

# Camptonville Elementary School

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Grades K-8 ▪ CDS Code 58-72728-6056600



# Camptonville Union Elementary School District

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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 48 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 full-time 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.

## 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 2026 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 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.

## School 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.

## Governing Board

Reid Pearcy, President

Karent Barnett, Clerk

Alix Nordby, Member

Shonti Burke Member

Amanda Hines, Member



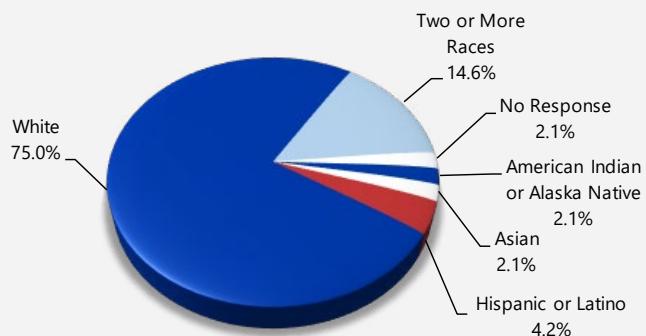
*School, Family, & Community—Inspiring Students to Lead and Succeed!*



## Enrollment by Student Group

The total enrollment at the school was 48 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.

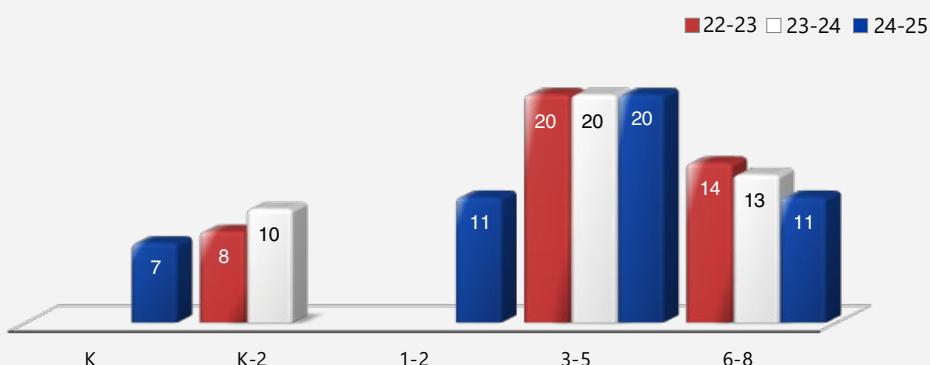
### Demographics (2024-25 School Year)



## 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)



### Number of Classrooms by Size (Three-Year Data)

| Grade | 2022-23 |       |     | 2023-24 |       |     | 2024-25 |       |     |
|-------|---------|-------|-----|---------|-------|-----|---------|-------|-----|
|       | 1-20    | 21-32 | 33+ | 1-20    | 21-32 | 33+ | 1-20    | 21-32 | 33+ |
| K     |         |       |     |         |       |     | 1       |       |     |
| K-2   | 2       |       |     | 2       |       |     |         |       |     |
| 1-2   |         |       |     |         |       |     | 1       |       |     |
| 3-5   | 1       |       |     | 1       |       |     | 1       |       |     |
| 6-8   | 1       |       |     | 1       |       |     | 1       |       |     |

## Enrollment by Student Group

### Demographics

#### 2024-25 School Year

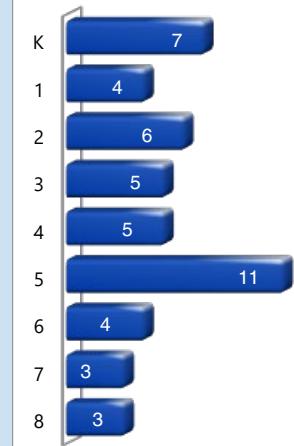
|                                 |        |
|---------------------------------|--------|
| Female                          | 54.20% |
| Male                            | 45.80% |
| Non-Binary                      | 0.00%  |
| English Learners                | 0.00%  |
| Foster Youth                    | 4.20%  |
| Homeless                        | 0.00%  |
| Migrant                         | 0.00%  |
| Socioeconomically Disadvantaged | 75.00% |
| Students with Disabilities      | 14.60% |



## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2024-25 school year.

