# James M. Burchfield Primary 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** | James M. Burchfield Primary School |
| **Street** | 400 Freemont St. |
| **City, State, Zip** | Colusa, CA 95932 |
| **Phone Number** | (530) 458-5853 |
| **Principal** | Jesse Rodriguez |
| **E-mail Address** | jesse.rodriguez@colusa.k12.ca.us |
| **Web Site** | colusa.k12.ca.us |
| **CDS Code** | 06-61598-6003495 |

| District Contact Information | |
|---|---|
| **District Name** | Colusa Unified School District |
| **Phone Number** | (530) 458-7791 |
| **Superintendent** | Dwayne Newman |
| **E-mail Address** | dnewman@colusa.k12.ca.us |
| **Web Site** | www.colusa.k12.ca.us |

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

James M. Burchfield is the only primary school in the Colusa Unified School District. It serves children in Pre-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 Mission
In conjunction with our district mission statement of, "Provide a safe, student-centered, high quality education for ALL students," we at Burchfield Primary School are continually striving to improve our programs and meet the challenging needs of our diverse population. Parents, teachers, and students working as a team offer the best opportunity for success. We are dedicated to helping our students achieve academic excellence, learn respect for themselves and others, and develop a sense of integrity.

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

| Grade Level | Number of Students |
|---|---|
| **Kindergarten** | 123 |
| **Grade 1** | 105 |
| **Grade 2** | 102 |
| **Grade 3** | 125 |
| **Total Enrollment** | 455 |

**Student Enrollment by Group (School Year 2016-17)**

| Student Group | Percent of Total Enrollment |
|---|---|
| **Black or African American** | 0 |
| **American Indian or Alaska Native** | 3.7 |
| **Asian** | 1.1 |
| **Filipino** | 0 |
| **Hispanic or Latino** | 75.8 |
| **Native Hawaiian or Pacific Islander** | 0.2 |
| **White** | 17.4 |
| **Two or More Races** | 1.5 |
| **Socioeconomically Disadvantaged** | 77.8 |
| **English Learners** | 48.8 |
| **Students with Disabilities** | 5.1 |
| **Foster Youth** | 0.7 |

# 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** | 25 | 25 | 29 | |
| **Without Full Credential** | 0 | 0 | 0 | |
| **Teaching Outside Subject Area of Competence (with full credential)** | 0 | 0 | 0 | |

**Teacher Misassignments and Vacant Teacher Positions**

| Indicator | 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 | 0 | 0 |

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

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

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 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** | Benchmark Advance Benchmark Education Company 2-017<br><br>ELD: Kdg-3rd Benchmark Advance Designated ELD 2017 | Yes | 0% |
| **Mathematics** | The Math Learning Center - Bridges in Mathematics 2015 | Yes | 0% |
| **Science** | Delta Education - FOSS Science - 2007 | Yes | 0% |
| **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 |

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

Burchfield Primary School takes pride in its well maintained campus, employing 2 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 five 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. Each classroom and the library are equipped with Internet access. We have 1 to 1 Chromebook computers in each third grade and second grade classroom, 14 Chromebooks and 2-3 desktop computers in each first grade class, 6 Chromebooks for each Kindergarten class, and 15 tablets for each TK classroom.

**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

| 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 | Walls need replastered and repainted. Work order has been placed. |
| **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 | | | |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

*School Facility Good Repair Status (Most Recent Year)*
*Year and month of the most recent FIT report: August 2017*

