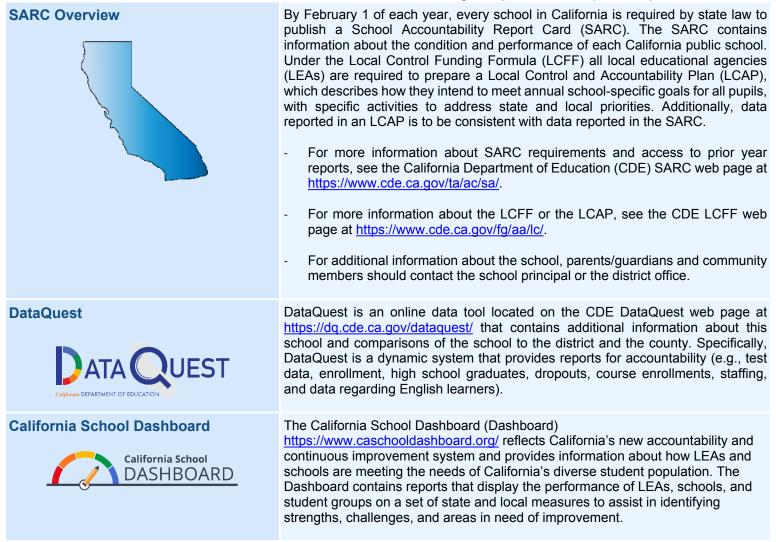# James M. Burchfield Primary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

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	James M. Burchfield Primary School
Street	400 Fremont Street
City, State, Zip	Colusa, CA 95932
Phone Number	(530)458-5853
Principal	Victoria Wilson
Email Address	vwilson@colusa.k12.ca.us
School Website	https://burchfield.colusa.k12.ca.us/
County-District-School (CDS) Code	06-61598-6003495

2023-24 District Contact Information

District Name	Colusa Unified School District
Phone Number	(530)458-7791
Superintendent	Rebecca Changus
Email Address	rchangus@colusa.k12.ca.us
District Website	https://www.colusa.k12.ca.us/

2023-24 School Description and Mission Statement

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 445 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.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	126
Grade 1	105
Grade 2	137
Grade 3	86
Total Enrollment	454

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.7%
Male	53.3%
American Indian or Alaska Native	2.6%
Asian	0.9%
Black or African American	1.3%
Hispanic or Latino	72.2%
Two or More Races	1.5%
White	20.9%
English Learners	37.2%
Foster Youth	0.2%
Homeless	3.5%
Migrant	2%
Socioeconomically Disadvantaged	68.7%
Students with Disabilities	17%

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)	20.10	95.26	60.00	83.35	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	4.74	1.60	2.30	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	4.70	6.62	12115.80	4.41
Unknown	0.00	0.00	5.50	7.70	18854.30	6.86
Total Teaching Positions	21.10	100.00	72.00	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)	21.00	91.30	62.20	86.12	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	4.35	1.00	1.38	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.30	0.46	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	2.80	3.97	11953.10	4.28
Unknown	1.00	4.35	5.80	8.05	15831.90	5.67
Total Teaching Positions	23.00	100.00	72.30	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)	0	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	October 2023

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 2017 ELD: Kdg-3rd	Yes	0%

	Benchmark Advance Designated ELD Benchmark 2017 Hands-On English 2023 Supplemental: Phonics Really Great Reading 2021		
Mathematics	The Math Learning Center - Bridges in Mathematics 2015 The Math Learning Center - Bridges Intervention 2015	Yes	0%
Science	Science: Mystery Science, 2023	Yes	N/A
History-Social Science	Benchmark Advanced	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	N/A

School Facility Conditions and Planned Improvements

Burchfield Primary School takes pride in its well maintained campus, employing 2 full-time and 1 part-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 53 years old to our latest building constructed in 1976. We also have 12 portable classrooms as old as 20 years with 3 new portables added recently. We strive to maintain clean and beautiful grounds and keep updated maintenance. In the past seven years, improvements include the complete upgrade of the heating/air conditioning system, addition of solar panels, and a shade structure has been added at our school.

We have 29 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 in the library and the classrooms. Each classroom and the library are equipped with Internet access. We have 1 to 1 Chromebook computers in each TK, kindergarten, first, second, and third grade classrooms. 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.