### Enrollment by Grade



## 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. Note: Students are only counted one time, regardless of the number of suspensions.

| Suspension and Expulsion Rates (Three-Year Data) |                 |       |       |                  |       |       |            |       |       |
|--|-----------------|-------|-------|------------------|-------|-------|------------|-------|-------|
|  | Camptonville ES |       |       | Camptonville ESD |       |       | California |       |       |
|  | 22-23           | 23-24 | 24-25 | 22-23            | 23-24 | 24-25 | 22-23      | 23-24 | 24-25 |
| <b>Suspension rates</b>                          | 0.00%           | 0.00% | 8.00% | 0.00%            | 0.20% | 1.20% | 3.60%      | 3.30% | 2.90% |
| <b>Expulsion rates</b>                           | 0.00%           | 0.00% | 0.00% | 0.00%            | 0.00% | 0.00% | 0.10%      | 0.10% | 0.10% |

## Suspensions and Expulsions by Student Group

| Suspensions and Expulsions by Student Group (2024-25 School Year) |                  |                 |
|---|------------------|-----------------|
| Student Group   | Suspensions Rate | Expulsions Rate |
| <b>All Students</b>   | 8.00%            | 0.00%           |
| <b>Female</b>   | 3.70%            | 0.00%           |
| <b>Male</b>   | 13.00%           | 0.00%           |
| <b>Non-Binary</b>   | 0.00%            | 0.00%           |
| <b>American Indian or Alaska Native</b>                           | 0.00%            | 0.00%           |
| <b>Asian</b>  | 0.00%            | 0.00%           |
| <b>Black or African American</b>                                  | 0.00%            | 0.00%           |
| <b>Filipino</b>   | 0.00%            | 0.00%           |
| <b>Hispanic or Latino</b>   | 0.00%            | 0.00%           |
| <b>Native Hawaiian or Pacific Islander</b>                        | 0.00%            | 0.00%           |
| <b>Two or More Races</b>  | 0.00%            | 0.00%           |
| <b>White</b>  | 10.50%           | 0.00%           |
| <b>English Learners</b>   | 0.00%            | 0.00%           |
| <b>Foster Youth</b>   | 0.00%            | 0.00%           |
| <b>Homeless</b>   | 0.00%            | 0.00%           |
| <b>Socioeconomically Disadvantaged</b>                            | 9.50%            | 0.00%           |
| <b>Students Receiving Migrant Education Services</b>              | 0.00%            | 0.00%           |
| <b>Students with Disabilities</b>                                 | 0.00%            | 0.00%           |

## Professional Development

| Professional Development Days   |   |
|---|---|
| Number of school days dedicated to staff development and continuous improvement |   |
| <b>2023-24</b>  | 3 |
| <b>2024-25</b>  | 3 |
| <b>2025-26</b>  | 3 |



## 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. 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](http://www.cde.ca.gov/ta/tg/pf).

### California Physical Fitness Test (2024-25 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 (2024-25 School Year)

