

James M. Burchfield Primary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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/fq/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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 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/
Grade Span	K-3
County-District-School (CDS) Code	06-61598-6003495

2025-26 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/

2025-26 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 435 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

Our vision is to provide an environment where students are accepted, respected, and empowered to reach their fullest potential in an ever-changing world.

2025-26 School Description and Mission Statement

Our Mission

Colusa Unified School District exists to provide a comprehensive education that fosters academic excellence, character development, and a lifelong commitment to learning.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	70
Kindergarten	125
Grade 1	88
Grade 2	105
Grade 3	112
Total Enrollment	430

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.8
Male	50.2
American Indian or Alaska Native	2.8
Asian	0.7
Black or African American	0.5
Hispanic or Latino	71.9
Two or More Races	3.7
White	18.6
English Learners	30.5
Foster Youth	0.2
Homeless	8.1
Migrant	0.9
Socioeconomically Disadvantaged	78.4
Students with Disabilities	19.1

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.

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	91.3	62.2	86.12	234405.2	84
Intern Credential Holders Properly Assigned	1	4.35	1	1.38	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0.3	0.46	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	2.8	3.97	11953.1	4.28
Unknown/Incomplete/NA	1	4.35	5.8	8.05	15831.9	5.67
Total Teaching Positions	23	100	72.3	100	279044.8	100

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.

2022-23 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	80.77	66.5	83.92	231142.4	83.24
Intern Credential Holders Properly Assigned	3	11.54	3.7	4.78	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	3.85	2.3	2.94	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	2.8	3.57	11746.9	4.23
Unknown/Incomplete/NA	1	3.85	3.7	4.76	14303.8	5.15
Total Teaching Positions	26	100	79.3	100	277698	100

Note: The data in this table is based on 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.

2023-24 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	74.07	62.2	81.11	230039.4	100
Intern Credential Holders Properly Assigned	4	14.81	5.9	7.8	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2	7.41	4	5.21	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	1.6	2.17	12112.8	4.34
Unknown/Incomplete/NA	1	3.7	2.8	3.68	13705.8	4.91
Total Teaching Positions	27	100	76.8	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1	2
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1	2

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	October 2025	
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance Education Company 2017 MCClass Dibels Dyslexia Screener 2025 Benchmark Advance ELD 2017 Designated ELD Benchmark 2017 Hands-On English 2023 Supplemental: Phonics Really Great Reading 2021 Supplemental: iReady 2021 Supplemental: ELPAC Essentials Classroom Collection	0%
Mathematics	The Math Learning Center - Bridges in Mathematics 2015 Supplemental: The Math Learning Center - Bridges Intervention 2015 Supplemental: Explore Learning Reflex/Frax 2017	0%
Science	Science: Mystery Science, 2023	N/A
History-Social Science	Benchmark Advanced	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 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 58 years old to our latest building constructed in 1976. We also have 12 portable classrooms as old as 25 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 2025
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Surfaces are being addressed this fall, and on an ongoing basis.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs			X	Deferred maintenance will address most of the deficiencies noted.
External: Playground/School Grounds, Windows/Doors/Gates/Fences			X	Surfaces are being addressed this fall, and on an ongoing basis.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	23	36	32	34	47	48
Mathematics (grades 3-8 and 11)	38	50	26	27	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	112	111	99.11	0.89	36.04
Female	51	51	100.00	0.00	35.29
Male	61	60	98.36	1.64	36.67
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	80	79	98.75	1.25	31.65
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	21	21	100.00	0.00	52.38
English Learners	27	27	100.00	0.00	14.81
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	89	88	98.88	1.12	30.68
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	23	95.83	4.17	13.04

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	112	111	99.11	0.89	50.45
Female	51	51	100.00	0.00	43.14
Male	61	60	98.36	1.64	56.67
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	80	79	98.75	1.25	45.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	21	21	100.00	0.00	76.19
English Learners	27	27	100.00	0.00	29.63
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	89	88	98.88	1.12	43.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	23	95.83	4.17	17.39

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)			16.56	19.09	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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.

2025-26 Opportunities for Parental Involvement

Parents are encouraged to participate in school activities and to maintain regular communication with teachers and administrators. Parent-teacher conferences are scheduled as needed throughout the year. Conferences for all students are held in October and November, while spring conferences are offered as needed following the second trimester, generally in late February or March.

