

Camptonville Union Elementary School District

16585 School Street Camptonville, CA 95922 ▪ (530) 288-3277 ▪ www.cville.k12.ca.us



SARC
2021-22

School Accountability
Report Card
Published in 2022-23

Camptonville Elementary School

Grades K-8
CDS Code 58-72728-6056600

Patrick Brose, Superintendent/Principal
pbrose@cville.k12.ca.us

16585 School Street
Camptonville, CA 95922
(530) 288-3277

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Principal's Message

Camptonville Elementary School is pleased to present you with our 29th annual School Accountability Report Card (SARC). Its purpose is to provide information about the quality of the school and our instructional programs. Camptonville Union Elementary School District comprises Camptonville Elementary School, a local K-8 school with an average enrollment of 55 students. The district also authorizes CORE Charter School, a personalized-learning, state-approved charter school that serves approximately 550 K-12 students from contiguous counties. The local elementary school district boundaries stretch from Bullards Bar Reservoir in the west to the Sierra County line north and east, and extend to the Middle Fork of the Yuba River to the south. Currently, there are no Limited English Proficiency/English language learner students enrolled. A significant number of families receive SNAP and/or CalFresh, and those students are included in our free or reduced-price meal program. Camptonville School is a feeder school for Nevada Union High School, although some graduating eighth graders enroll in alternative education programs (independent study or charter). Downieville School (Sierra County) is also an option for students in grades 9-12.

All students at Camptonville Elementary School currently receive instruction in combined grade-level classrooms. The district currently employs three full-time classroom teachers, a 0.6 FTE Special Education Teacher, two paraeducators and a full-time intervention specialist. Yuba County Office of Education (YCOE) provides speech and language services as well as occupational therapy and adaptive physical education specialists when needed. The school also employs part-time specialists to instruct in art, drama, foreign language and Family Life.

School staff, parents and community volunteers work to make sure that the visual and performing arts are an integral part of the curriculum by providing electives, producing at least one production per year, and putting on a student talent show in the spring. Parent and community volunteers with talents to share staff electives each trimester for students in grades 3-8. Classes change regularly, but include gardening, yoga, art, STEAM (science, technology, engineering, art and mathematics), yearbook production, cooking, sewing, creative writing, moviemaking and more. Project/Problem Based Learning is an important instructional strategy used.

Camptonville School is committed to supporting the needs of all students through its Multi-Tiered Systems of Support (MTSS) initiative. Universal Design for Learning (UDL) and Restorative Practices are two strategies that are designed to meet the social-emotional and behavioral needs of all students. The staff is committed to removing barriers in order to meet the diverse needs of every child attending Camptonville Elementary School and effectively collaborating to honor the school's mission. A Positive Behavioral Intervention and Supports (PBIS) Team has been working on developing a school-wide handbook of expectations and systems that will help to create a positive and supportive school culture for all.

Mission Statement

Camptonville Elementary School, as part of a caring and nurturing community, is committed to providing students with the foundation and tools to build a love of learning and high achievement as well as a belief in the ability to follow their dreams and passions.

Vision Statement

Camptonville Elementary School envisions our students as key leaders on the path to a sustainable future through their critical-thinking and problem-solving skills, understanding of the environment, hands-on education, active involvement in the learning process, and exposure to technology and the arts.

School Safety

The safety of students and staff is a priority at Camptonville Elementary School. Accordingly, the school's Comprehensive School Safety Plan was reviewed and rewritten in February 2023 and is reviewed on an annual basis. The plan addresses the school's response to earthquakes, fire and intruders, lockdowns and outlines effective communication procedures. It will include updates and revisions based on recommendations brought back from school staff, parents and community members of our Site Council. A copy of the plan is available in the school's administrative office. All staff members are currently up-to-date on first aid and CPR training.

Catapult EMS is utilized as the school's Emergency Management System. School administration, along with maintenance and operations, performs an annual walkthrough with a Yuba County Sheriff's Officer representative.