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students                                  | 50                    | 50                                      | 9                         | 18.00%                   |
| Female  | 27                    | 27                                      | 4                         | 14.80%                   |
| Male  | 23                    | 23                                      | 5                         | 21.70%                   |
| Non-Binary                                    | ❖                     | ❖                                       | ❖                         | ❖                        |
| American Indian or Alaska Native              | ❖                     | ❖                                       | ❖                         | ❖                        |
| Asian   | ❖                     | ❖                                       | ❖                         | ❖                        |
| Black or African American                     | ❖                     | ❖                                       | ❖                         | ❖                        |
| Filipino                                      | ❖                     | ❖                                       | ❖                         | ❖                        |
| Hispanic or Latino                            | ❖                     | ❖                                       | ❖                         | ❖                        |
| Native Hawaiian or Pacific Islander           | ❖                     | ❖                                       | ❖                         | ❖                        |
| Two or More Races                             | ❖                     | ❖                                       | ❖                         | ❖                        |
| White   | 38                    | 38                                      | 6                         | 15.80%                   |
| English Learners                              | ❖                     | ❖                                       | ❖                         | ❖                        |
| Foster Youth                                  | ❖                     | ❖                                       | ❖                         | ❖                        |
| Homeless                                      | ❖                     | ❖                                       | ❖                         | ❖                        |
| Socioeconomically Disadvantaged               | 42                    | 42                                      | 9                         | 21.40%                   |
| Students Receiving Migrant Education Services | ❖                     | ❖                                       | ❖                         | ❖                        |
| Students with Disabilities                    | ❖                     | ❖                                       | ❖                         | ❖                        |

❖ To protect student privacy, data is not shown when the student population is ten or fewer.

## Types of Services Funded

Camptonville Elementary provides many services to our students. A speech and language specialist delivers services to identified students via virtual instruction, a resource specialist teacher and para-professional are provided by CUESD for students with IEPs.

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 all students.

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.

## Statewide Assessments

**Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 10, 11 or 12).



## CAASPP Test Results in Science for All Students

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 ESD |        | California |        |
|  | 23-24           | 24-25  | 23-24            | 24-25  | 23-24      | 24-25  |
| Science  | ❖               | 46.51% | ❖                | 36.36% | 30.73%     | 32.33% |

## 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 ESD |       | California |       |
|  | 23-24           | 24-25 | 23-24            | 24-25 | 23-24      | 24-25 |
| English language arts/literacy   | 56%             | 61%   | 53%              | 48%   | 46%        | 48%   |
| Mathematics  | 44%             | 58%   | 29%              | 29%   | 34%        | 37%   |

## CAASPP Test Results 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.

Science test results include the CAST and the CAA for Science. 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.

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.

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

## Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

| Science  |                  |               |                   |                       |                            |
|--|------------------|---------------|-------------------|-----------------------|----------------------------|
| Group  | Total Enrollment | Number Tested | Percentage Tested | Percentage Not Tested | Percentage Met or Exceeded |
| <b>All students</b>                                  | 14               | 13            | 92.86%            | 7.14%                 | 46.15%                     |
| <b>Female</b>  | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| <b>Male</b>  | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| <b>American Indian or Alaska Native</b>              | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| <b>Asian</b>   | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| <b>Black or African American</b>                     | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| <b>Filipino</b>                                      | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| <b>Hispanic or Latino</b>                            | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| <b>Native Hawaiian or Pacific Islander</b>           | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| <b>Two or More Races</b>                             | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| <b>White</b>   | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| <b>English Learners</b>                              | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| <b>Foster Youth</b>                                  | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| <b>Homeless</b>                                      | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| <b>Military</b>                                      | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| <b>Socioeconomically Disadvantaged</b>               | 12               | 11            | 91.67%            | 8.33%                 | 54.55%                     |
| <b>Students Receiving Migrant Education services</b> | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| <b>Students with Disabilities</b>                    | ❖                | ❖             | ❖                 | ❖                     | ❖                          |