**Overall Facility Rating (Most Recent Year)**

| Year and month of the most recent FIT report: August 2017 | | | | |
|---|---|---|---|---|
| **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) | 31 | 39 | 38 | 40 | 48 | 48 |
| Mathematics (grades 3-8 and 11) | 44 | 47 | 31 | 33 | 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 | 130 | 127 | 97.69 | 38.58 |
| Male | 60 | 59 | 98.33 | 32.2 |
| Female | 70 | 68 | 97.14 | 44.12 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Hispanic or Latino | 96 | 94 | 97.92 | 32.98 |
| White | 19 | 18 | 94.74 | 66.67 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 98 | 97 | 98.98 | 37.11 |
| English Learners | 71 | 71 | 100 | 32.39 |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| 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 | 130 | 127 | 97.69 | 47.24 |
| Male | 60 | 59 | 98.33 | 47.46 |
| Female | 70 | 68 | 97.14 | 47.06 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Hispanic or Latino | 96 | 94 | 97.92 | 43.62 |
| White | 19 | 18 | 94.74 | 72.22 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 98 | 97 | 98.98 | 47.42 |
| English Learners | 71 | 71 | 100 | 43.66 |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| 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) | | | | | | |

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 |

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)**

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 before the end of the first trimester 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 and jog-a-thon in the fall, an annual Open House in the spring, winter and spring student music performances, family nights with entertainment and two book fairs, parent curriculum information nights, and student achievement assemblies at the end of each trimester.

## 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** | 0.4 | 2.1 | 1.2 | 10.0 | 6.3 | 7.2 | 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)**

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 7:50-8:13 before school, during school recesses, and at school dismissal from 2:15-2:25. 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 was last updated in November 2016. 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.

The Emergency Operation Plan for the District was revised in March of 2017.

# 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 | 2009-2010 | 2011-2012 |
| Year in Program Improvement* | Year 5 | Year 3 |
| Number of Schools Currently in Program Improvement | N/A | 2 |
| Percent of Schools Currently in Program Improvement | N/A | 100 |

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 | 21 | 1 | 5 | | 19 | 4 | 3 | | 20 | 3 | 3 | |
| 1 | 21 | 1 | 5 | | 22 | | 5 | | 21 | 2 | 3 | |
| 2 | 21 | 1 | 5 | | 21 | 1 | 5 | | 20 | 3 | 2 | |
| 3 | 21 | 1 | 4 | | 21 | 3 | 3 | | 21 | 1 | 5 | |

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 | 437 |
| Counselor (Social/Behavioral or Career Development) | 0 | N/A |
| Library Media Teacher (Librarian) | 0 | N/A |
| Library Media Services Staff (Paraprofessional) | 1 | N/A |
| Psychologist | 0.4 | N/A |
| Social Worker | 0 | N/A |
| Nurse | 0.4 | N/A |
| Speech/Language/Hearing Specialist | 1 | N/A |
| Resource Specialist | 1 | N/A |
| Other | 1 | 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** | $8,269 | $3,153 | $5,116 | $65161 |
| **District** | N/A | N/A | $5,534 | $70,412 |
| **Percent Difference: School Site and District** | N/A | N/A | -7.6 | 0.4 |
| **State** | N/A | N/A | $6,574 | $62,381 |
| **Percent Difference: School Site and State** | N/A | N/A | -9.9 | 7.3 |

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

## Types of Services Funded (Fiscal Year 2016-17)

- Instructional Assistants: Small reading group instruction for struggling readers.
- Bilingual Instructional Assistants: Small reading group instruction for struggling readers 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 struggling readers.

## Teacher and Administrative Salaries (Fiscal Year 2015-16)

| Category | District Amount | State Average for Districts In Same Category |
|---|---|---|
| **Beginning Teacher Salary** | $48,331 | $41,164 |
| **Mid-Range Teacher Salary** | $64,808 | $61,818 |
| **Highest Teacher Salary** | $88,122 | $84,567 |
| **Average Principal Salary (Elementary)** | $94,458 | $96,125 |
| **Average Principal Salary (Middle)** | $106,637 | $103,336 |
| **Average Principal Salary (High)** | $128,675 | $101,955 |
| **Superintendent Salary** | $141,252 | $126,855 |
| **Percent of Budget for Teacher Salaries** | 37% | 32% |
| **Percent of Budget for Administrative Salaries** | 7% | 6% |

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)

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 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. 17-18 school year PD: math Bridges with Pia Hansen, PLC development, ELA Benchmark Advance with Cathie Callanan.