Camptonville Elementary School

Grades K-8
CDS Code 58-72728-6056600

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SARC
2020-21
School
Accountability
Report Card
Published in 2021-22

Camptonville Union Elementary School District

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

Principal's Message

Camptonville Elementary School is pleased to present you with our 28th 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 46 students. The district also authorizes CORE Charter School, a personalized-learning state-approved charter school that serves approximately 560 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 60% 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 2022 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.
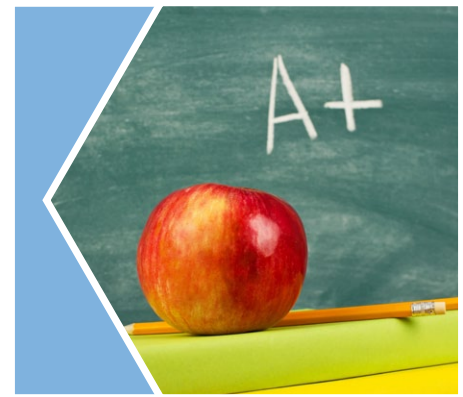
School Accountability Report Card

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

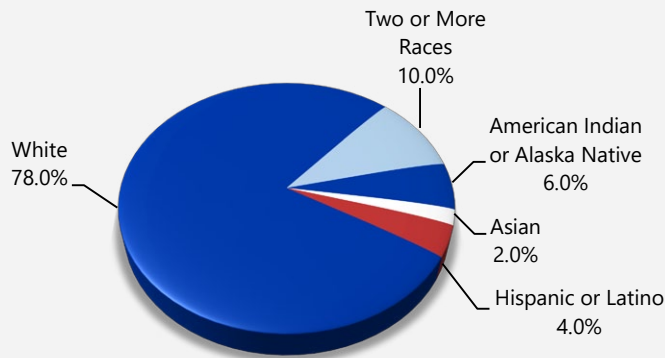Karen Barnett, Member

Lydia Miyasato, Member

Enrollment by Student Group

The total enrollment at the school was 50 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — 2020-21 School Year

Two or More Races 10.0%
White 78.0%
American Indian or Alaska Native 6.0%
Asian 2.0%
Hispanic or Latino 4.0%

Enrollment by Student Group

Demographics

2020-21 School Year	
Female	44.00%
Male	56.00%
Non-Binary	0.00%
English learners	0.00%
Foster youth	0.00%
Homeless	2.00%
Migrant	0.00%
Socioeconomically Disadvantaged	52.00%
Students with Disabilities	10.00%

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.
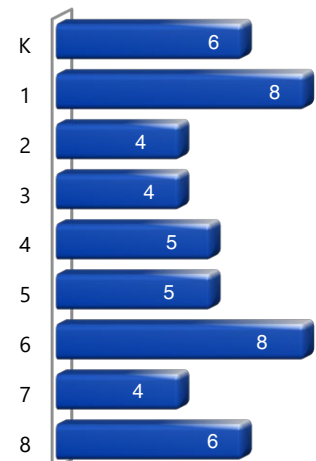
Average Class Size — Three-Year Data

Legend: 18-19, 19-20, 20-21

Grade	18-19	19-20	20-21
K-2	14	18	21
3-5	18	16	14
6-8	20	16	12
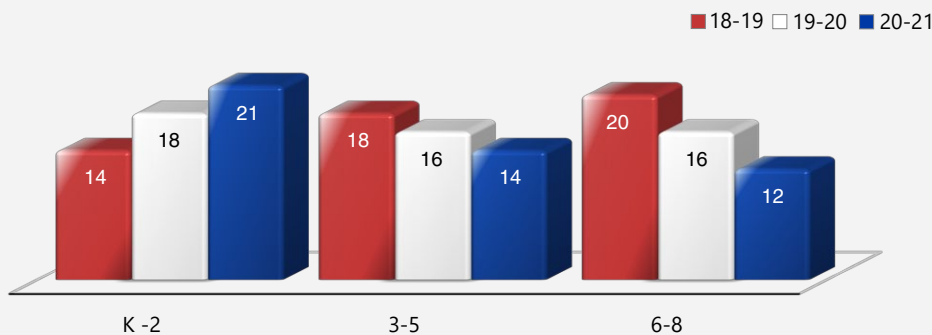
Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2020-21 school year.