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

## Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

| English Language Arts                                |                  |               |                   |                       |                            |
|--|------------------|---------------|-------------------|-----------------------|----------------------------|
| Group  | Total Enrollment | Number Tested | Percentage Tested | Percentage Not Tested | Percentage Met or Exceeded |
| <b>All students</b>                                  | 32               | 31            | 96.88%            | 3.12%                 | 61.29%                     |
| <b>Female</b>  | 17               | 17            | 100.00%           | 0.00%                 | 64.71%                     |
| <b>Male</b>  | 15               | 14            | 93.33%            | 6.67%                 | 57.14%                     |
| <b>American Indian or Alaska Native</b>              | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| <b>Asian</b>   | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| <b>Black or African American</b>                     | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| <b>Filipino</b>                                      | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| <b>Hispanic or Latino</b>                            | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| <b>Native Hawaiian or Pacific Islander</b>           | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| <b>Two or More Races</b>                             | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| <b>White</b>   | 25               | 24            | 96.00%            | 4.00%                 | 54.17%                     |
| <b>English Learners</b>                              | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| <b>Foster Youth</b>                                  | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| <b>Homeless</b>                                      | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| <b>Military</b>                                      | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| <b>Socioeconomically Disadvantaged</b>               | 25               | 24            | 96.00%            | 4.00%                 | 62.50%                     |
| <b>Students Receiving Migrant Education services</b> | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| <b>Students with Disabilities</b>                    | ❖                | ❖             | ❖                 | ❖                     | ❖                          |

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

## Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

| Mathematics  |                  |               |                   |                       |                            |
|--|------------------|---------------|-------------------|-----------------------|----------------------------|
| Group  | Total Enrollment | Number Tested | Percentage Tested | Percentage Not Tested | Percentage Met or Exceeded |
| <b>All students</b>                                  | 32               | 31            | 96.88%            | 3.12%                 | 58.06%                     |
| <b>Female</b>  | 17               | 17            | 100.00%           | 0.00%                 | 52.94%                     |
| <b>Male</b>  | 15               | 14            | 93.33%            | 6.67%                 | 64.29%                     |
| <b>American Indian or Alaska Native</b>              | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| <b>Asian</b>   | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| <b>Black or African American</b>                     | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| <b>Filipino</b>                                      | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| <b>Hispanic or Latino</b>                            | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| <b>Native Hawaiian or Pacific Islander</b>           | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| <b>Two or More Races</b>                             | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| <b>White</b>   | 25               | 24            | 96.00%            | 4.00%                 | 45.83%                     |
| <b>English Learners</b>                              | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| <b>Foster Youth</b>                                  | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| <b>Homeless</b>                                      | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| <b>Military</b>                                      | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| <b>Socioeconomically Disadvantaged</b>               | 25               | 24            | 96.00%            | 4.00%                 | 54.17%                     |
| <b>Students Receiving Migrant Education services</b> | ❖                | ❖             | ❖                 | ❖                     | ❖                          |
| <b>Students with Disabilities</b>                    | ❖                | ❖             | ❖                 | ❖                     | ❖                          |

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



## 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 (2025-26 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) | 2023    |
| Science                | Earth Science, FOSS (6-8)               | 2023    |
| Science                | Life Science, CPO/FOSS (7)              | 2023    |
| Science                | Physical Science, CPO/FOSS (8)          | 2023    |
| History/social science | TCI                                     | 2023    |
| History/social science | CA Studies Weekly (K-6)                 | 2023    |

## Quality of Textbooks

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

### Quality of Textbooks (2025-26 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 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.

## 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 |    |
|---|----|
| 2025-26 School Year                                 |    |
| 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

| 2025-26 School Year  |          |
|----------------------|----------|
| Data collection date | 9/9/2025 |



## 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 (2025-26 School Year)

| Items Inspected  | Repair Status |
|--|---------------|
| <b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC) | Good          |
| <b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)      | Good          |
| <b>Cleanliness:</b> Pest/vermin control, overall cleanliness                         | Good          |
| <b>Electrical:</b> Electrical systems  | Good          |
| <b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains                  | Fair          |
| <b>Safety:</b> Fire safety, emergency systems, hazardous materials                   | Good          |
| <b>Structural:</b> Structural condition, roofs                                       | Good          |
| <b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds              | Good          |
| <b>Overall summary of facility conditions</b>  | Good          |
| <b>Date of the most recent FIT report</b>  | 11/15/2025    |

## 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 (2025-26 School Year)

| Items Inspected            | Repairs Needed and Action Taken or Planned  |
|----------------------------|---|
| <b>Restrooms/fountains</b> | Sinks in K room and Library are out of order. Urinal in Boys restroom not functioning. Sinks and Urinals to be repaired by the end of 2025. |