Regular drills are practiced and reviewed for effectiveness. Monthly fire drills are conducted. Lockdown drills are practiced twice a year and earthquake drills are conducted regularly.

Students are supervised at all times and in all locations throughout the school day and security cameras are placed in strategic locations on campus.

MTSS is in place to ensure that students are able to remain at school and in the classroom whenever possible. Leveled responses to unexpected behaviors including check-in/check-out, breaks and resets, behavioral reflections, restorative circles, counseling, and behavior plans are all alternatives to suspensions and expulsions. Suspensions and expulsions are used as a last resort when the student had indicated an ongoing pattern of putting themselves or others at risk of physical or emotional harm.



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

School Motto:

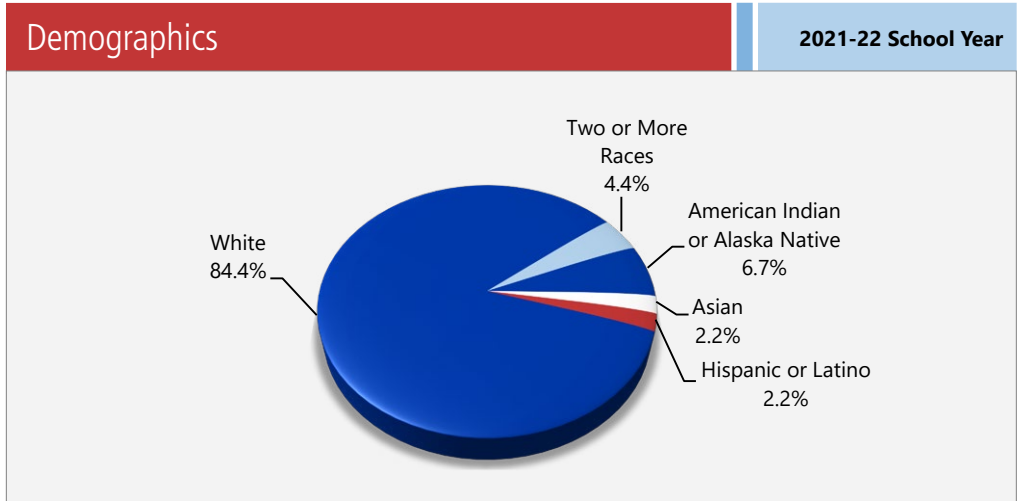
*School, Family, & Community—Inspiring
Students to Lead and Succeed!*

Governing Board

- Jessica Prince, President
- Sidonie Christian, Clerk
- Reid Pearcy, Member
- Karen Barnett, Member

Enrollment by Student Group

The total enrollment at the school was 45 students for the 2021-22 school year. The pie chart displays the percentage of students enrolled in each group.

