

2024 - 2025 School Accountability Report Card - Executive Summary



William Daylor High School
6131 Orange Avenue
Sacramento, CA 95823
916-427-5428

Board of Education
Beth Albiani
Jennifer Ballerini
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Sean J. Yang

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 our campus and the office staff can assist parents with registering and enrolling their children and can give information about the programs available at Daylor.

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
PBIS Silver Award

Student Demographics

Demographic	School	District
Enrollment	127	62,585
English Learners	31	10,475
Languages Spoken	11	116
Students of Poverty	84	33,035
GATE	3	5,887

SOURCE: 2023 - 2024, California Dept. of Education

Population by Ethnicity

Ethnicity	Percentage
African American	17.3%
American Indian	%
Asian	16.5%
Filipino	2.4%
Hispanic	48.8%
Pacific Islander	4.7%
Two or More Races	3.9%
White	6.3%

SOURCE: 2023 - 2024, 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 our 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.
- Small class sizes designed to focus on student needs

At William Daylor, we are partnering with the community to provide resources to extend learning to real life situations 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 and community service opportunities as well as attend our mentoring and tutoring programs for additional support.

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 educational studies, and by sending a clear message that education and regular school attendance are important to the family.

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 atmosphere of the school makes our students feel comfortable and secure.

Justine Fuller, Principal

Parental Involvement

We value partnering with our families and parents 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 and other school activities. For more information on parent involvement opportunities, contact Mrs. Stewart at (916) 427-5428 or kstewart@egusd.net.

Teacher Credentials and Misassignments

In the 2024-2025 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 2022-2023)

Total Number of Teachers	8.80
Total Full Credentials	7.80

SOURCE: 2022 - 2023, California Dept. of Education

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Class Assignments (School Year 2022-2023)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%
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%

SOURCE: 2022 - 2023, California Dept. of Education

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

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 facility 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, a 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 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 the principal 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.

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. In November of 2024, Measure N (a school facilities bond) was approved by California voters. Some of the projects planned for Daylor include modernizing the classroom features to current district standards, and major building upgrades including heating/air conditioning, expansion of the woodshop, and updated intercom and alarms.

Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA) (School Year 2022-2023)

Authorization/Assignment	Number
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

SOURCE: 2022 - 2023, California Dept. of Education

Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2022-2023)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	1
Total Out-of-Field Teachers	1

SOURCE: 2022 - 2023, California Dept. of Education

School Facility Good Repair Status

Date of facilities inspection : 8/17/2023

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: 2024 - 2025, EGUSD

Class Size

Subject	School Average
English	16
Mathematics	17
Science	15
Social Science	21

SOURCE: 2023 - 2024, California Dept. of Education

California Assessment of Student Performance and Progress Results for All Students
(School Year 2023 - 2024)

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2022 - 2023	2023 - 2024	2022 - 2023	2023 - 2024	2022 - 2023	2023 - 2024
English Language Arts/Literacy (grades 3-8 and 11)	9%	8%	51%	51%	46%	47%
Mathematics (grades 3-8 and 11)	0%	0%	40%	41%	34%	35%

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. 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. 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 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 2023 - 2024)

Measure	CTE Program Participation
Number of pupils participating in CTE	157
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	3.20%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	66.70%

SOURCE: 2023 - 2024, 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: 2023 - 2024, EGUSD

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.

School Safety Plan

A safe, caring and supportive learning environment is important to the academic success of all of our students. Our district is committed to providing a safe and secure environment for learning. The William Daylor School Safety Plan is reviewed and updated annually and was most recently updated in September 2024. 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.

Specialized Programs

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 Child Development) 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.

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	\$54,010	\$56,573
Midrange	\$77,387	\$87,186
Highest	\$112,313	\$119,665
Principals		
Elementary	\$142,835	\$148,486
Middle	\$140,870	\$154,835
High	\$157,333	\$170,008
District Superintendent		
	\$441,092	\$338,699
Share of budget used for:		
Teachers' Salaries	33.0%	31.4%
Administrative Salaries	4.0%	4.9%

SOURCE: 2022 - 2023, California Dept. of Education
* Average Daily Attendance

District Administration

- Christopher R. Hoffman
Superintendent
- Travis Collier, Ed.D.
Executive Director
of School Support
- Mark Cerutti
Deputy Superintendent,
Education Services and Schools
- Kristen Coates, Ed. D.
Deputy Superintendent,
Business Services and Facilities
Administration
- Jenifer Avey
Assistant Superintendent,
Elementary Education
- Amari Watkins
Chief Financial Officer
- Lisa Levasseur
Executive Director
of School Support
- Todd Barber
Interim Chief Technology Officer
- David E. Reilly
Associate Superintendent
- Corrie Buckmaster
Chief Human Resources Officer
- Chad Sweitzer
Assistant Superintendent,
Secondary Education

Graduation Rate

	School	State
9th-12th	63.6%	86.4%

SOURCE: 2023 - 2024, California Dept. of Education

Discipline

	School	District
Suspensions	6.9%	4.0%
Expulsions	0.0%	0.0%

SOURCE: 2023 - 2024, 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 2023)	62,585
Elementary Schools	43
Middle Schools	9
High Schools	9
Alternative Schools	4
Charter Schools	1
Adult Education Schools	1
Special Education Schools	1