

**James M. Burchfield Primary 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	James M. Burchfield Primary School
Street	400 Fremont Street
City, State, Zip	Colusa, CA 95932
Phone Number	(530) 458-5853
Principal	Noah A Gomez
Email Address	ngomez@colusa.k12.ca.us
Website	<a href="https://burchfield.colusa.k12.ca.us/">https://burchfield.colusa.k12.ca.us/</a>
County-District-School (CDS) Code	06-61598-6003495

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Colusa Unified School District
Phone Number	(530) 458-7791
Superintendent	Jeff Turner
Email Address	jturner@colusa.k12.ca.us
Website	<a href="https://www.colusa.k12.ca.us/">https://www.colusa.k12.ca.us/</a>

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

Welcome to Burchfield Primary School and its many rich traditions which reach back over 100 years. Located in the rural, agricultural city of Colusa on the Sacramento River, BPS serves 421 students. James M. Burchfield is the only primary school in the Colusa Unified School District. It serves children in transitional kindergarten through third grades. The students, staff and parents of Burchfield Primary School are committed to creating the best possible learning environment for our children.

#### Our Vision

The vision of Colusa Unified School District is to provide a safe, student-centered, high quality education to ALL students.

#### Our Mission

To provide, in cooperation with our families, an excellent, well-balanced education where students gain skills necessary for success in an ever-changing world. Burchfield Primary School is committed to the idea that all students can learn and should have the opportunity to achieve academic success. Burchfield Primary School holds high academic expectations for all students. We believe that high expectations for behavior and attendance lead to higher achievement. We value cultural diversity and welcome community involvement in all school programs.

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

Grade Level	Number of Students
Kindergarten	130
Grade 1	108
Grade 2	95
Grade 3	121
<b>Total Enrollment</b>	<b>454</b>

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

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	2
Asian	0.7
Hispanic or Latino	73.6
Native Hawaiian or Pacific Islander	0.4
White	20.7
Two or More Races	1.5
Socioeconomically Disadvantaged	78.2
English Learners	42.7
Students with Disabilities	9.9
Foster Youth	0.2
Homeless	2.4

## 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	27	27	25	76
Without Full Credential	0	1	1	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

Year and month in which data were collected: October 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance Benchmark Education Company 2-017  ELD: Kdg-3rd Benchmark Advance Designated ELD 2017	Yes	0%
Mathematics	The Math Learning Center - Bridges in Mathematics 2015	Yes	0%
Science	Science: Studies Weekly, Science: Studies Weekly, 2019	Yes	N/A
History-Social Science	Scott Foresman - Scott Foresman History-Social Studies, 2007	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A		N/A

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

## School Facility Conditions and Planned Improvements

Burchfield Primary School takes pride in its well maintained campus, employing 3 full-time custodians to keep up the campus environment during the day, as well as cleaning each classroom nightly. It is important that the facilities of our school reflect our school pride and caring attitude. We have four buildings on campus ranging in age from 51 years old to our latest building constructed in 1976, not to mention 12 portable classrooms as old as 20 years. We strive to maintain clean and beautiful grounds and updated maintenance. In the past six years, the complete heating/air conditioning system has been replaced at our school.

We have 25 classrooms, a library and a cafeteria. Our library has approximately 6,500 books. Colusa County Office of Education received a literacy grant further expanding our purchasing and inventory of books for our students. Each classroom and the library are equipped with Internet access. We have 1 to 1 Chromebook computers in each kindergarten, first, second and third grade classrooms. TK currently has 30 chromebooks slightly under 1 to 1. Our district has made accessibility of technology an area of focus and improvement in our LCAP, and the improvement has assisted in the expansion of curriculum as well as CAASPP preparation and familiarity for students.

### 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:** July 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	Area is safe, clean and ready for school
<b>Interior: Interior Surfaces</b>	Good	A new projector and screen was added. Area is safe, clean and ready for school
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	Area is safe, clean and ready for school
<b>Electrical: Electrical</b>	Good	Area is safe, clean and ready for school
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	Bathroom floor repaired summer 2020. Area is safe, clean and ready for school.
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	ANSEL system was inspected July 2020 and certified. Area is safe, clean and ready for school.
<b>Structural: Structural Damage, Roofs</b>	Fair	Some minor repair on the exterior siding, and fresh coat of anti-slip paint applied to the ramps. Some minor repair of exterior siding needed. Some minor repair of exterior siding needed. Area is safe, clean and ready for school.
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Fair	Added two bottle filling stations summer 2020. Continued the fertilization program and pest management to improve fields. New bark added July 2020. Repaired parking area on 4th street. Added fresh paint to curbs to help drop off areas.
<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 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)		N/A	16	N/A	30	N/A

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

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

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

#### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

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

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

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

## C. Engagement

#### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2020-2021)

Parents are encouraged to participate in all school activities and to communicate with teachers and administrators regularly. Parent conferences are held as needed throughout the year. The first conferences are held in October and November for every student. Spring conferences are held as needed after the second trimester has ended in late February and in March. Burchfield Primary School has a very active Parent Club that promotes many activities, a School Site Council, and a fully functioning English Learner Advisory Council. Parents participate in several activities that are coordinated by parents that include student involvement. Our school also encourages parental involvement in the classroom as well as throughout our school. We hold an annual Back to School Night, jog-a-thon, and Fall Festival in the fall, an annual Open House and Track and Field Day in the spring, winter and spring student music performances, family nights with entertainment and two book fairs, parent curriculum information nights and Friday Assemblies to recognize student achievement and class awards.