2020-21 Enrollment by Grade

Grade	Students
K	6
1	8
2	4
3	4
4	5
5	5
6	8
7	4
8	6

Number of Classrooms by Size — Three-Year Data

Grade	2018-19			2019-20			2020-21		
	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		

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	
	18-19	20-21	18-19	20-21	18-19	20-21
Suspension rates	15.40%	0.00%	15.4%	0.00%	3.50%	0.20%
Expulsion rates	1.90%	0.00%	1.90%	0.00%	0.10%	0.00%

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 ccollected 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	0.00%	0.00%	2.50%
Expulsion rates	0.00%	0.00%	0.10%

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		2020-21 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%
Studens with Disabilities	0.0%	0.0%

Professional Development

Professional Development Days	
Number of school days dedicated to staff development and continuous improvement	
2019-20	9
2020-21	9
2021-22	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. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

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 meeting the fitness standards of being in the "healthy fitness zone" 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	2020-21 School Year	
Percentage of Students Meeting Fitness Standards	**Camptonville ES**	
	Grade 5	**Grade 7**
Four of six standards	◈	◈
Five of six standards	◈	◈
Six of six standards	◈	◈

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group				2020-21 School Year
Student Group	**Cumulative Enrollment**	**Chronic Absenteeism Eligible Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rate**
All Students	56	53	5	9.40%
Female	25	24	3	12.50%
Male	31	29	2	6.90%
American Indian or Alaska Native	3	3	0	0.00%
Asian	2	2	0	0.00%
Black or African American	0	0	0	0.00%
Filipino	0	0	0	0.00%
Hispanic or Latino	2	2	0	0.00%
Native Hawaiian or Pacific Islander	0	0	0	0.00%
Two or More Races	5	5	0	0.00%
White	44	41	5	12.20%
English Learners	0	0	0	0.00%
Foster Youth	0	0	0	0.00%
Homeless	1	1	1	100.00%
Socioeconomically Disadvantaged	32	29	4	13.80%
Students Receiving Migrant Education Services	0	0	0	0.00%
Studens with Disabilities	6	6	0	0.00%

◈ The 2020-21 data are not available. Due to the COVID-19 crisis, the Physical Fitness Test was suspended.

Types of Services Funded

Camptonville Elementary provides many services to our students. The YCOE provides the following services: a school psychologist as needed for referred students, a speech and language specialist who delivers services to identified students one day per week, a resource specialist teacher and paraprofessional. The YCOE additionally provides resources such as a school nurse, occupational therapy and adaptive physical education.

Camptonville School operates a Schoolwide 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	
	Camptonville ES		Camptonville UESD		California	
Subject	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	❖	■	❖	■	28.72%

CAASPP Test Results in ELA and Mathematics for All Students taking and completing a state-administered assessment

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	
	Camptonville ES		Camptonville UESD		California	
Subject	19-20	20-21	19-20	20-21	19-20	20-21
English language arts/literacy	■	✱	■	✱	■	✱
Mathematics	■	✱	■	✱	■	✱

■ Data for 2019–20 are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–20 school year.

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. 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).

Note

Due to the COVID-19 pandemic, California Governor Gavin Newsom issued Executive Order N-30-20 which waived the requirement for statewide testing for the 2019–20 school year. Also due to the COVID-19 pandemic, the U.S. Department of Education approved a waiver of the requirement for statewide testing for the 2019–20 school year, as specified on the CDE Every Student Succeeds Act web page at https://www.cde.ca.gov/re/es/.
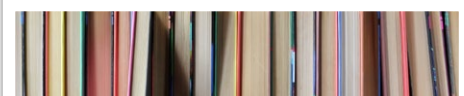
CAASPP Test Results by Student Group: Science (grades 5 and 8)

Percentage of Students Meeting or Exceeding State Standards　　　　**2020-21 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	❖	❖	❖	❖	❖

