

Birch Grove Intermediate School

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	Birch Grove Intermediate School
Street	37490 Birch Street
City, State, Zip	Newark, CA 94560
Phone Number	(510) 818-3600
Principal	Cathreene Ingham-Watters
Email Address	cwatters@newarkunified.org
Website	bge-newarkunified.org
County-District-School (CDS) Code	01-61234-6001531

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Newark Unified School District
Phone Number	(510) 818-4103
Superintendent	Dr. Mark Triplett
Email Address	mtriplett@newarkunified.org
Website	www.newarkunified.org

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

Birch Grove's mission is to create a safe, inspiring, and innovative learning community. The Birch Grove family includes our campus on Birch Street for students in Grades 3-6 and our "sister site", Birch Grove Primary, on Smith Avenue for students in Grades TK-2.

Birch Grove Intermediate School is one of eight exceptional elementary schools in the Newark Unified School District. Students in third grade are taught in groups of no more than 26 students per classroom. Fourth through sixth grade students are taught in groups of no more than 31 students per classroom. All teachers are highly qualified and fully implementing Common Core State Standards in all academic areas through targeted professional development. Birch Grove Intermediate focuses on building responsible learners and self-directed problem solvers. Students will develop leadership skills through project-based learning and the use of technology.

The City of Newark is located in Alameda County, and is home to over 40,000 people. This 150 year-old community is situated on the southeastern edge of the San Francisco Bay directly off of Interstate I-880 and Highway 84. With its close proximity to San Jose and San Francisco, Newark residents have easy access to the benefits of "big city" life, while offering the comfort and safety of a small town atmosphere. Newark Unified School District is comprised of eight elementary schools, two alternative high schools, one junior high, and one comprehensive high school. All of the schools maintain a shared commitment to providing students with a "world class education" based on a strong liberal arts foundation and centered on the district's core values, producing academically skilled and community-minded students with a wide array of post-high school educational and career options.

Newark Unified School District's mission is to inspire and educate all students to achieve their full potential and be responsible, respectful, and productive citizens.

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

Grade Level	Number of Students
Grade 3	133
Grade 4	107
Grade 5	114
Grade 6	109
Total Enrollment	463

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

Student Group	Percent of Total Enrollment
Black or African American	3.9
American Indian or Alaska Native	0.2
Asian	25.9
Filipino	12.5
Hispanic or Latino	35.6
Native Hawaiian or Pacific Islander	1.3
White	12.7
Two or More Races	5.8
Socioeconomically Disadvantaged	36.1
English Learners	21.6
Students with Disabilities	11.9
Foster Youth	0.2
Homeless	5.4

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	15	16	22	279
Without Full Credential	0	0	0	24
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	6

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: 1/09/20

Newark USD provides enough materials at each school with the necessary standards-aligned textbooks. Our recent adoption of materials reflect alignment to the Common Core standards in Math and Language Arts. Science materials are transitioning to the new Next Generation Science Standards (NGSS). As new kits are purchased they are aligned to NGSS.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	100% availability of English/Language Arts, Reading Units of Study and Writing Units of Study written by Lucy Calkins from Teacher's College at Columbia University. Published by Heinemann. Other supplementary sources are provided as needed to teach Common Core Standards.	Yes	0%
Mathematics	4/17/18 - BOE Adopted Big Ideas Mathematics for Grades K-12.	Yes	0%
Science	100% availability of Science FOSS Kits (K-6), Delta, approved 2007; and Focus on Earth Science (6), Glencoe McGraw Hill, approved 2007	Yes	0%
History-Social Science	100% availability of History-Social Science for California, Scott Foresman, approved 2006	Yes	0%
Health	100% availability of Flash (5-6), King County, Seattle Washington, approved 2005	Yes	0%

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

School Facility Conditions and Planned Improvements

Milani (the originally named school site) was constructed in 1961 with additions made in 1965 and 1991; in 2001 modernization took place which included HVAC, ADA ramps, doors and walkways. With the passing of the bond and Prop 39, the District have begun assessing all site to address concerns.

District maintenance staff ensures that minor maintenance, repairs or upgrades necessary to keep the school in good repair and working order are completed in a timely manner. Monthly inspections are performed which includes general, electrical, mechanical and playground safety. A work order system is used to ensure efficient service and emergency repairs are given the highest priority.

The school has two full time custodians, including a senior day custodian as well as a night custodian. Custodial staff work year round to maintain a clean and safe school

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: 10/29/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
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	Exemplary	

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		N/A		N/A
Mathematics (grades 3-8 and 11)		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.

