Birch Lane Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 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).
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.
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.

2023-24 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	Lisa Geigle, Principal
Email Address	lgeigle@djusd.net
School Website	Birchlane.djusd.net
County-District-School (CDS) Code	57 72678 6056246

2023-24 District Contact Information

District Name	Davis Joint Unified School District
Phone Number	(530) 757-5300
Superintendent	Matt Best
Email Address	superintendent@djusd.net
District Website	www.djusd.net

2023-24 School Description and Mission Statement

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 student awareness our connection to the Earth, and a spacious playground. The campus has easy access through the Davis community bike paths system.

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 and Restorative Practices as a foundation for positive interactions.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	65
Grade 1	74
Grade 2	87
Grade 3	79
Grade 4	96
Grade 5	67
Grade 6	87
Total Enrollment	555

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.7%
Male	52.1%
American Indian or Alaska Native	1.1%
Asian	15.3%
Black or African American	2.5%
Filipino	0.7%
Hispanic or Latino	17.3%
Two or More Races	9.4%
White	51.7%
English Learners	10.6%
Foster Youth	0.2%
Homeless	1.4%
Migrant	0.5%
Socioeconomically Disadvantaged	18.9%
Students with Disabilities	15.5%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.60	96.25	338.00	85.77	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	4.10	1.05	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	8.60	2.18	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	16.70	4.26	12115.80	4.41
Unknown	1.00	3.75	26.50	6.73	18854.30	6.86
Total Teaching Positions	26.60	100.00	394.10	100.00	274759.10	100.00

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.00	96.78	382.10	87.86	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.22	9.00	2.07	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	10.40	2.40	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	10.50	2.41	11953.10	4.28
Unknown	0.00	0.00	22.80	5.25	15831.90	5.67
Total Teaching Positions	31.00	100.00	434.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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)	4.5	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	December 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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 4-6 NGSS, Amplify Education, 2020	Yes	0%
History-Social Science	Grade K: History Alive! Me and My World, Teachers Curriculum Institute (TCI), 2022 Grade 1: History Alive! My School and Family, Teachers Curriculum Institute (TCI), 2022 Grade 2: History Alive! My Community, Teachers Curriculum Institute (TCI), 2022 Grade 3: History Alive! California Communities, Teachers Curriculum Institute (TCI), 2022 Grade 4: History Alive! California's Promise, Teachers Curriculum Institute (TCI), 2022 Grade 5: History Alive! America's Past, Teachers Curriculum Institute (TCI), 2022 Grade 6: History Alive! The Ancient World, Teachers Curriculum Institute (TCI)	Yes	0%
Visual and Performing Arts			

School Facility Conditions and Planned Improvements

Birch Lane Elementary School was built in 1963, and classrooms were renovated in 2000. The HVAC system was replace in 2017. 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 a new play structure installed in 2016, playing fields and a separate kindergarten playground. The existing kindergarten playground is being upgraded with additional fencing and gates to improve safety as well as raising the height of the existing fence for the protection of students. The arboretum is being upgraded through PTA, using funds from our partnership with Tandem Properties. The school is on the list for a new Multi-Purpose Room (MPR) through funding passed by Measure M in November 2018. This is currently in the bidding and approval of contracts phase with ground breaking scheduled for March 2021. This will dramatically improve our ability to serve students and the school community.

Year and month of the most recent FIT report	10/24/23

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

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	62	62	69	67	47	46
Mathematics (grades 3-8 and 11)	53	54	61	61	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	327	314	96.02	3.98	61.78
Female	154	150	97.40	2.60	65.33
Male	172	163	94.77	5.23	58.90
American Indian or Alaska Native	--	--	--	--	--
Asian	47	44	93.62	6.38	81.82
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	58	56	96.55	3.45	37.50
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	31	28	90.32	9.68	67.86
White	177	172	97.18	2.82	63.95
English Learners	18	15	83.33	16.67	20.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	67	62	92.54	7.46	41.94
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	62	56	90.32	9.68	32.14

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	327	314	96.02	3.98	53.50
Female	154	152	98.70	1.30	45.39
Male	172	161	93.60	6.40	61.49
American Indian or Alaska Native	--	--	--	--	--
Asian	47	46	97.87	2.13	67.39
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	58	55	94.83	5.17	27.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	31	28	90.32	9.68	57.14
White	177	171	96.61	3.39	57.31
English Learners	18	17	94.44	5.56	29.41
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	67	62	92.54	7.46	25.81
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	62	54	87.10	12.90	27.78

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	53.01	47.62	57.68	56.97	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	66	63	95.45	4.55	47.62
Female	32	32	100.00	0.00	43.75
Male	34	31	91.18	8.82	51.61
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	36	34	94.44	5.56	52.94
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	17	16	94.12	5.88	37.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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 area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96%	96%	96%	95%	95%
Grade 7	96%	96%	97%	96%	98%
Grade 9	94%	94%	95%	93%	92%

