

# Chinese Camp School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

### Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **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.

## **About This School**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Chinese Camp School
<b>Street</b>	13444 Red Hills Road
<b>City, State, Zip</b>	Chinese Camp, CA 95309
<b>Phone Number</b>	(209) 984-5217 ext. 3150
<b>Principal</b>	Mr. Bart Taylor
<b>E-mail Address</b>	btaylor @jespanthers.org
<b>Web Site</b>	<a href="http://www.jespanthers.org">http://www.jespanthers.org</a>
<b>CDS Code</b>	55-72363-6054852

<b>District Contact Information</b>	
<b>District Name</b>	Jamestown School District
<b>Phone Number</b>	209-984-4058
<b>Superintendent</b>	Contessa Pelfrey
<b>E-mail Address</b>	cpelfrey@jespanthers.org
<b>Web Site</b>	www.jespanthers.org

### **School Description and Mission Statement (School Year 2017-18)**

Chinese Camp School joined the Jamestown School District in July 2009. Every effort was made to keep this quaint, family-oriented school operational to serve the community's children. In the 2015-16 the school curriculum was changed to focus on project-based science and the use of the Red Hills Habitat to engage students in group and individual projects to discover and explore science, technology, engineering, and math in a collaborative project-based environment. The school is known for its rich science curriculum in a closely knit community.

#### **District Mission Statement**

Jamestown School District offers a healthy, safe, enriching, learning environment to help each child grow and achieve.

#### **Community & School Profile (School Year 2017-18)**

Jamestown School District was established in 1855. Chinese Camp School joined the District in July 2009 when the Jamestown and Chinese Camp School Districts merged. The school is considered a small, necessary school because of its small size and rural location. It is situated in the Red Hills Habitat. It provides high quality learning experiences focused on science in a multi-grade setting.

#### **Student Enrollment by Grade Level (School Year 2016-17)**

<b>Grade Level</b>	<b>Number of Students</b>
Grade 3	9
Grade 4	6
Grade 5	7
Grade 6	7
<b>Total Enrollment</b>	29

#### **Student Enrollment by Group (School Year 2016-17)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	0
American Indian or Alaska Native	6.9
Asian	0
Filipino	0
Hispanic or Latino	20.7
Native Hawaiian or Pacific Islander	0
White	65.5
Two or More Races	3.4
Socioeconomically Disadvantaged	55.2
English Learners	13.8
Students with Disabilities	0
Foster Youth	3.4

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
<b>With Full Credential</b>	2	2	2	19
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments *</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

**Year and month in which data were collected:** June 8, 2016

Jamestown School District held a Public Hearing on 10-11-17 and determined that each school within the district has sufficient and good quality textbooks or instructional materials pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects of math, English Language Arts, science, and history/social science, for use in the classroom and to take home. Textbooks in all subject areas are aligned with the California State Content Standards and Frameworks and are selected from the state's most recent list of standards-based materials. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	K-5: Houghton Mifflin "Journeys" 2016, 6-8: Houghton Mifflin "Collections"	Yes	0.0
<b>Mathematics</b>	Pearson Math 2017 TK-5, Scott Foresman 2010	Yes	0.0
<b>Science</b>	Glencoe/McGraw Hill 2007, Harcourt 2007	Yes	0.0
<b>History-Social Science</b>	Harcourt 2006, MacMillan/McGraw Hill 2006, McDougalLittell 2010	Yes	0.0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Chinese Camp School has two classrooms, a multipurpose room, and a library/office. The facility strongly supports teaching and learning through its ample classroom and recreational space. The most recent facilities inspection was completed on 10/5/17.

Custodial staff ensure that classrooms, restrooms, the multipurpose room, and campus grounds are kept clean and safe. Classrooms are cleaned on a daily basis. Twenty minutes of custodial time per room allows for trash removal, vacuuming, and a light cleaning of boards. More thorough cleaning takes place during the summer.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. The Maintenance and Operations Manager assigns tasks to the crew according to established priorities. The school’s campus is inspected regularly and school maintenance workers repair any unsafe conditions. Facility inspection reports are presented to the Board of Trustees and maintained in the school district office for review.

Deferred maintenance projects scheduled for this school for the 2016-17 school year included exterior painting, drinking fountain repaired and rafter tail repair on the main building. The district’s complete deferred maintenance plan is available at the district office.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

<b>School Facility Good Repair Status (Most Recent Year)</b>				
<b>Year and month of the most recent FIT report: 10/5/17</b>				
<b>System Inspected</b>	<b>Repair Status</b>			<b>Repair Needed and Action Taken or Planned</b>
	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			No deficiencies noted.
<b>Interior:</b> Interior Surfaces		X		Crack in maintenance shed sheetrock needs repair.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			No deficiencies noted.
<b>Electrical:</b> Electrical	X			No deficiencies noted.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains		X		Boys' restroom needs ballast replaced
<b>Safety:</b> Fire Safety, Hazardous Materials	X			No deficiencies noted
<b>Structural:</b> Structural Damage, Roofs		X		Dry rot on siding and bottom trim needs replaced on library. Retaining wall on playground needs repaired, gutters on shed needs to be re-attached and painted, sidewalk lifting by Room 1 and asphalt uneven by front fence, repair cement blocks on retaining headwalls.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Uplifted sidewalk by Room 1 back door. Chain link at softball field is stretched, needs to be rewired on backstop. Ramp by library needs resurfacing. Retaining wall on playground needs repaired. Outside drinking fountain leaks and needs repaired.