## 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	0.6	0.6	3.5	3.5	3.5	3.5
Expulsions	0.0	0.0	0.3	0.5	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	.009	.05	
Expulsions	0	.001	

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)

Student safety is one of the highest priorities at Burchfield Primary School. We have a closed campus and all visitors are required to report to the office for permission to be on campus and to receive a visitor's badge. All staff on campus are asked to wear school ID badges. Students are expected to remain on campus during school hours. Campus supervision is provided from 8:05-8:30 before school, during school recesses, and at school dismissal from 2:15-2:30. First aid kits are carried by yard duty personnel and taken on all field trips.

The fire and police respond to emergencies within minutes.

Our school safety plan is reviewed and updated each year, and feedback is gathered by our BPS staff, School Site Council and ELAC groups for a thorough evaluation. It includes procedures for emergencies such as fire, earthquake, bomb threat, chemical spills, flood, etc. Earthquake and Safety drills are practiced twice annually, while fire drills are conducted monthly. In addition, the district has adopted the Standard Response Protocol. The premise of SRP is simple - there are four specific actions that can be performed during an incident. When communicating these actions, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders. Run! Hide! Fight! is the district policy.

The Emergency Operation Plan for the District was revised in January 2020.

## D. Other SARC Information

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	17	6			21	1	5		19	7		
1	22		5		19	5			26		4	1
2	21	1	4		23		5		19	4	1	
3	20	4	1		21		5		24		5	

\*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*	454

\*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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

\*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	\$7,517	\$672	\$6,845	\$75,254
District	N/A	N/A	\$9,012	\$71,180
Percent Difference - School Site and District	N/A	N/A	-27.3	5.6
State	N/A	N/A	\$7,750	\$68,990
Percent Difference - School Site and State	N/A	N/A	-12.4	8.7

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

### Types of Services Funded (Fiscal Year 2019-2020)

- Instructional Assistants: Small reading group instruction for readers below grade level.

- Bilingual Instructional Assistants: Small reading group instruction for readers below grade level and ELD development.
- Library Services: Students are provided a library section each week for a Language Arts lesson, as well as offering open library to provide opportunities to check out books throughout the week.
- Spanish Literature Section in our school library is provided.
- School Nurse: A school nurse is provided two days a week for direct student services and record keeping..
- Reading Specialist: A full time specialist that supervises the intervention program as well as providing direct small group instruction to readers below grade level standards.
- Counselor: A full time counselor provides student interventions through friendship and leadership groups as well as a school-wide PBIS program.
- Choir Teacher: Provides instruction on motion, music, rhythm and song.
- After school ASES program that provides homework help.
- After school tutoring in 2nd and 3rd grade for ELA and Math.
- After school tutoring in all grade levels for iReady lessons and support.

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,876	\$44,318
Mid-Range Teacher Salary	\$68,220	\$67,053
Highest Teacher Salary	\$92,760	\$90,163
Average Principal Salary (Elementary)	\$96,024	\$106,389
Average Principal Salary (Middle)	\$120,514	\$113,976
Average Principal Salary (High)	\$121,191	\$114,214
Superintendent Salary	\$160,048	\$141,066
Percent of Budget for Teacher Salaries	33.0	29.0
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	10	10	10

The district has increased its effort in providing teachers with additional training needed to keep abreast of the changes in education. Staff development activities are organized at three levels. The district level focuses on implementation and monitoring of high quality instruction. Consultants have been hired in math and language arts to assist with pacing guides, assessments and engagement techniques and further training for teaching EL students and implementing the new Common Core Standards. Each school designs staff development activities to meet specific needs of staff at their school and each teacher develops a personal plan for professional growth. Teachers are encouraged to attend conferences and workshops, which address specific needs of the District, school or teacher. For example, some of the workshops various members of our staff attended include Common Core Standards, writing instruction, teaching strategies for ELD students, positive classroom management, high quality instruction, and response to intervention. The California Teacher Induction Programs (formerly known as Beginning Teacher Support and Assessment Programs) are provided for new teachers. The focus of their in-service is on effective teacher strategies and peer coaching. 2019-20 school year professional development: Reflex Math Webinar, Infinite Campus by CUSD technology department, Illuminate by our Reading Specialist and three prearranged iReady implementation opportunities.