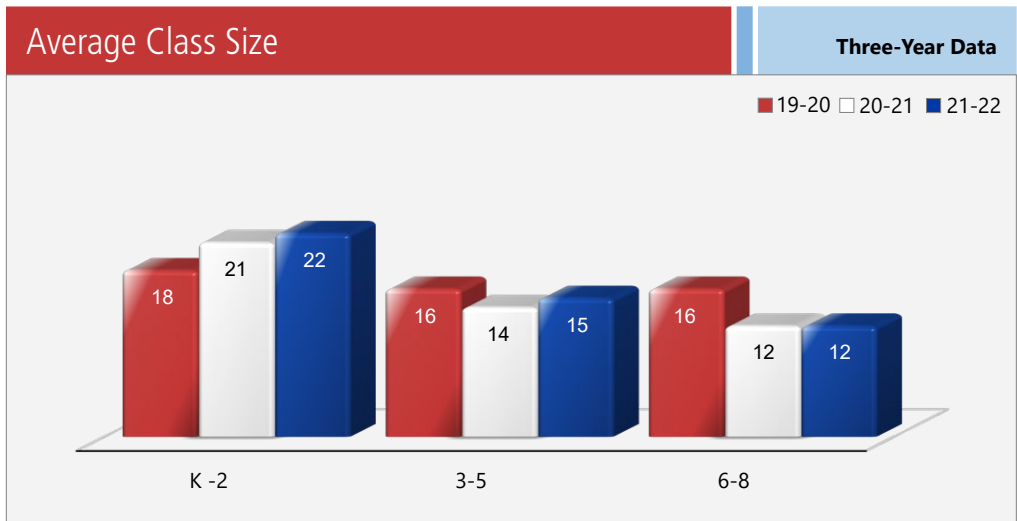


Enrollment by Student Group

Demographics	
2021-22 School Year	
Female	44.40%
Male	55.60%
Non-Binary	0.00%
English learners	0.00%
Foster youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	53.30%
Students with Disabilities	15.60%

Class Size Distribution

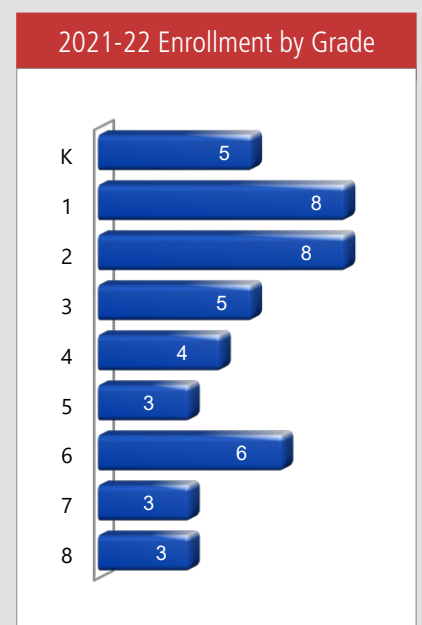
The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.



Number of Classrooms by Size		Three-Year Data							
Grade	2019-20			2020-21			2021-22		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K-2	1				1			1	
3-5	1			1			1		
6-8	1			1			1		

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2021-22 school year.





Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions					Two-Year Data	
	Camptonville ES		Camptonville UESD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
Suspension rates	0.0%	0.0%	0.0%	0.2%	0.2%	3.4%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions			2019-20 School Year
	Camptonville ES	Camptonville UESD	California
	19-20	19-20	19-20
Suspension rates	1.9%	0.2%	2.5%
Expulsion rates	0.0%	0.0%	0.1%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2021-22 School Year	
Student Group	Suspensions Rate	Expulsions Rate	
All Students	0.0%	0.0%	
Female	0.0%	0.0%	
Male	0.0%	0.0%	
Non-Binary	0.0%	0.0%	
American Indian or Alaska Native	0.0%	0.0%	
Asian	0.0%	0.0%	
Black or African American	0.0%	0.0%	
Filipino	0.0%	0.0%	
Hispanic or Latino	0.0%	0.0%	
Native Hawaiian or Pacific Islander	0.0%	0.0%	
Two or More Races	0.0%	0.0%	
White	0.0%	0.0%	
English Learners	0.0%	0.0%	
Foster Youth	0.0%	0.0%	
Homeless	0.0%	0.0%	
Socioeconomically Disadvantaged	0.0%	0.0%	
Students Receiving Migrant Education Services	0.0%	0.0%	
Students with Disabilities	0.0%	0.0%	

Professional Development

Professional Development Days	
Number of school days dedicated to staff development and continuous improvement	
2020-21	9
2021-22	9
2022-23	9

Parental Involvement

Parents are encouraged to participate in the education of their children at all levels. Opportunities for participation include service as a trustee on the school board, membership on the School Site Council (SSC), the Parent Advisory Committee and various committees formed during the year. Stakeholder engagement meetings are held throughout the year to gather input from parents, students, staff, and community members for our Local Control Accountability Plan, and an annual Needs Assessment Survey is sent home to be completed by parents every spring. We have an active and well-established Parents Club, and parents are invited to share their talents by teaching trimester-long electives. Parents are also encouraged to meet with their child’s teacher to discover opportunities for classroom service.