**Overall Facility Rating (Most Recent Year)**

<b>Year and month of the most recent FIT report: 10/5/17</b>				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
			X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which 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); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	35	55	33	36	48	48
Mathematics (grades 3-8 and 11)	31	55	21	24	36	37

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	30	29	96.67	55.17
Male	14	14	100	35.71
Female	16	15	93.75	73.33
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	20	19	95	57.89
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	17	16	94.12	50
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

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

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	30	29	96.67	55.17
Male	14	14	100	57.14
Female	16	15	93.75	53.33
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	20	19	95	47.37
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	17	16	94.12	43.75
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

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

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	--	73	43	63	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement (School Year 2017-18)

Parents are an important part of Chinese Camp School. The small size of the school means that most parents know one another. They contribute ideas, participate in special activities, and help with field trips. Parents volunteer for special events, represent Chinese Camp on the Site Council and communicate frequently with teachers through personal contact and email. Every special occasion or event at Chinese Camp School fills the house with parents, families, and community members.

A number of community members also help at Chinese Camp School. The school garden benefits from the assistance of Tuolumne County's Master Gardeners. The school is fortunate to have retired scientists who share their knowledge of and passion for science with the children through the TOPS program. Students have also benefited from experiences provided by the Tuolumne River Trust and the Audubon Society.

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

#### Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions									
Expulsions									

#### School Safety Plan (School Year 2017-18)

Jamestown School District Comprehensive District Safety Plan addresses disaster procedures, safe ingress and egress, and overall safety of the school campus. Appropriate maps showing evacuation routes and collection sites are included. The plan also contains school policies on child abuse reporting, teacher notification procedures, sexual harassment procedures, dress code, and school rules. The plan was last updated and approved by the Board in November 2017 and is reviewed annually. Chinese Camp School also has an Emergency Procedures Plan which contains disaster procedures for specific emergencies. It was updated in November 2017.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

#### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	100

Note: Cells with N/A values do not require data.

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
4				14	1			15	1			
5				17	1							
6	13	1						14	1			
Other	15	1										

Number of classes indicates how many classes fall into each size category (a range of total students per class).

**Academic Counselors and Other Support Staff (School Year 2016-17)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.2	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,144	\$1,120	\$8,024	\$78,218
District	N/A	N/A	\$11,060	\$62,769
Percent Difference: School Site and District	N/A	N/A	-27.5	24.6
State	N/A	N/A	\$6,574	\$61,939
Percent Difference: School Site and State	N/A	N/A	22.1	26.3

Note: Cells with N/A values do not require data.



## Types of Services Funded (Fiscal Year 2016-17)

Chinese Camp School receives Necessary Small School funding through the LCFF funding for the Jamestown School District and After School Education and Safety Program.

Services available at this site:

- After School Program
- State Adopted Curriculum and Instructional Materials
- Special Education
- Reading Intervention
- Art, Music, STEM
- Counseling Services
- EL instruction and support
- Homeless and Foster Services
- MTSS
- Technology Services
- Positive Behavioral Intervention Support
- Library Services

## Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,000	\$42,598
Mid-Range Teacher Salary	\$57,584	\$62,232
Highest Teacher Salary	\$77,444	\$80,964
Average Principal Salary (Elementary)	\$86,464	\$102,366
Average Principal Salary (Middle)		\$104,982
Average Principal Salary (High)		
Superintendent Salary	\$142,784	\$117,868
Percent of Budget for Teacher Salaries	30%	32%
Percent of Budget for Administrative Salaries	13%	7%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## Professional Development (Most Recent Three Years)

Staff members build teaching skills and concepts by participating in conferences and workshops throughout the year. They share their experience and knowledge with colleagues. The district dedicates the equivalent of three days to staff development annually, weekly early release days for staff development and collaboration along with Response to Intervention (RtI) meetings with staff to analyze student academic performance and interventions every 6-8 weeks, and provides teachers and other staff work release days to attend trainings related to curriculum and instruction development and the implementation of district goals.

In the 2016-2017 school year, staff development topics included:

- ELA textbook adoption training
- Data Analysis-Benchmarks
- Smarter Balance Assessment
- Response to Intervention
- STEM
- Positive Behavior and Intervention Support
- Multi-Tiered Systems of Support
- Trauma informed Practices