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. 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)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards — 2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	29	26	89.66%	10.34%	38.46%
Female	12	11	91.67%	8.33%	45.45%
Male	17	15	88.24%	11.76%	33.33%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	21	20	95.24%	4.76%	35.00%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	14	12	85.71%	14.29%	25.00%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. 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)
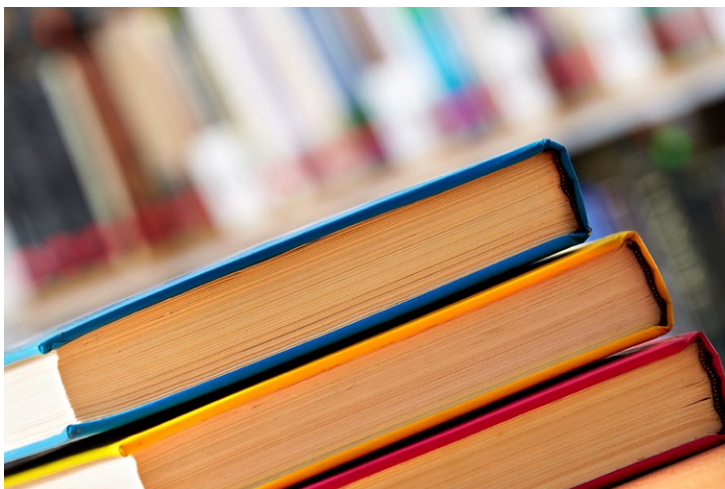For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	29	26	89.66%	10.34%	23.08%
Female	12	11	91.67%	8.33%	36.36%
Male	17	15	88.24%	11.76%	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	21	20	95.24%	4.76%	15.00%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	14	12	85.71%	14.29%	25.00%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. 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 — 2021-22 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

Quality of Textbooks

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

Quality of Textbooks — 2021-22 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

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 — 2021-22 School Year

Subject	Percentage
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

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.
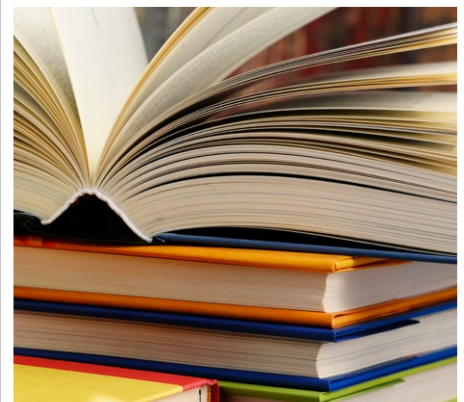
Currency of Textbooks — 2021-22 School Year

Data collection date	9/16/2021

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.

School Facility Good Repair Status	2021-22 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	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Fair
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Good
Date of the most recent school site inspection	8/31/2021

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		2021-22 School Year
Items Inspected	**Deficiencies and Action Taken or Planned**	**Date of Action**
Structural	Repairs to the bus barn needed include siding, weatherproofing and doors. Roof to the 123 grow building has minor leaks and soffit repairs. Begin review of repair costs and bids.	2022

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.

School Facilities

Continued from left

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.

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 resheeting 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.

Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2019-20 school year. 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						2019-20 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						

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

This table displays the percent of authorization/assignment 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/.

Permits/wavers: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Teacher Misassignments: The assignment of employees to teaching or pupil services positions for which the employee does not hold the required certificate, credential, or other statutory authorization.

Vacant Teacher Positions: The total number of the school's vacant teacher positions.

Teachers Without Credentials and Misassignments	2019-20 School Year
Authorization/Assignment	Camptonville ES
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

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 (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.

Teacher Preparation and Placement

Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned): The teacher possesses a California preliminary or clear credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Intern Credential Holders Properly Assigned: The teacher possess a California intern credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Teachers Without Credentials and Misassignments ("ineffective" under Every Student Succeeds Act [ESSA]): An ineffective teacher is any of the following:

- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned); or
- An individual who holds no credential, permit, or authorization to teach in California.
  - "Ineffective" includes the following limited term emergency permits:
    - Provisional Internship Permits;
    - Short-Term Staff Permits;
    - Variable Term Waivers; and
    - Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record.

Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA): A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:

- General Education Limited Assignment Permit (GELAP)
- Special Education Limited Assignment Permit (SELAP)
- Short-Term Waivers
- Emergency English Learner or Bilingual Authorization Permits
- Local Assignment Options

Unknown: These are instances where either information about the course assignment or the teacher is either missing or has been identified as incorrect. Therefore, an accurate assignment status cannot be currently made.

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.