For more information on how to become involved, contact Office Manager Alexis Lamb at (530) 288-3277.



California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. Due to changes to the 2021–22 PFT administration, only participation results are required for the five fitness areas.

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test					2021-22 School Year
Percentage of Students Participating In Each Of The Five Fitness Components					
Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
5	❖	❖	❖	❖	❖
7	❖	❖	❖	❖	❖

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group					2021-22 School Year
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate	
All Students	50	50	21	42.00%	
Female	23	23	11	47.80%	
Male	27	27	10	37.00%	
American Indian or Alaska Native	4	4	2	50.00%	
Asian	1	1	1	100.00%	
Black or African American	0	0	0	0.00%	
Filipino	0	0	0	0.00%	
Hispanic or Latino	1	1	0	0.00%	
Native Hawaiian or Pacific Islander	0	0	0	0.00%	
Two or More Races	4	4	2	50.00%	
White	40	40	16	40.00%	
English Learners	0	0	0	0.00%	
Foster Youth	0	0	0	0.00%	
Homeless	0	0	0	0.00%	
Socioeconomically Disadvantaged	27	27	15	55.60%	
Students Receiving Migrant Education Services	0	0	0	0.00%	
Students with Disabilities	9	9	4	44.40%	

❖ 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.

Types of Services Funded

Camptonville Elementary provides many services to our students. A speech and language specialist who delivers services to identified students one day per week, a resource specialist teacher and para-professional are provided by CUESD for students with IEPs. The YCOE provides the following services: a school psychologist, a school nurse and an adaptive PE specialist as needed for referred students

Camptonville School operates a School-wide Title I Program. Title I funding supports a five day per week Intervention Specialist. The Intervention Specialist provides intervention to groups of qualifying students as well as consulting and collaborating with classroom teachers. Teachers also hold after-school academic interventions one hour per week for students in need of support.

Camptonville School provides an After School Program for students in conjunction with the Camptonville Community Partnership Resource Center. Identified students are eligible for scholarships funded by our Local Control Funding Formula (LCFF) in order to receive homework help up to three afternoons per week.

Camptonville School qualifies for the Rural Education Assistance Program (REAP), a Federal grant which helps to support technology upgrades, equipment, and the purchase of online intervention programs and subscriptions.



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.



SARC Reporting in the 2020–21 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

The CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	Camptonville ES		Camptonville UESD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
Science	❖	❖	❖	❖	28.50%	29.47%

CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	Camptonville ES		Camptonville UESD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
English language arts/literacy	*	44%	*	46%	*	47%
Mathematics	*	30%	*	28%	*	33%

❖ 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.

* Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

Statewide Assessments

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).



CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

The “percentage 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 on the CAA divided by the total number of students who participated in both assessments.

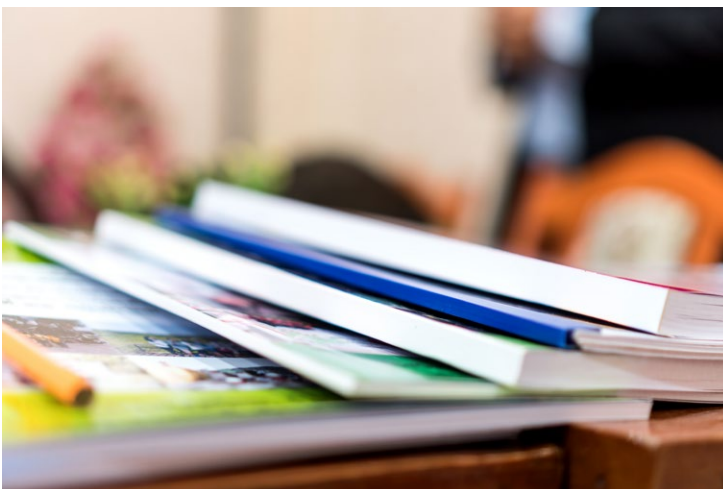
Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.



CAASPP Test Results by Student Group: Science (grades 5 and 8)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage 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	❖	❖	❖	❖	❖

❖ 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.

