

# Davila Day School - Public View Document

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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, 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 LCAP, see the CDE LCFF web page 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).

#### 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

### School Contact Information (School Year 2019-20)

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	<a href="http://www.sdcoe.net/davila">http://www.sdcoe.net/davila</a>
County-District-School (CDS) Code	37 10371 0120485

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

## School Description and Mission Statement (School Year 2019-20)

Davila Day School is specifically designed for children with hearing loss that significantly impacts their speech and/or language development and academic skills. Davila's specialized academic instruction empowers students to reach their full potential. The mission of Davila Day School 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 Day School 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 Day School serves an average of 40 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 Day School reside with their families or foster families primarily within the southern and eastern parts of San Diego County.

Davila Day School 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 2018-19)

Grade Level	Number of Students
<b>Kindergarten</b>	7
<b>Grade 1</b>	7
<b>Grade 2</b>	2
<b>Grade 3</b>	4
<b>Grade 4</b>	4
<b>Grade 5</b>	6
<b>Grade 6</b>	2
<b>Total Enrollment</b>	32

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Asian	12.5
Hispanic or Latino	65.6
White	18.8
Two or More Races	3.1
Socioeconomically Disadvantaged	40.6
English Learners	34.4
Students with Disabilities	100
Homeless	9.4

## 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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	6	7	6	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 Instructional Materials (School Year 2019-20)

Year and month in which data were collected: January 2020

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	enVision Math California 2009	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

### School Facility Conditions and Planned Improvements (Most Recent Year)

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 (Most Recent Year)

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 overall rating

**Year and month of the most recent FIT report:** May 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Fair	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
<b>Overall Rating</b>	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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	0	--	52	54	50	50
<b>Mathematics (grades 3-8 and 11)</b>	0	--	44	40	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	--	--	--	--	--
<b>Male</b>	--	--	--	--	--

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

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 Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Male	--	--	--	--	--
Female	--	--	--	--	--
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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 Ten  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

**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 2018-19)**

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			

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 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 2019-20)

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 Day School 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 Day School.

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 Day School student, contact Heidi Lyon at 619-427-5626 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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.0	2.5	0.0	5.8	7.7	3.7	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

Most recent review date: January 2020

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 Day School Comprehensive School Safety Plan, the Davila Day School 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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+
K	5	1			3	3			3	3		
5	6	1							4	1		
6					7	1						
Other**	6	3			9	2			9	2		

\*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 Academic Counselors to Pupils (School Year 2018-19)

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 2018-19)

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	
Speech/Language/Hearing Specialist	3.0
Resource Specialist (non-teaching)	

Title	Number of FTE* Assigned to School
Other	1.0

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	52,273.00	52,273.00	54,650	96,289
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7,506.64	
Percent Difference - School Site and State	N/A	N/A	151.7	

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

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

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

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	2017-18	2018-19	2019-20
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 eight minimum days. All staff members have access to workshops offered through the San Diego County Office of Education.

In 2017, certificated staff members analyzed data to co-construct an instructional focus for Davila Day School. The instructional focus is "All learners will be engaged in meaningful, language-rich tasks that facilitate the development of both academic and conversational language empowering them to deepen their understanding across all content areas." This focus will serve as a guiding principle and clearly frames the work of Davila Day School in all professional learning. 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 is on the new adoption of the National Geographic Reach (Language \* Literacy \* Content) curriculum as well as Restorative Practices.

Certificated staff members also participate in "vertical teams" based on classroom communication mode and/or common grade levels.