Credentialed Teachers Authorized on a Permit or Waiver: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Local Assignment Options: Means if an employing agency is unable to assign a teacher or other certificated employee with an appropriate credential, it can assign any fully-credentialed teacher outside of their area of credential authorization if the local educational agency abides by requirements in California Education Code and those required by the California Commission on Teacher Credentialing.

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.

Teachers Without Credentials and Misassignments	2019-20 School Year
Indicator	Camptonville ES
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Class Assignments

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

Misassignments for English Learners: The assignment of employees to teaching or pupil services positions with English Learners for which the employee does not hold the required certificate, credential, or other statutory authorization.

No credential, permit or authorization to teach: The teacher does not possess any type of authorization, permit, waiver, or certificate issued by the California Commission on Teacher Credentialing to teach in California schools.

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

Class Assignments	2019-20 School Year
Indicator	Camptonville ES
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

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/calpadsupdflash201.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	
2020-21 School Year	
	Ratio
Pupils to Academic counselors	46:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.10
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.00
Psychologist	0.10
Social worker	0.00
Nurse	0.02
Speech/language/hearing specialist	0.20
Resource specialist (nonteaching)	0.60

Financial Data

The financial data displayed in this SARC is from the 2019-20 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	2019-20 Fiscal Year	
	Camptonville UESD	**Similar Sized District**
Beginning teacher salary	$46,831	$47,265
Midrange teacher salary	$60,535	$69,813
Highest teacher salary	$81,353	$91,237
Average elementary school principal salary	✪	$113,466
Superintendent salary	$97,990	$131,359
Teacher salaries: percentage of budget	26%	30%
Administrative salaries: percentage of budget	0%	7%

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	2019-20 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Camptonville ES	$14,821	$57,531
Camptonville UESD	$14,821	$57,531
California	$8,444	$72,352
School and district: percentage difference	◆	◆
School and California: percentage difference	+75.5%	-20.5%

✪ 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	
2019-20 Fiscal Year	
Total expenditures per pupil	$17,493
Expenditures per pupil from restricted sources	$2,672
Expenditures per pupil from unrestricted sources	$14,821
Annual average teacher salary	$57,531

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.

ADDENDUM

LEA-Level CAASPP Test Results by Student Group: English Language Arts (grades 3-8 and 11)
For students taking and completing a state-administered assessment.

Percentage of Students At or Above Grade Level				2020-21 School Year	
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
LEAwide	29	26	89.66%	10.34%	38.46%
Female	12	11	91.67%	8.33%	45.45%
Male	17	15	88.24%	11.76%	33.33%
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00%	0.00%	0.00%
Black or African American	0	0	0.00%	0.00%	0.00%
Filipino	0	0	0.00%	0.00%	0.00%
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00%	0.00%	0.00%
Two or more races	--	--	--	--	--
White	21	20	95.24%	4.76%	35.00%
English Learners	0	0	0.00%	0.00%	0.00%
Foster Youth	0	0	0.00%	0.00%	0.00%
Homeless	--	--	--	--	--
Military	0	0	0.00%	0.00%	0.00%
Socioeconomically disadvantaged	14	12	85.71%	14.29%	25.00%
Students receiving Migrant Education services	0	0	0.00%	0.00%	0.00%
Students with Disabilities	--	--	--	--	--

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ADDENDUM

LEA-Level CAASPP Test Results by Student Group: Mathematics (grades 3-8 and 11)
For students taking and completing a state-administered assessment.

Percentage of Students At or Above Grade Level — 2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
LEAwide	29	26	89.66%	10.34%	23.08%
Female	12	11	91.67%	8.33%	36.36%
Male	17	15	88.24%	11.76%	13.33%
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00%	0.00%	0.00%
Black or African American	0	0	0.00%	0.00%	0.00%
Filipino	0	0	0.00%	0.00%	0.00%
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00%	0.00%	0.00%
Two or more races	--	--	--	--	--
White	21	20	95.24%	4.76%	15.00%
English Learners	0	0	0.00%	0.00%	0.00%
Foster Youth	0	0	0.00%	0.00%	0.00%
Homeless	--	--	--	--	--
Military	0	0	0.00%	0.00%	0.00%
Socioeconomically disadvantaged	14	12	85.71%	14.29%	25.00%
Students receiving Migrant Education services	0	0	0.00%	0.00%	0.00%
Students with Disabilities	--	--	--	--	--

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.