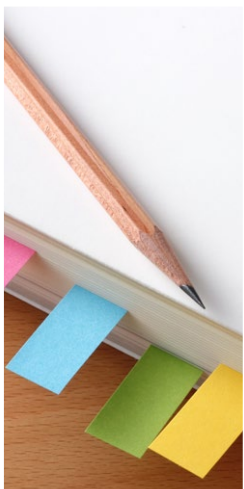




CAASPP Test Results by Student Group: English Language Arts (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	27	27	100.00%	0.00%	44.44%
Female	12	12	100.00%	0.00%	66.67%
Male	15	15	100.00%	0.00%	26.67%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	20	20	100.00%	0.00%	45.00%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	13	13	100.00%	0.00%	46.15%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ 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.

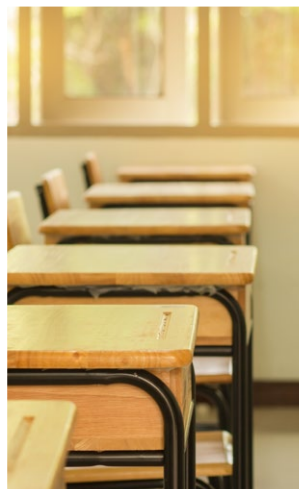




CAASPP Test Results by Student Group: Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	27	27	100.00%	0.00%	29.63%
Female	12	12	100.00%	0.00%	50.00%
Male	15	15	100.00%	0.00%	13.33%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	20	20	100.00%	0.00%	35.00%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	13	13	100.00%	0.00%	30.77%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ 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.





Textbooks and Instructional Materials

Prior to district adoption and purchase of textbooks, parents and faculty review the curricular samples approved by the State Board of Education. Camptonville Elementary School students currently use state-approved, district-adopted textbooks in the subject areas of English language arts (ELA), math, social studies and science. These textbooks are one facet of the many instructional resources available and accessible to students for their use at home as well as in the classroom.

The district has transitioned to the California Common Core State Standards (CCSS) adopted by the California State Board of Education in 2010. Camptonville Elementary School has adopted EngageNY/Eureka Math as well as EngageNY for ELA for grades K-8. In addition, the district is implementing supplemental material, including research-based online programs such as Read Naturally, Accelerated Reader and Accelerated Math.

All students participate in music instruction classes.

Textbooks and Instructional Materials List		2022-23 School Year
Subject	Textbook	Adopted
Reading/language arts	EngageNY (K-8)	2016
Mathematics	EngageNY/Eureka Math (K-8)	2016
Science	Full Option Science System (FOSS) (K-5)	2015
Science	Earth Science, FOSS (6-8)	2018
Science	Life Science, CPO/FOSS (7)	2018
Science	Physical Science, CPO/FOSS (8)	2018
History/social science	Harcourt Brace/McDougal Littell	2006
History/social science	CA Studies Weekly (K-6)	2017

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject		2022-23 School Year
Camptonville ES	Percentage Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	0%	
History/social science	0%	
Visual and performing arts	0%	
Foreign language	0%	
Health	0%	

Quality of Textbooks

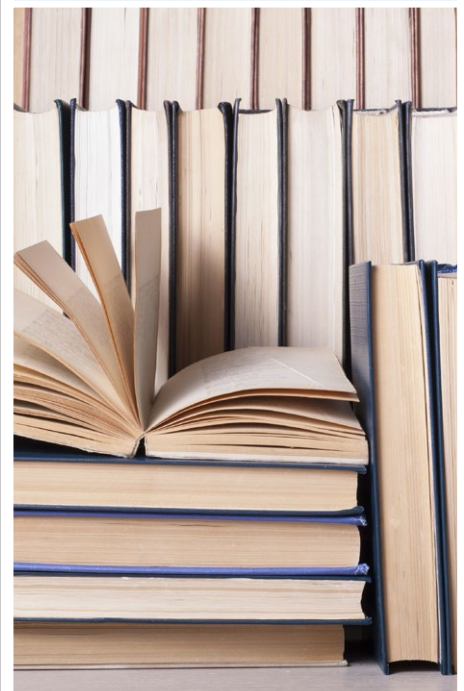
The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2022-23 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2022-23 School Year	
Data collection date	9/15/2022





School Facility Good Repair Status

The table shows the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility’s good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2022-23 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Fair	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Poor	
Overall summary of facility conditions	Good	
Date of the most recent school site inspection	9/14/2022	



Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item’s repair status, all deficiencies are listed.

