

Birch Lane Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 <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/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 <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).

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

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Birch Lane Elementary School
Street	1600 Birch Lane
City, State, Zip	Davis, CA 95616
Phone Number	(530) 757-5395
Principal	Jim Knight, Principal
E-mail Address	jknight@djusd.net
Web Site	https://ble-djusd-ca.schoolloop.com/
CDS Code	57 72678 6056246

District Contact Information	
District Name	Davis Joint Unified School District
Phone Number	(530) 757-5300
Superintendent	Dr. John Bowes
E-mail Address	superintendent@djUSD.net
Web Site	www.djUSD.net

School Description and Mission Statement (School Year 2017-18)

The mission of Birch Lane teachers, parents and the community is to provide every child with a safe, challenging, and creative environment for learning, to nurture self esteem, to develop citizenship, and to equip students with the skills and knowledge necessary to achieve their full potential, become lifelong learners, and responsible members of society.

Birch Lane Elementary School offers a choice in education. Our traditional program has an influence based on nurturing the whole child, integrating instructional practices to support all students emotional and academic needs, and the staff is highly collaborative. Our Montessori Program offers K-6 education using the foundations of that philosophy. Both programs use Common Core Standards as a basis for implementing and assessing learning. Beyond our positive performance demonstrated by reports and statistics, Birch Lane Elementary School is first and foremost a lively and inviting school. Our students and staff benefit greatly from our university location, the area's keen interest in education, and a wide range of community resources. Birch Lane is Parents and community members are an important part of our school's culture. We welcome your family's participation in our many special events and encourage you to join our PTA, our MPAC, join our Garden Club, or serve on the School Site Council (SSC).

The Birch Lane Campus has 10 acres with an arboretum, gardens throughout the campus dedicated to raising produce to serve in our schools, and a spacious playground. The campus also has easy access through the Davis community bike paths.

In achieving our mission, Birch Lane School is guided by the following beliefs:

Every child is capable of learning.

Our staff is our greatest asset and the foundation of our success.

Each member of our staff is responsible and accountable for excellence in providing quality learning for students.

Our staff will strive to provide the highest quality of education, materials, and school climate that is possible using the resources we have available.

All members of the Birch Lane community are treated with respect and courtesy in a professional and confidential manner.

Our staff and students are dedicated to solving problems through positive solutions and use Kelso's Choices as a foundation for positive interactions.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	82
Grade 1	83
Grade 2	93
Grade 3	91
Grade 4	79
Grade 5	92
Grade 6	89
Total Enrollment	609

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.3
Asian	14.3
Filipino	1.1
Hispanic or Latino	15.9
Native Hawaiian or Pacific Islander	0.2
White	58.1
Two or More Races	8.2
Socioeconomically Disadvantaged	22.8
English Learners	15.9
Students with Disabilities	13.5
Foster Youth	0.2

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	28	26	27	27
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	1	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 2017-18)

Year and month in which data were collected: October 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Reading/Language Arts K-6, Benchmark Advance, 2017	Yes	0%
Mathematics	Mathematics, K-6: Envision Math, 2015	Yes	0%
Science	Science K-5 Delta Education, Full Option Science System (FOSS), 2007, 6-8 CPO Science, Focus on Earth, Life and Physical Science, 2006	Yes	0%
History-Social Science	History-Social Science K-5 Harcourt, Reflections: California Series, 2006, 6-8 TCI, History Alive! Middle School Program, 2006	Yes	0%
Visual and Performing Arts			

School Facility Conditions and Planned Improvements (Most Recent Year)

Birch Lane Elementary School was built in 1963, and classrooms were renovated in 2000. The campus is beautiful and includes an arboretum and many gardens that have been improved through student and parent projects. The school has two fully equipped classroom science labs, and two Outdoor Science areas, an art room, a multipurpose room, a library, and a computer lab. The playground is expansive and includes several play structures including a new play structure in 2016, playing fields and a separate kindergarten playground.

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 03/09/2018				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		Canopy has some dry rot over the walkway. (temporary repair made, work has been contracted)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 03/09/2018				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 03/09/2018				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	63	63	71	69	48	48
Mathematics (grades 3-8 and 11)	57	58	65	64	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	352	331	94.03	63.14
Male	197	185	93.91	55.68
Female	155	146	94.19	72.6
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	46	40	86.96	65
Filipino	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Hispanic or Latino	59	56	94.92	28.57
White	201	190	94.53	72.63
Two or More Races	37	36	97.3	69.44
Socioeconomically Disadvantaged	94	89	94.68	41.57
English Learners	67	58	86.57	32.76
Students with Disabilities	51	45	88.24	31.11
Foster Youth	--	--	--	--

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	352	339	96.31	57.82
Male	197	191	96.95	56.54
Female	155	148	95.48	59.46
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	46	46	100	69.57
Filipino	--	--	--	--
Hispanic or Latino	59	58	98.31	22.41
White	201	190	94.53	65.26
Two or More Races	37	36	97.3	66.67
Socioeconomically Disadvantaged	94	93	98.94	39.78
English Learners	67	66	98.51	39.39
Students with Disabilities	51	45	88.24	20
Foster Youth	--	--	--	--

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

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	84	72	81	78	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.5	26.4	28.6

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parent involvement is key to the academic success of students at Birch Lane Elementary School. Parents support the school through the PTA, SSC, English Language Advisory Committee, School Climate Committee, Superintendent's Advisory Committee, AIM Committee, and Montessori Parents Advisory Committee. Parent volunteers regularly work at the school in the gardens, the Reading Room, and as part of our visual and performing arts program including the BRAVO music program. Classroom volunteers provide another set of hands for the teacher and help with a variety of activities. Parents also assemble and distribute our weekly newsletter, provide car service for field trips, and coordinate the school's gardening program which integrates our Outdoor Science Arboretum and Orchard into our science for all grades.

