

Chinese Camp School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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).

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.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School 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	Mrs. Sarah Gillum
Email Address	sgillum@jespanthers.org
School Website	www.jespanthers.org
Grade Span	3-6
County-District-School (CDS) Code	55-72363-6054852

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

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 STEAM based science curriculum taught in a closely knit school community.

All students are individually selected for enrollment based on their ability to work independently, model good behavior, and their

2024-25 School Description and Mission Statement

love for learning exploration through science. Our program consists of two combination classes. Students are enrolled in either the 3-4 combination class or the 5-6 combination class. Each class allows a total of 15 students. The school houses just 30 students in grades 3-6.

District Mission Statement

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

Community & School Profile

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. This amazing program provides students with an intimate learning experience and an opportunity to grow as members of a small community. The school focus on experiential learning embraces the foundations of universal designs for learning and individuality.

Chinese Camp Science Academy is a wonderful and unique school that is a treasure within our community and our school district.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 3	7
Grade 4	5
Grade 5	8
Grade 6	9
Total Enrollment	29

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.7
Male	48.3
Hispanic or Latino	13.8
Two or More Races	10.3
White	72.4
Homeless	3.4
Socioeconomically Disadvantaged	31
Students with Disabilities	6.9

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.10	100.00	15.00	71.48	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.00	4.75	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.00	4.75	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	4.00	19.01	18854.30	6.86
Total Teaching Positions	2.10	100.00	21.00	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.10	100.00	13.50	61.43	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	6.00	27.22	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.50	6.81	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	1.00	4.54	15831.90	5.67
Total Teaching Positions	2.10	100.00	22.00	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.10	100.00	15.90	72.69	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	4.55	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	2.00	9.10	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.00	4.55	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	2.00	9.10	14303.80	5.15
Total Teaching Positions	2.10	100.00	21.90	100.00	277698	100

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Jamestown School District held a Public Hearing on 10/9/24 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.

Year and month in which the data were collected

August 21, 2024

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	TK-5 Amplify Science 2022, 6-8 STEMscopes Accelerate Learning Inc. 2022	Yes	0.0
History-Social Science	Tk-5: Studies Weekly 2019, 6-8 National Geographic Cengage 2019	Yes	0.0
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A

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

School Facility Conditions and Planned Improvements

Jamestown School District takes special pride in the safety, adequacy, and cleanliness of its facilities. The 24-25 FIT overall rating for Chinese Camp was 96.42%.

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 in October of 2024.

Custodial staff ensure that classrooms, restrooms, the multipurpose room, and campus grounds are kept clean and safe. Classrooms are cleaned on a daily basis following all health and safety cleaning and disinfection protocols. Custodial time per room allows for trash removal, vacuuming, and a light cleaning of whiteboards. More thorough cleaning takes place during the summer and holiday breaks.

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.

Year and month of the most recent FIT report	10/15/24
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No deficiencies noted.
Interior: Interior Surfaces	X			No deficiencies noted
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			No deficiencies noted
Electrical	X			No deficiencies noted
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No deficiencies noted.
Safety: Fire Safety, Hazardous Materials	X			No deficiencies noted.
Structural: Structural Damage, Roofs	X			Repair exterior siding of library and repair/painting of the well house.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Grind and fill sidewalks to prevent tripping hazards.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	55	39	26	28	46	47
Mathematics (grades 3-8 and 11)	31	39	21	25	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	28	28	100.00	0.00	39.29
Female	13	13	100.00	0.00	30.77
Male	15	15	100.00	0.00	46.67
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	21	21	100.00	0.00	42.86
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	28	28	100.00	0.00	39.29
Female	13	13	100.00	0.00	7.69
Male	15	15	100.00	0.00	66.67
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	21	21	100.00	0.00	47.62
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	--	--	31.51	14.46	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

B. Pupil Outcomes

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 area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	83.33	100	100	83.33	100
Grade 7	N/A	N/A	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A	N/A	N/A

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 regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

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 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.

Parents are invited and always welcome to assist the school and district. The following are examples of how they might become involved:

- * Classroom Parent Volunteers
- * Chaperones
- * Parent Teacher Organization
- * School Site Council/Title 1 Committee
- * LCAP Input
- * Speciality Projects
- * Parent Education Nights

2024-25 Opportunities for Parental Involvement

- * Family Fun Nights
- * Fundraisers

There is an annual activity calendar of upcoming events and family activities. Parent-Teacher conferences are held in the first trimester and are available at any time

based on student need or parent interest. Parents are invited to bring their children to a “fun” family events throughout the school year. There is a Parent Resource

Center with internet service located at the Jamestown Family Resource Center.

For more information about how to become involved with Jamestown School District and Chinese Camp School, please contact the Principal at 984-5217 X 3150.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	33	32	2	6.3
Female	16	15	1	6.7
Male	17	17	1	5.9
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	25	24	1	4.2
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	13	12	2	16.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
10.34	0	6.06	10.08	6.97	8.39	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0.22	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.06	0.00
Female	0.00	0.00
Male	11.76	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	8.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	7.69	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Jamestown School District's 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 in the confidential school staff version. The plan also contains board policies and administrative regulations about threat assessment protocol, child abuse reporting, teacher notification procedures, sexual harassment procedures, anti-bullying procedures, dress code, and school rules and discipline protocols. The plan was last updated and Board approved by March of 2024 with an updated plan occurring in February of 2025. Jamestown School District also has an Emergency Procedures Plan which contains disaster procedures for specific emergencies. The total Comprehensive Safety Plan was developed in consultation with both law enforcement and the fire department.

D. Other SARC Information Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
Other	15	2		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
Other	15	2		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
Other	15	2		

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

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	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$18,194	\$0	\$18,194	\$90,628
District	N/A	N/A	\$33,957	\$66,939
Percent Difference - School Site and District	N/A	N/A	-60.5	30.1
State	N/A	N/A	\$10,771	\$79,413
Percent Difference - School Site and State	N/A	N/A	51.3	13.2

Fiscal Year 2023-24 Types of Services Funded

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

Fiscal Year 2023-24 Types of Services Funded

Reading Intervention
 Art, Music, STEM
 Counseling Services
 EL instruction and support
 Homeless and Foster Services
 MTSS
 Technology Services
 Positive Behavioral Intervention Support
 Trauma Informed Practices and Strategies
 Family Resource Center

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$45,217	\$51,352
Mid-Range Teacher Salary	\$67,388	\$80,424
Highest Teacher Salary	\$90,628	\$103,442
Average Principal Salary (Elementary)	\$97,764	\$124,852
Average Principal Salary (Middle)	\$0	\$135,030
Average Principal Salary (High)	\$0	
Superintendent Salary	\$138,978	\$145,237
Percent of Budget for Teacher Salaries	25%	26%
Percent of Budget for Administrative Salaries	7%	6%

Professional Development

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

Professional Development

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. Support for teachers is implemented through in class observations and coaching, meetings with the principal.

New teachers are paired with a teacher mentor.

In the 2023-24 school year, staff development topics included:

- *Math Curriculum
- *Technology
- *Benchmark data analysis
- *Smarter Balance Assessment
- *Social Emotional Learning
- *Trauma informed Practices
- *Get Safety Trained/COVID Health and Safety Training
- *NGSS Implementation
- *Response to Intervention (RtI)
- *Multi-Tiered Systems of Support
- *STEAM
- *Behavior Management Strategies
- *Inclusion Practices
- *Special Education

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3