Deficiencies and Repairs		2022-23 School Year
Items Inspected	Deficiencies and Action Taken or Planned	
Cleanliness	None noted by Yuba County, no repairs needed.	
External	County did report on 50% of external facilities and had no recommendations for repairs.	

School Facilities

The Pelton Building, constructed in 1871, was the original facility that served students at Camptonville Elementary School. While this building has been upgraded and currently serves as a gymnasium, cafeteria and performing arts center, other buildings have been constructed in recent years to meet the needs of students and faculty. Three classrooms and the school office were added in the 1950s. A resource classroom was added in the 1960s, and the middle school/library media center was added in the 1970s. All facilities have been modernized for heating and cooling efficiency and have been wired for technology used in the school today. All facilities are kept in a state of good repair. The most recent additions were constructed in 1985.

Measures are continually being taken to improve the energy efficiency of the buildings, as well as the comfort levels of the students. In addition, 21st century technology is now available in the library, administrative offices and all classrooms. Maintenance and custodial personnel ensure the facilities are well maintained, clean and fully operational on a daily basis.

The campus sits on six acres of land. Facilities include the middle school/library media center, multipurpose/gymnasium structure, school office, four elementary classrooms, a portable building that houses a Title I class/After School Program and community-run preschool, and a former high school structure, which now houses a community resource center. The school’s amphitheater, built in the 1990’s, was designed by a former student.

Students have access to a large asphalt play area, tennis court, swing sets, a small track and multiuse playfield. Our library contains over 12,000 volumes, and every classroom has computer and internet access, including wireless. Our entire school is 1:1 student-to-Chromebook ratio for student-teacher interaction throughout academic instruction.

School Facilities

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The most recent modernization projects have included the addition of a secure storage facility off the original 1871 building, a new intercom system, security lighting and security cameras. Camptonville School’s fire alarm system was upgraded in 2018 with a new service panel, horns and strobe lights.

All buildings were repainted during the summer of 2006. Track and playground modernization and improvements were completed in spring of 2007. Some plumbing was upgraded during June 2008. Structural repairs were done to the old high school (currently the resource center), including replacing old beams and re-sheeting with plywood. In the fall of 2009, the southeast section of the Wellness Center was demolished and replaced with a new structure. In the summer of 2014, the metal fascia covering was installed on the 7-8/library building, and the south wall was painted. In the summer of 2018, a new roof was put on the School Street storage building.

Self-closing faucets were installed to replace the old bathroom sink faucets in July 2017. These new faucets also ensured hot water for hand washing. Linoleum was replaced in the bathrooms in the summer of 2019.

Improvements to broadband infrastructure, including increased connectivity and additional wireless access points, were completed in December 2015. The E-Rate program partially funded this project. A new and improved website for both the district and the school was developed and made available to the public as of November 2016. Upon application and receipt of a Broadband Infrastructure Improvement Grant, a new highspeed circuit and Cisco ASR 920 Router was installed and activated in February 2020.

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Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement					2020-21 School Year	
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)	4.0	100.0%	9.3	36.0%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.0	0.0%	0.0	0.0%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	0.0	0.0%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	16.3	63.3%	12,115.8	4.4%
Unknown	0.0	0.0%	0.1	0.6%	18,854.3	6.9%
Total Teaching Positions	4.0	100.0%	25.8	100.0%	274,759.1	100.0%

Teacher Preparation and Placement					2021-22 School Year	
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)	**	**	**	**	**	**
Intern Credential Holders Properly Assigned	**	**	**	**	**	**
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	**	**	**	**	**	**
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	**	**	**	**	**	**
Unknown	**	**	**	**	**	**
Total Teaching Positions	**	**	**	**	**	**

** Data not available from the state at this time.

Note: The data in these tables 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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CaSAAS) provided by the Commission on Teacher Credentialing. For information on the CaSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsupdf201.asp>.