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)	40	N/A	26	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)

There are many groups that provide support to the schools, students and programs in the district. The Parent-Teacher Club (PTC) provides teachers with support, through a variety of fundraisers and community events. Parents and community members are encouraged to participate on Site and District Committees. In addition, they are encouraged to volunteer as tutors and classroom parent representatives. Community members and parents have the opportunity to be directly involved with the governance of the school through serving on one of the many leadership teams that guide the school and district, including:

- Parent Teacher Club (PTC)
- School Site Council (SSC)
- English Language Advisory Committee (ELAC)
- District/School English Learner Advisory Committee (DELAC)
- Classroom Volunteers

Please contact the school office or visit the webpage for more information on opportunities for parent involvement. Birch Grove Intermediate Office- 510-818-3600.

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	2.7	2.6	4.2	3.7	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	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			2.5
Expulsions			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)

School site safety is a priority to all employees at Birch Grove Intermediate. Annually, the school reviews and evaluates its use of our Incident Command System, part of the greater Comprehensive School Safety Plan. The Incident Command System details the roles and responsibilities of each staff member in the event of various emergency situations. This plan ensures that staff work in teams, such as First Aid, Search and Rescue, and Student Supervision, and that they have the information and practice needed for real-life implementation and coordination with local agencies and families. The principal, along with the School Site Council, strive to conduct safety audits yearly.

Birch Grove Intermediate enforces arrival and dismissal procedures, and requires all visitors to check into the office. Monthly fire drills, lock-down drills, and earthquake drills are conducted to ensure the school's preparedness for emergencies. Emergency response teacher resources were updated and provided to each classroom in August 2019 and will be provided again once we return to in-person instruction. Staff was also trained on safety and response protocols relating to Mandated Reporting, Sexual Harassment, Bullying Prevention and Response, Bloodborne Pathogen Safety, and Pest Management throughout the months of August-December 2020. Ongoing safety meetings are held each January and April during staff meetings.

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 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
3	22		5		26		4		29		4	1
4	31		3		30		3		31		3	
5	31		4		29		4		31		3	
6	31		4		26	1	4		30		3	
Other**	12	1							22	1	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 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	
Resource Specialist (non-teaching)	
Other	0.4

*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	10500	3196	7303	96906
District	N/A	N/A	8027	\$88,267
Percent Difference - School Site and District	N/A	N/A	-9.4	9.3
State	N/A	N/A	\$7,750	\$79,209
Percent Difference - School Site and State	N/A	N/A	-5.9	20.1

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

Types of Services Funded (Fiscal Year 2019-2020)

Birch Grove Intermediate allocated funds to work towards school goals and initiatives. The School Site Council monitors the School Plan for Student Achievement (SPSA), its action items, and their effectiveness. For the 2019-2020 school year, funds from our SPSA were used for a variety of categories. Intervention services included an Intervention/ELD teacher. Ongoing teacher development included release time for collaboration and planning, Student Support Team planning, and various activities targeting our goals in STEAM (Science, Technology, Engineering, Arts, and Mathematics) and Project-Based Learning. Parent engagement services included education nights, childcare during meetings, translation services, and engagement incentives. English Language Proficiency Assessments for California (ELPAC)-related services included English Language Liaison funding. Instructional services included classroom technology improvements, instructional resources, and online subscriptions to various student resources.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$61,963	\$49,782
Mid-Range Teacher Salary	\$85,991	\$76,851
Highest Teacher Salary	\$107,487	\$97,722
Average Principal Salary (Elementary)	\$132,857	\$121,304
Average Principal Salary (Middle)	\$138,183	\$128,629
Average Principal Salary (High)	\$148,159	\$141,235
Superintendent Salary	\$239,859	\$233,396
Percent of Budget for Teacher Salaries	38.0	33.0
Percent of Budget for Administrative Salaries	6.0	6.0

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	

Professional Development (PD) is selected based on a variety of data, including district assessments, state assessments, and in-class formative assessments. In Language Arts, Professional Development has focused on the workshop model for reading and writing using Lucy Calkins' Units of Study. In Math, teachers have benefited from PD in Mathematical Practices and our partnership with Silicon Valley Math Initiative (SVMI). Teachers continue to receive professional development on the Big Ideas Math curriculum and resources. PD is often led by our team of Teachers on Special Assignment (TOSAs) and focus on distance learning needs such as best practices, tech platforms, and lesson planning.

New staff to BGI have been encouraged to attend Project-Based Learning training offered by the Buck Institute of Education. We also provide on-going collaboration and planning time for continued Project-Based Learning units. We continue to refine our work with Positive Behavior and Intervention Supports (PBIS) through collaboration between our leadership team and our in-house PBIS coach. PD is presented in a variety of ways: virtual meetings, on-site conferences, district-led sessions, and site-based sessions.

Birch Grove Intermediate staff models continuous learning through weekly collaboration meetings that include: grade level and cross grade-level meetings, shared best practices, and data analysis. Grade levels focus on improving reading, writing, and math instruction through their participation in grade level and cross grade level inquiry groups in Professional Learning Communities.