

Davila Day School - Public View Document

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and 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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians 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 <https://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.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Davila Day School - Public View Document
Street	540 G St.
City, State, Zip	Chula Vista, CA 91910-3604
Phone Number	619-427-5626
Principal	Heidi Lyon
Email Address	heidi.lyon@sdcoe.net
Website	http://www.sdcoe.net/davila
County-District-School (CDS) Code	37 10371 0120485

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	San Diego County Office of Education
Phone Number	858-292-3500
Superintendent	Dr. Paul Gothold
Email Address	superintendent@sdcoe.net
Website	www.sdcoe.net

School Description and Mission Statement (School Year 2020-2021)

Davila Day School is specifically designed for children with hearing loss that significantly impacts their speech and/or language development and academic skills. The school's specialized academic instruction empowers students to reach their full potential. Davila's mission is to provide students who are Deaf or Hard of Hearing (D/HH) a comprehensive, fully accessible and language-rich learning environment, with equal access to the general education curriculum and standards.

Davila staff members believe that students who are Deaf or Hard of Hearing have the right to maximize their personal, educational, social, and communicative potential through participating in rigorous educational experiences that develop their ability to think independently, critically, and creatively. These experiences, coupled with early access to spoken English and/or American Sign Language (ASL), enable the students to develop positive self-identities and the skills to be contributing and productive members of society.

Davila serves an average of 35 students in preschool through 6th grade (average student-to-staff ratio is 4:1) who are Deaf or Hard of Hearing. Our small student population means personal attention for students and families. Students attending Davila reside with their families or foster families primarily within the southern and eastern parts of San Diego County.

Davila is located on the Vista Square Elementary campus within the Chula Vista Elementary School District. All Davila students (K-6) are integrated with their hearing peers for recess and/or lunch daily, as well as music, physical education, visual and performing arts, and ASL instruction through collaboration rotations. Students may also join their hearing peers in general education classrooms for additional academic instruction. ASL interpreters and/or instructional assistants may accompany students in the general education environment and teachers are provided with frequency-modulated systems as appropriate.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	2
Grade 1	6
Grade 2	3
Grade 3	2
Grade 4	4
Grade 5	3
Grade 6	5
Total Enrollment	25

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Asian	16
Hispanic or Latino	60
White	20
Two or More Races	4
Socioeconomically Disadvantaged	84
English Learners	36
Students with Disabilities	96
Homeless	12

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	6	6	6	103
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: January 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	National Geographic Reach (2019), Achieve 3000 (2019)	Yes	0
Mathematics	enVision Mathematics California 2020	Yes	0
Science	Houghton Mifflin California Science (2007) and Delta Education FOSS Next Generation (2017)	Yes	0
History-Social Science	Harcourt - California Series (2007)	Yes	0

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

School Facility Conditions and Planned Improvements

Davila Day School leases the facility from Chula Vista Elementary School District. The host school is Vista Square Elementary School.

Chula Vista Elementary School District maintenance and custodial staff take great care in ensuring that the school is clean, safe, and functional. Lawns are mowed every other Friday before the start of school in an effort to minimize any classroom disturbances. Facilities are inspected daily by the Vista Square Elementary custodian who oversees the Davila Day School buildings to ensure that supplies are fully stocked and that everything is in full working order. Any needed repairs are addressed in a timely manner. Copies of the inspections are available at the Vista Square Elementary front office, Davila Day School front office, and the Chula Vista Elementary School District facilities office. The custodian also performs a safety inspection on a regular basis. The safety inspection reports are submitted to the facilities office. Regular and preventative maintenance is ongoing. The district employs a computerized online work-order system for efficiency and better record keeping.