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





Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the number of authorization/assignments of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments	Two-Year Data	
	2020-21	2021-22
Authorization/Assignment		
Permits and Waivers	0.0	**
Misassignments	0.0	**
Vacant Positions	0.0	**
Total Teachers Without Credentials and Misassignments	0.0	**

** Data not available from the state at this time.

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

This table displays the number of teachers and the total out-of-field teachers at the school level.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field	Two-Year Data	
	2020-21	2021-22
Indicator		
Credentialed Teachers Authorized on a Permit or Waiver	0.0	**
Local Assignment Options	0.0	**
Total Out-of-Field Teachers	0.0	**

** Data not available from the state at this time.

Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments	Two-Year Data	
	2020-21	2021-22
Indicator		
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%	**

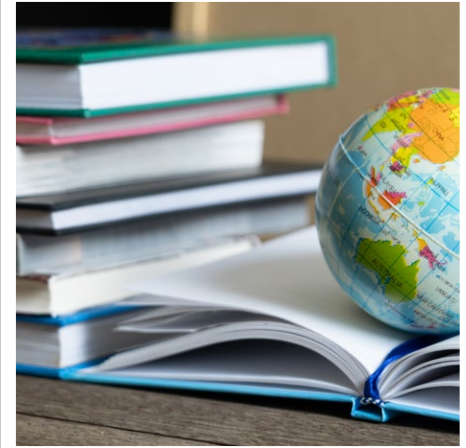
** Data not available from the state at this time.

Public 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.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

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



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Ratio of Pupils to Academic Counselors and School Support Staff Data

2021-22 School Year	
	Ratio
Pupils to Academic counselors	275:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.20
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.00
Psychologist	0.10
Social worker	0.00
Nurse	0.00
Speech/language/hearing specialist	0.15
Resource specialist (nonteaching)	0.40



Financial Data

The financial data displayed in this SARC is from the 2020-21 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data	2020-21 Fiscal Year	
	Camptonville UESD	Similar Sized District
Beginning teacher salary	\$47,299	\$46,844
Midrange teacher salary	\$61,140	\$73,398
Highest teacher salary	\$82,167	\$93,345
Average elementary school principal salary	⊕	\$116,457
Superintendent salary	\$100,199	\$136,296
Teacher salaries: percentage of budget	3134%	30%
Administrative salaries: percentage of budget	1044%	6%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

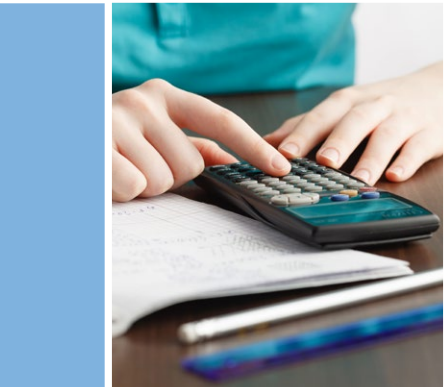
Financial Data Comparison	2020-21 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Camptonville ES	\$17,286	\$61,160
Camptonville UESD	\$17,286	\$61,160
California	\$6,594	\$74,053
School and district: percentage difference	◆	◆
School and California: percentage difference	+162.1%	-17.4%

⊕ The principal and superintendent are combined as one position.
◆ The percentage difference does not apply to single-site districts.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2020-21 Fiscal Year	
Total expenditures per pupil	\$18,864
Expenditures per pupil from restricted sources	\$1,578
Expenditures per pupil from unrestricted sources	\$17,286
Annual average teacher salary	\$61,160



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1. All data accurate as of Month Year.