## 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 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.

*Continued on sidebar*

## Teacher Preparation and Placement

These tables display 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 (2021-22 School Year)

| Authorization/Assignment   | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 4.0           | 100.0%         | 9.4             | 37.4%            | 234,405.2    | 84.0%         |
| <b>Intern Credential Holders Properly Assigned</b>   | 0.0           | 0.0%           | 0.0             | 0.0%             | 4,853.0      | 1.7%          |
| <b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>                      | 0.0           | 0.0%           | 0.0             | 0.0%             | 12,001.5     | 4.3%          |
| <b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>                         | 0.0           | 0.0%           | 15.6            | 61.8%            | 11,953.1     | 4.3%          |
| <b>Unknown</b>   | 0.0           | 0.0%           | 0.2             | 0.8%             | 15,831.9     | 5.7%          |
| <b>Total Teaching Positions</b>  | 4.0           | 100.0%         | 25.2            | 100.0%           | 279,044.8    | 100.0%        |

### Teacher Preparation and Placement (2022-23 School Year)

| Authorization/Assignment   | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 3.0           | 100.0%         | 9.1             | 35.5%            | 231,142.4    | 83.2%         |
| <b>Intern Credential Holders Properly Assigned</b>   | 0.0           | 0.0%           | 1.0             | 3.9%             | 5,566.4      | 2.0%          |
| <b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>                      | 0.0           | 0.0%           | 1.0             | 4.2%             | 14,938.3     | 5.4%          |
| <b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>                         | 0.0           | 0.0%           | 14.4            | 55.9%            | 11,746.9     | 4.2%          |
| <b>Unknown</b>   | 0.0           | 0.0%           | 0.1             | 0.5%             | 14,303.8     | 5.2%          |
| <b>Total Teaching Positions</b>  | 3.0           | 100.0%         | 25.8            | 100.0%           | 277,697.8    | 100.0%        |

### Teacher Preparation and Placement (2023-24 School Year)

| Authorization/Assignment   | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 4.0           | 100.0%         | 12.0            | 40.5%            | 230,039.4    | 82.6%         |
| <b>Intern Credential Holders Properly Assigned</b>   | 0.0           | 0.0%           | 2.0             | 6.7%             | 6,213.8      | 2.2%          |
| <b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>                      | 0.0           | 0.0%           | 0.0             | 0.0%             | 16,855.0     | 6.0%          |
| <b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>                         | 0.0           | 0.0%           | 15.4            | 52.0%            | 12,112.8     | 4.3%          |
| <b>Unknown</b>   | 0.0           | 0.0%           | 0.2             | 0.8%             | 13,705.8     | 4.9%          |
| <b>Total Teaching Positions</b>  | 4.0           | 100.0%         | 29.7            | 100.0%           | 278,927.1    | 100.0%        |

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 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 with permits and waivers; misassignments; and vacant positions. 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 (Three-Year Data) |         |         |         |
|---|---------|---------|---------|
| Authorization/Assignment  | 2021-22 | 2022-23 | 2023-24 |
| <b>Permits and Waiver</b>   | 0.0     | 0.0     | 0.0     |
| <b>Misassignments</b>   | 0.0     | 0.0     | 0.0     |
| <b>Vacant Positions</b>   | 0.0     | 0.0     | 0.0     |
| <b>Total Teachers Without Credentials and Misassignments</b>      | 0.0     | 0.0     | 0.0     |



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

This table displays the number of credentialed teachers authorized on a permit or waiver and local assignment options. 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 (Three-Year Data) |         |         |         |
|---|---------|---------|---------|
| Indicator   | 2021-22 | 2022-23 | 2023-24 |
| <b>Credentialed Teachers Authorized on a Permit or Waiver</b> | 0.0     | 0.0     | 0.0     |
| <b>Local Assignment Options</b>                               | 0.0     | 0.0     | 0.0     |
| <b>Total Out-of-Field Teachers</b>                            | 0.0     | 0.0     | 0.0     |