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

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, and Montessori Parents Advisory Committee. Parent volunteers regularly work at the school in the gardens, Book in the Bag, 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 monthly 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. Our PTA Garden Program is continuing to develop and improve our Edible Garden Orchard and students are involved in monitoring the growth of our new fruit tress.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	594	580	132	22.8
Female	284	276	57	20.7
Male	309	303	75	24.8
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	6	6	4	66.7
Asian	90	84	13	15.5
Black or African American	16	16	3	18.8
Filipino	4	4	0	0.0
Hispanic or Latino	107	104	39	37.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	56	54	16	29.6
White	301	298	55	18.5
English Learners	71	63	17	27.0
Foster Youth	1	1	1	100.0
Homeless	11	11	8	72.7
Socioeconomically Disadvantaged	134	132	60	45.5
Students Receiving Migrant Education Services	3	3	3	100.0
Students with Disabilities	113	113	42	37.2

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.33	1.68	0.06	1.86	3.28	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.68	0
Female	0	0
Male	3.24	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	12.5	0
Filipino	0	0
Hispanic or Latino	2.8	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.66	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	4.48	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	6.19	0

2023-24 School Safety Plan

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 cards 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 December 7, 2020 during our Site Council meeting. We regularly hold fire and shelter in place, and other safety drills 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, climate paraeducators, Friendship Groups and Positive Behavior Intervention Supports (PBIS) skills and procedures are implemented school-wide, 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. the Birch Lane Safety Plan was reviewed and approved by staff and The Birch Lane School Site Council by in December 2021.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2		
1	21	1	1	
2	25		2	
3	19	1	1	
4	21	2	4	
5	24	2	4	
6	24	2	4	
Other	32	4	1	6

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	2		
1	21	1	1	
2	21	1	1	
3	24		2	
4	23		5	
5	20	2	5	
6	24	1	5	
Other	26	7	2	7

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	2	0	0
1	22	0	2	0
2	24	0	2	0
3	24	0	2	0
4	32	0	4	1
5	22	2	3	0
6	29	0	5	0
Other	44	2	5	4

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	555

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.4
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13,217	$4,920	$8,297	$68,234
District	N/A	N/A	$8,670	$74,036
Percent Difference - School Site and District	N/A	N/A	-4.4	-8.8
State	N/A	N/A	$7,607	$87,362
Percent Difference - School Site and State	N/A	N/A	22.9	-19.6

Fiscal Year 2022-23 Types of Services Funded

In 2019-20 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.

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$44,210	$54,190
Mid-Range Teacher Salary	$68,681	$85,111
Highest Teacher Salary	$94,651	$104,999
Average Principal Salary (Elementary)	$121,552	$132,492
Average Principal Salary (Middle)	$129,381	$140,987
Average Principal Salary (High)	$137,448	$153,884
Superintendent Salary	$282,199	$255,503
Percent of Budget for Teacher Salaries	30.54%	32.09%
Percent of Budget for Administrative Salaries	6.08%	5.25%

Professional Development

The school has 1-hour sessions dedicated to professional development each Wednesday for teachers/staff to attend (30 days for 1-hour each). Additionally, sites use portions of their return to school teacher work days for professional development.

Davis Joint Unified School District focuses on professional growth offerings on our mission and objectives. Our focus is given to professional learning that promotes DJUSD goals of 21st Century Teaching and Learning, Closing the Opportunity and

Professional Development

Achievement Gaps, and Creating Safe and Inclusive Environments. DJUSD goals also include professional learning structures that support teaching and learning that will build student competencies identified within our Graduate Profile. These areas of focus were developed with wide-scale stakeholder input and are embedded within our Local Control Accountability Plan.

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 have 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 dedicated site-based staff collaboration in grade level or departmental teams under the direction of site administrators. Staff also has the opportunity to collaborate with grade-level/content peers. 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:

- District-wide Training for Universal Design for Learning (UDL) with two Professional Development days in August of 2023 and monthly site trainings with CAST.
- Next Generation Science Standards (NGSS)
- Ethnic Studies Institute to develop and support Ethnic Studies teachers, in addition to Ethnic Studies framework and curricular supports from the UC Davis History Project
- UC Davis Mathematics Project Teacher Leadership program (K-12) trained math teachers, instructional coaches, and some administration in the Common Core State Standards and progression of mathematical practices
- Secondary Summits, where DJUSD staff-led sessions in best practices and promising innovation pilots
- Yolo County Mental Health First Aid
- National Equity Project to support the DJUSD Administrative Leadership Team, students, and staff in developing capacity as equity leaders
- Mindful Schools where each site sent a team to learn mindfulness practices for school settings
- Elementary and Secondary Canvas resource pages
- K-6 formative assessment and personalized curriculum using the i-Ready Diagnostic Assessment platform
- 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
- NCI training which is nonviolent crisis intervention to address increased behavior challenges. Staff learns how to be proactive in behavioral expectations, de-escalate escalating behavior, and maintain relationships along with safety.
- District-wide professional learning for "Grading for Equity" to support equitable, transparent, and content-focused grading practices.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	34	34	34