Vista Square Elementary School and Davila Day School underwent modernization during summer 2015. Modernization of the Davila Day School facility included new carpeting; new LED lighting; new fencing to allow for a separate entrance to Davila Day School; LED emergency lighting providing accessibility to people who are Deaf or Hard of Hearing; upgraded plumbing, sewage, and drainage in and around the facility; and installation of drought-tolerant plants.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 09/30/20

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

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (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. CAAs 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); and
- 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)		N/A	54	N/A	50	N/A
Mathematics (grades 3-8 and 11)		N/A	40	N/A	39	N/A

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

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

Note: Percentages are not 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

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

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

**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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	--	N/A	34	N/A	30	N/A

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

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

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

Parents at Davila Day School are given multiple opportunities to participate and be involved in their child's learning. Parents are encouraged to attend informational parent meetings and workshops related to their child's education, hearing loss, and special education services. Davila offers free, weekly ASL classes for parents and the community. Additionally, parents are invited to quarterly awards ceremonies, coffee with the principal, and special events, such as open house, back-to-school night, and the winter performance. Parents are welcome to observe the classrooms as well as be volunteers at Davila.

Parents attend yearly Individualized Education Program (IEP) meetings for their child and are encouraged to participate in the parent/teacher conferences twice a year.

Regular communication is sent to parents electronically, in print, and is posted on the school's Facebook page, informing them of upcoming events, newsworthy information, and contact information for the school and the students' home school districts. Teachers inform parents of what is taking place in the classrooms using Class Dojo as well as newsletters and communication logs.

For more information about getting involved as a parent of a Davila student, contact Heidi Lyon at 619-476-5626 or 858-290-5556 or heidi.lyon@sdcoe.net.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.5	0.0	7.7	3.7	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

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 2019-20	District 2019-20	State 2019-20
Suspensions	0	4.4	2.5
Expulsions	0	0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

School Safety Plan (School Year 2020-2021)

Most recent review date: February 2021

Each year, Vista Square Elementary School, host school for Davila Day School, reviews and updates its Comprehensive School Safety Plan and forwards a copy to the Chula Vista Elementary School District's Pupil Services Office for approval. The Davila Comprehensive School Safety Plan includes all critical parts of the Vista Square plan with the addition of the SDCOE board policies and procedures. Before adopting the Davila Comprehensive School Safety Plan, the Davila Safety Committee holds a public meeting at the school site for input about the Comprehensive School Safety Plan. This plan covers:

- School Environment
- Emergency Operations Plans
- Child Abuse Reporting Procedures
- Suspension & Expulsion Procedures
- Procedures to Notify Teachers of Dangerous Pupils
- Discrimination and Harassment Policy
- Safe Ingress and Egress
- Schoolwide Dress Code
- Rules and Procedures on School Discipline

The Comprehensive School Safety Plan is a public document and is readily available for inspection at Chula Vista Elementary School, the Davila Day School office, the South County SELPA offices, and SDCOE's Special Education office.

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 (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	3	3			3	3						
5					4	1						
6	7	1										
Other**	9	2			9	2			6	4		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	3

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	55,844.00	55,704.00	140.00	99,792.00
District	N/A	N/A		107,329
Percent Difference - School Site and District	N/A	N/A		-7.3
State	N/A	N/A	\$7,750	
Percent Difference - School Site and State	N/A	N/A	-192.9	

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

Types of Services Funded (Fiscal Year 2019-2020)

County Office of Education schools are not required to display this data. (Education Code Section 41409.3).

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

A comprehensive professional learning program is offered to teachers, support staff, classified staff, and the administrator. State assessment data indicates the need for our students to have access to core instruction utilizing scaffolding and engagement strategies. Highly effective, research-based strategies are embedded into the professional learning for all curricular areas with priority on language arts and mathematics. Certificated staff members are provided three professional development days throughout the year. Additionally, certificated and classified staff members participate in professional learning meetings throughout the school year on at least five minimum days. All staff members have access to workshops offered through the San Diego County Office of Education.

The focus of professional learning for the 2018-19 school year was on Next Generation Science Standards (implementing the use of Foss Next Generation Science Kits) and multi-disciplinary science units while keeping the instructional focus at the center. In 2019-2020, the focus of professional learning was on the new adoption of the National Geographic Reach (Language * Literacy * Content) curriculum as well as Restorative Practices. In 2020-21, all staff have been participating in Equity training and the certificated staff are also learning about the newly adopted EnVision math curriculum.