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.6	2.6	3.3	2.4	3.0	2.9	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

We place strong emphasis on safety for both students and staff. Our safety plan includes disaster drills to test our procedures, emergency backpacks and a red emergency card near the door of each classroom with simplified instructions for children and adults. We also provide a "Substitute Teacher Binder" in every class to alert substitute teachers of essential safety information. We review our safety plan annually, this year on January 15, 2018 during our Site Council meeting, and regularly hold fire and shelter in place drills. Practical use of resources ensures that students have access to clean and safe facilities. Facilities staff members employ a scheduled preventive maintenance program to avoid costly repairs.

School Climate is critical to student success and we work to ensure that every child feels included and respected at school. Big and Little Buddies, our School Counselor, Friendship Groups, Student Council and a variety of family events connect students and their families across grade levels and cultural barriers. Respect for all living things and personal responsibility are taught to all grade and all staff provide daily opportunities to learn being Responsible, Respectful, and Safe as part of our Positive Behavior, Intervention Strategies (PBIS) . The commitment of every adult and child on campus to interact respectfully provides for a warm and welcoming environment.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2013-2014
Year in Program Improvement*	Year 3	Year 2
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	60

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24	1	6	1	28		5	1	27	1	4	1
1	17	1	2		24		3		25		3	
2	23		3		22	1	2		25		2	
3	24	1	5		25		6		24		6	
4	29		3		23	1	2		22	1	2	
5	20	2	1		26	1	6		24	1	3	
6	30		5		28		5		29		5	
Other					6	1			8	1		

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	n/a
Counselor (Social/Behavioral or Career Development)	.8	N/A
Library Media Teacher (Librarian)	.5	N/A
Library Media Services Staff (Paraprofessional)	1.75	N/A
Psychologist	.8	N/A
Social Worker	0	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	1.2	N/A
Resource Specialist	1	N/A
Other	.70	N/A

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

*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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	10172.18	3399.65	6772.53	59712.04
District	N/A	N/A	7705.19	\$67,085
Percent Difference: School Site and District	N/A	N/A	-12.9	-11.6
State	N/A	N/A	\$6,574	\$74,476
Percent Difference: School Site and State	N/A	N/A	3.0	-22.0

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

Types of Services Funded (Fiscal Year 2016-17)

In 2016-17 Birch Lane Elementary School received funding and services through the following federal, state and local resources: Title I, Part A, Local Control Funding Formula, Davis Parcel Tax and Davis School Arts Foundation.

Types of funded services include: Reading specialist support, Math specialist support, English Learner specialist support, School counselor support, reading and English learner para-educator support, instructional technician specialist support, library books, and family math and literacy events.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,050	\$46,511
Mid-Range Teacher Salary	\$60,613	\$73,293
Highest Teacher Salary	\$84,563	\$92,082
Average Principal Salary (Elementary)	\$106,541	\$113,263
Average Principal Salary (Middle)	\$113,403	\$120,172
Average Principal Salary (High)	\$120,473	\$131,203
Superintendent Salary	\$185,681	\$213,732
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Davis Joint Unified School District focuses our professional growth system on our mission and objectives with priority given to social emotional intelligence, differentiated instruction, inquiry based instruction, implementation of the Common Core State Standards, closing the achievement and opportunity gap, as well as the formative assessment process. These focus areas were developed through the Strategic Plan and Local Control Accountability Plan goals along with teacher surveys and Principal feedback to ensure relevancy and meaning for our community.

Davis Joint Unified School District uses a variety of professional learning models to engage staff in their continued growth. Built on the foundation of internal expertise and consultants from outside our district, staff has opportunities during the school year and summer to complete professional development learning episodes and time to implement best practices learned. These activities are supported by federal, state, and local funding as well as generous local parcel taxes. The professional growth occurring in Davis Joint Unified School District has a heavy emphasis on collaboration where time is reserved weekly for staff collaboration by sites in grade level or departmental teams under the direction of site administrators. Staff also has the opportunity to collaborate with grade level/content peers through Common Core Collaboration Grants and collaboration is built into all professional development sessions. Davis Joint Unified School District also has instructional coaches that provide professional growth opportunities with model lessons, collaborative planning and in context learning. Examples of recent Davis Joint Unified School District professional learning include:

- Site developed training (TK – 12) based upon needs articulated by staff, parents, and students to meet specific needs and goals. Sites develop professional growth with the support of outside expertise, district leadership, and staff.
- Davis Joint Unified School District (7-12) Articulation breakout sessions by department where teacher experts lead and facilitate learning as well as keynote speakers addressing priority topics.
- English Language Development Series promoted by the County Office of Education to dissect the implementation and purpose(s) of the new English Language Development Standards.
- Yolo County Mental Health First Aid
- Restorative Practices
- Staff Book Groups on Mathematical Practices, Coaching Strategies, and impact of trauma (ACES)