Year and month of the most recent FIT report	July 27, 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Area is safe, clean and ready for school
Interior: Interior Surfaces			X	The district's plan to address is to repair wall/paint and replace flooring,
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Area is safe, clean and ready for school
Electrical	X			Area is safe, clean and ready for school
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Area is safe, clean and ready for school.
Safety: Fire Safety, Hazardous Materials	X			Area is safe, clean and ready for school
Structural: Structural Damage, Roofs	X			Area is safe, clean and ready for school

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Area is safe, clean and ready for school

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)	35	40	39	38	47	46
Mathematics (grades 3-8 and 11)	35	46	26	28	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	85	83	97.65	2.35	39.76
Female	43	41	95.35	4.65	43.90
Male	42	42	100.00	0.00	35.71
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	60	59	98.33	1.67	37.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	21	20	95.24	4.76	50.00
English Learners	27	26	96.30	3.70	30.77
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	67	66	98.51	1.49	33.33
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	17	16	94.12	5.88	0.00

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	85	84	98.82	1.18	46.43
Female	43	42	97.67	2.33	45.24
Male	42	42	100.00	0.00	47.62
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	60	60	100.00	0.00	40.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	21	20	95.24	4.76	70.00
English Learners	27	27	100.00	0.00	18.52
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	67	67	100.00	0.00	35.82
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	17	16	94.12	5.88	12.50

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)			18.36	14.87	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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
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

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

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 this usually occurs 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 encourages parental involvement in the classroom, on field trips, as well as throughout our school. We hold an annual Back to School Night, Jog-a-thon, and Fall Festival, an annual Open House, Track and Field Day in the spring, winter and spring student music performances, family nights with entertainment, two book fairs, parent curriculum information nights, and frequent assemblies to recognize student achievement and class awards.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	472	464	100	21.6
Female	223	220	43	19.5
Male	249	244	57	23.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	13	12	6	50.0
Asian	4	4	1	25.0
Black or African American	7	7	2	28.6
Filipino	0	0	0	0.0
Hispanic or Latino	342	336	76	22.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	8	8	3	37.5
White	96	95	12	12.6
English Learners	178	173	42	24.3
Foster Youth	2	2	0	0.0
Homeless	21	19	4	21.1
Socioeconomically Disadvantaged	354	351	82	23.4
Students Receiving Migrant Education Services	12	10	0	0.0
Students with Disabilities	101	101	32	31.7

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	0.22	0.63	0.42	1.25	3.04	2.94	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.31	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.42	0
Female	0	0
Male	0.8	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.58	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0.56	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.56	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

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 7:50-8:15 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 and are informed of all drills.

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 December 2023.

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	20	3	4	
1	18	5		
2	21	1	4	
3	18	5		

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	21	2	4	
1	22		6	
2	23		4	
3	21	2	3	
Other	4	3		

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

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	454

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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
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	9,375	737	8,638	84,198
District	N/A	N/A	9,325	$78,340
Percent Difference - School Site and District	N/A	N/A	-7.6	10.0
State	N/A	N/A	$7,607	$77,993
Percent Difference - School Site and State	N/A	N/A	26.8	14.2

Fiscal Year 2022-23 Types of Services Funded

- 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 contracted through the county 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.

* Math Specialist: A full time specialist that provides direct small groups instruction for math students below grade level.
* ELD Specialist: A full time specialist that supervises the ELD program as well as providing direct instruction to EL student in their regular curriculum.

- 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.
- Two Physical Education teacher: Provides 200 minutes every 10 days
- After school ASES program that provides homework help.
- After school tutoring in 1st-3rd grade for ELA and Math.
- After school tutoring in all grade levels for i-Ready lessons and support.

*District Health Clerk services all school sites to assist with student records and necessary requirement.

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	$54,531	$47,616
Mid-Range Teacher Salary	$73,121	$75,580
Highest Teacher Salary	$99,423	$100,485
Average Principal Salary (Elementary)	$101,802	$114,067
Average Principal Salary (Middle)	$131,533	$123,622
Average Principal Salary (High)	$117,753	$125,386
Superintendent Salary	$149,000	$157,977
Percent of Budget for Teacher Salaries	32.19%	27.82%
Percent of Budget for Administrative Salaries	6.34%	5.78%

Professional Development

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 to improve the PLC collaboration that includes assessments, analyzing instructional strategies, and using data to drive instruction. Each school designs staff development activities to meet specific needs of staff at their school. This includes further training for teaching EL students and implementing Common Core Standards. Each teacher develops a personal plan for professional growth. Teachers are

Professional Development

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 Bridges Math Intervention conference, CABE for EL strategies, positive classroom management, high quality instruction, and response to intervention. The California Teacher Induction Programs is provided for new teachers. The focus of their in-service is on effective teacher strategies and peer coaching in the 2022-23 school year. Other professional development include, Really Great Reading webinars and training, Aeries trainings by CUSD technology department, Illuminate by our Reading Specialist, and three prearranged i-Ready on-site training for classified and certificated employees.

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	10	10	10