Burchfield Primary School maintains several active parent organizations, including a Parent Club, a School Site Council, and an English Learner Advisory Council. These groups support school programs and provide opportunities for parent input and engagement. Parents also coordinate a variety of activities that promote student involvement.

Parent involvement is encouraged in classrooms, on field trips, and during schoolwide events. Annual activities include Back to School Night, Open House, the Jog-a-thon, and the Fall Festival. Additional events include Track and Field Day in the spring, student music performances, family nights, book fairs, parent curriculum information sessions, and assemblies recognizing student achievement and classroom accomplishments.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	451	444	66	14.9
Female	225	221	29	13.1
Male	226	223	37	16.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	12	12	2	16.7
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	318	317	52	16.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	21	17	3	17.6
White	85	84	5	6.0
English Learners	138	137	18	13.1
Foster Youth	--	--	--	--
Homeless	49	43	13	30.2
Socioeconomically Disadvantaged	364	358	63	17.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	94	93	18	19.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.42	0.21	0	2.94	2.1	3.35	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.31	0.06	0.07	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Student safety is a top priority at Burchfield Primary School. The school maintains a closed campus; all visitors are required to report to the office, obtain permission to be on campus, and wear a visitor's badge. All staff members are required to wear school identification badges. Students are expected to remain on campus during school hours. Campus supervision is provided from 7:45–8:15 a.m. before school, during recesses, and from 2:25–2:45 p.m. at dismissal. Yard duty personnel carry first aid kits during supervision, and kits are also taken on all field trips.

Emergency response from local fire and police departments is prompt, typically within minutes, and both agencies are notified of all scheduled safety drills.

The Burchfield Primary School Safety Plan is reviewed and updated annually with input from staff, the School Site Council, and the English Learner Advisory Council. The plan outlines procedures for a variety of emergencies, including fire, earthquake, bomb threat, chemical spill, and flood. Fire drills are conducted monthly, and earthquake/safety drills are practiced twice per year. In addition, the district has adopted the Standard Response Protocol (SRP), which provides four clearly defined actions that guide responses during an incident. These actions are communicated using standardized "terms of art" and directives and are implemented by students, staff, and first responders. The district also follows the Run, Hide, Fight protocol as part of its emergency response policy.

The District Emergency Operations Plan was most recently revised in January 2026.

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.

2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	5	0
1	21	1	4	0
2	23	0	6	0
3	22	0	4	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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
TK	17	2		
K	20	4	0	0
1	20	4	1	0
2	22	0	5	0
3	21	1	5	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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
TK	18	2	0	0
K	22		4	
1	22		4	
2	21	1	4	
3	22		5	

2024-25 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	446

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.6875
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$88,371
Percent Difference - School Site and District	N/A	N/A	-7.6	1.6
State	N/A	N/A	\$11,146	\$86,335
Percent Difference - School Site and State	N/A	N/A	-22.0	6.8

Fiscal Year 2024-25 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.

Fiscal Year 2024-25 Types of Services Funded

- Counselor: A full time counselor provides student interventions through friendship and leadership groups as well as a school-wide PBIS program.
- Music 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$62,724	\$54,773
Mid-Range Teacher Salary	\$84,107	\$78,981
Highest Teacher Salary	\$121,875	\$117,337
Average Principal Salary (Elementary)	\$124,109	\$128,425
Average Principal Salary (Middle)	\$158,709	\$137,947
Average Principal Salary (High)	\$174,003	\$138,809
Superintendent Salary	\$170,980	\$176,162
Percent of Budget for Teacher Salaries	28.78%	24.71%
Percent of Budget for Administrative Salaries	5.15%	5.91%

Professional Development

The district has increased its effort in providing teachers with ongoing training needed to keep current with 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. Teachers have also participated in training for MLL support strategies, Universal Design for Learning, and continued support on PLC.

Each school designs professional development activities to meet site-specific needs. This includes further training for teaching MLL students, implementing Common Core Standards, and strengthening instructional practices. The site team hosts team building, guest speakers, and outside trainers. We have sessions led by reading, math, and ELD specialists. We have participated in virtual training sessions to strengthen our Tier One instruction.

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 CalCurriculum Collaborative, CABE for MLL strategies, Educate America, Elevate Your Classroom, Fox Reading Conference, Model School Conference, and AeriesCon. 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 2024-2025 school year. Other professional development include, Really Great Reading webinars and training, Educate America training, Aeries trainings by CUSD technology department, Wayfinder, and three prearranged Amplify on-site training for

Professional Development

classified and certificated employees.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10