A
Total Full Credentials	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 (School Year 2021 - 2022)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	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)	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>.

School Facility Conditions and Planned Improvement

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

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA) (School Year 2021 - 2022)

Authorization/Assignment	Number
Permits and Waivers	N/A
Misassignments	N/A
Vacant Positions	N/A
Total Teachers Without Credentials and Misassignments	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) (School Year 2021 - 2022)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	N/A
Local Assignment Options	N/A
Total Out-of-Field Teachers	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.

School Facility Good Repair Status

Date of facilities inspection : 4/21/2021

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

	Exemplary	Good	Fair
Overall Summary	X		

SOURCE: 2022 - 2023, EGUSD

Class Size

Subject	School Average
English	8
Mathematics	11
Science	
Social Science	11

SOURCE: 2021 - 2022, California Dept. of Education

California Assessment of Student Performance and Progress Results for All Students (School Year 2021 - 2022)

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2020 - 2021	2021 - 2022	2020 - 2021	2021 - 2022	2020 - 2021	2021 - 2022
English Language Arts/Literacy (grades 3-8 and 11)	0%	N/A	52%	N/A	47%	N/A
Mathematics (grades 3-8 and 11)	0%	N/A	40%	N/A	33%	N/A

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.

Career Technical Education Programs

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

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

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

Career Technical Education Participation (School Year 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%

SOURCE: 2021 - 2022, California Dept. of Education

Advanced Placement Courses Offered

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

SOURCE: 2021 - 2022, EGUSD

Professional Development

Our school and district offer a variety of professional learning opportunities for teachers, instructional aides, and non-instructional support staff. Professional development has centered around the implementation of the Common Core Standards and providing High Quality Instruction. Our teachers are attending 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.

School Safety Plan

Our district is committed to providing a safe, secure environment for learning. Our staff reviewed and updated our School Safety Plan in September 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.

Specialized Programs

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

Average Salaries

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

Teachers	EGUSD 50,000+ ADA	State Average 20,000+ ADA
Beginning	\$47,193	\$51,081
Midrange	\$67,621	\$77,514
Highest	\$98,138	\$105,764
Principals		
Elementary	\$124,860	\$133,421
Middle	\$123,139	\$138,594
High	\$131,537	\$153,392
District Superintendent		
	\$363,331	\$298,377
Share of budget used for:		
Teachers' Salaries	34.6%	31.6%
Administrative Salaries	3.7%	5.0%

SOURCE: 2020 - 2021, California Dept. of Education

District Administration

Christopher R. Hoffman
Superintendent

Jenifer Avey
Executive Director
of School Support

Mark Cerutti
Deputy Superintendent,
Education Services and Schools

Kristen Coates, Ed. D.
Deputy Superintendent,
Business Services and Facilities
Administration

Bindy Grewal
Assistant Superintendent,
Elementary Education

Shannon Hayes
Chief Financial Officer

Lisa Levasseur
Executive Director
of School Support

Steve Mate
Chief Technology Officer

David E. Reilly
Associate Superintendent

Amreek Singh
Chief Human Resources Officer

Chad Sweitzer
Assistant Superintendent,
Secondary Education

Graduation Rate

	School	State
9th-12th	45.1%	87%

SOURCE: 2021 - 2022, California Dept. of Education

Discipline

	School	District
Suspensions	10.3%	4.2%
Expulsions	0.0%	0.0%

SOURCE: 2021 - 2022, California Dept. of Education

Elk Grove Unified School District

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

Total Students (Oct 2021)	62,203
Elementary Schools	43
Middle Schools	9
High Schools	9
Alternative Schools	4
Charter Schools	1
Adult Education Schools	1
Special Education Schools	1