## Class Assignments

This table displays the percentage of misassignments of English learners and teachers with no credential, permit or authorization to teach. Misassignment and vacant teacher position data should be available in the district's personnel office.

| Class Assignments (Three-Year Data)   |         |         |         |
|---|---------|---------|---------|
| Indicator   | 2021-22 | 2022-23 | 2023-24 |
| <b>Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)</b>              | 0.0%    | 0.0%    | 0.0%    |
| <b>No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)</b> | 0.0%    | 0.0%    | 0.0%    |

## 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 |       |
|--|-------|
| 2024-25 School Year  |       |
|  | Ratio |
| <b>Pupils to Academic counselors</b>                                 | ◊     |
| <b>Support Staff</b>   | FTE   |
| <b>Counselor (academic, social/behavioral or career development)</b> | 0.40  |
| <b>Library media teacher (librarian)</b>                             | 0.00  |
| <b>Library media services staff (paraprofessional)</b>               | 0.00  |
| <b>Psychologist</b>  | 0.10  |
| <b>Social worker</b>   | 0.00  |
| <b>Nurse</b>   | 0.00  |
| <b>Speech/language/hearing specialist</b>                            | 0.10  |
| <b>Resource specialist (nonteaching)</b>                             | 0.00  |
| ◊ Not applicable.  |       |

## Financial Data

The financial data displayed in this SARC is from the 2023-24 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](http://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](http://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](http://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 (2023-24 Fiscal Year)                    |                  |                        |
|--|------------------|------------------------|
|  | Camptonville ESD | Similar Sized District |
| <b>Beginning teacher salary</b>                      | \$51,154         | \$55,247               |
| <b>Midrange teacher salary</b>                       | \$68,767         | \$80,745               |
| <b>Highest teacher salary</b>                        | \$92,418         | \$109,655              |
| <b>Average elementary school principal salary</b>    | ✖                | \$133,828              |
| <b>Superintendent salary</b>                         | \$116,521        | \$155,953              |
| <b>Teacher salaries: percentage of budget</b>        | 25.48%           | 25.26%                 |
| <b>Administrative salaries: percentage of budget</b> | 10.51%           | 6.12%                  |

## 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 (2023-24 Fiscal Year)     |  |                               |
|---|--|-------------------------------|
|   | Expenditures Per Pupil From Unrestricted Sources | Annual Average Teacher Salary |
| <b>Camptonville ES</b>                              | \$22,178   | \$65,168                      |
| <b>Camptonville ESD</b>                             | \$22,178   | \$65,168                      |
| <b>California</b>                                   | \$11,146   | \$85,291                      |
| <b>School and district: percentage difference</b>   | ◆  | ◆                             |
| <b>School and California: percentage difference</b> | +99.0%   | -23.6%                        |

✖ The principal and superintendent are combined as one position.

◆ The percentage difference does not apply to single-site districts.

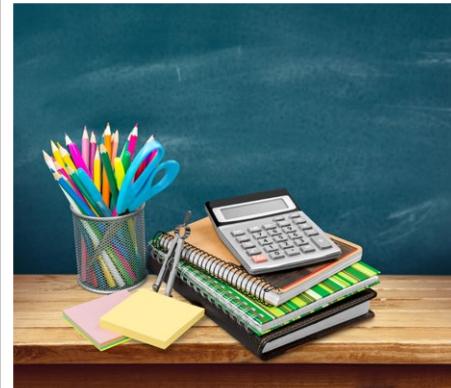
Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that 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). 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 December 2025.

## 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                                   |          |
|---|----------|
| 2023-24 Fiscal Year                                     |          |
| <b>Total expenditures per pupil</b>                     | \$23,957 |
| <b>Expenditures per pupil from restricted sources</b>   | \$1,779  |
| <b>Expenditures per pupil from unrestricted sources</b> | \$22,178 |
| <b>Annual average teacher salary</b>                    | \$65,168 |



## 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.

## School Accountability Report Card

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