

Chinese Camp School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Chinese Camp School
Street	13444 Red Hills Road
City, State, Zip	Chinese Camp, CA 95309
Phone Number	(209) 984-5217 ext. 3150
Principal	Mr. David Croy
Email Address	dcroy@jespanthers.org
Website	http://www.jespanthers.org
County-District-School (CDS) Code	55-72363-6054852

Entity	Contact Information
District Name	Jamestown School District
Phone Number	209-984-4058
Superintendent	Contessa Pelfrey
Email Address	cpelfrey@jespanthers.org
Website	www.jespanthers.org

School Description and Mission Statement (School Year 2019-20)

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 2018-19)

Grade Level	Number of Students
Grade 3	6
Grade 4	7
Grade 5	10
Grade 6	7
Total Enrollment	30

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Hispanic or Latino	20
White	73.3
Two or More Races	3.3
Socioeconomically Disadvantaged	60
English Learners	6.7
Students with Disabilities	3.3
Homeless	3.3

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	2	2	2	23
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	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 2019-20)

Year and month in which data were collected: June 12, 2019

Jamestown School District held a Public Hearing on 10-9-19 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5: Houghton Mifflin "Journeys" 2016, 6-8: Houghton Mifflin "Collections"	Yes	0.0
Mathematics	Pearson Math 2017 TK-5, 6-8 Cengage Big Ideas 2018	Yes	0.0
Science	Glencoe/McGraw Hill 2007, Harcourt 2007	Yes	0.0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Tk-5: Studies Weekly 2019, 6-8 National Geographic Cengage 2019	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 10/1/19.

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.

Recent completed maintenance projects included repairing uneven concrete, installation of a new playground, gutter repair, and clearing of debris. Maintenance projects scheduled for this school for the 2019-2020 are a complete repair of the cement sidewalk at the campus entryway, repair and painting of main building, and repairs on the retaining wall in front of the playground. Through a recent drinking water grant, new drinking fountains and filters for interior water fountains will be installed.

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

Year and month of the most recent FIT report: 10/2/18

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No deficiencies noted.
Interior: Interior Surfaces	Good	No deficiencies noted.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Clean and organize the maintenance shed.
Electrical: Electrical	Good	No deficiencies noted.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	No deficiencies noted.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	No deficiencies noted
Structural: Structural Damage, Roofs	Good	No deficiencies noted.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Retaining wall on playground needs some repair; Fill/float cement on both the opening of campus and outside room 2.
Overall Rating	Good	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	55	60	37	33	50	50
Mathematics (grades 3-8 and 11)	48	50	30	28	38	39

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.

Note: ELA and 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	30	30	100.00	0.00	60.00
Male	14	14	100.00	0.00	50.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Female	16	16	100.00	0.00	68.75
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	23	23	100.00	0.00	60.87
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	18	18	100.00	0.00	55.56
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	30	30	100.00	0.00	50.00
Male	14	14	100.00	0.00	57.14
Female	16	16	100.00	0.00	43.75
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	23	23	100.00	0.00	56.52
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	18	18	100.00	0.00	44.44
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

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

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 school site.

Opportunities for Parental Involvement (School Year 2019-20)

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.0	0.0	0.0	4.1	7.8	5.9	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.8	0.5	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 board policies and administrative regulations about child abuse reporting, teacher notification procedures, sexual harassment procedures, dress code, and school rules. The plan was last updated and Board approved in November 2019 and is reviewed annually. Chinese Camp School also has an Emergency Procedures Plan which contains disaster procedures for specific emergencies. It was also updated in November 2019. The Comprehensive Safety Plan was developed in consultation with both law enforcement and the fire department.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
4	15	1			18	1			13	1		
6	14	1			12	1			17	1		
Other**												

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

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

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,508	\$1,259	\$11,250	\$78,218
District	N/A	N/A	\$20,864	\$64,767.00
Percent Difference - School Site and District	N/A	N/A	-59.9	22.6
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	44.9	21.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,600	\$45,252
Mid-Range Teacher Salary	\$59,032	\$65,210
Highest Teacher Salary	\$79,389	\$84,472
Average Principal Salary (Elementary)	\$97,815	\$107,614
Average Principal Salary (Middle)	\$0	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$120,000	\$124,686
Percent of Budget for Teacher Salaries	31%	31%
Percent of Budget for Administrative Salaries	12%	7%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

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 annually dedicates the equivalent of three days to staff development, weekly early release days for staff development and grade level collaboration along with Response to Intervention (RtI) meetings with staff to analyze student academic performance and interventions, and provides teachers and other staff work release days to attend trainings related to curriculum and instruction development and the implementation of district goals. Professional development is also tied to LCAP goals and objectives. Support for teachers is implemented through in class observations and coaching, and meetings with the principal.

In the 2017-2018 school year, staff development topics included:

- Math Adoption Textbook training
- Technology
- Benchmark data analysis
- Smarter Balance Assessment
- Social Emotional Learning
- Trauma informed Practices
- Get Safety Trained
- ALICE safety training
- NGSS Implementation
- History Social Science Adoption
- Response to Intervention (RtI)
- Multi-Tiered Systems of Support
- STEM

2018-19 Completed:

- Get Safety Trained
- Social Emotional Digital Curriculum
- NGSS Implementation
- Benchmark data analysis
- Smarter Balance Assessment
- Technology
- Positive Behavior and Intervention Support
- Response to Intervention (RtI)- Universal screening tool
- Human Trafficking Awareness Training
- Understanding by Design- Purposeful and Measurable Instruction
- Multi-Tiered Systems of Support
- Trauma informed Practices
- Inclusion Practices

2019-2020:

- Get Safety Trained
- NGSS Implementation
- Improving Math Instructional Practices
- Smarter Balanced Assessment and Interim Assessment Blocks
- Step Up to Writing
- Trauma Informed Practices
- Behavior Management Strategies
- Multi-Tiered Systems of Support
- Positive Behavior and Intervention Supports