

Chinese Camp Elementary

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 School Year

California Department of Education

Address: 13444 Red Hills Rd.
Chinese Camp, CA , 95309-0100

Principal: Mrs. Sarah Gillum, Principal

Phone: (209) 984-5217

Grade Span: 3-6

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.

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/>.

About This School

Mrs. Sarah Gillum, Principal

📍 Principal, Chinese Camp Elementary

Contact

Chinese Camp Elementary
13444 Red Hills Rd.
Chinese Camp, CA 95309-0100

Phone: (209) 984-5217
Email: cpelfrey@jespanthers.org

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)		School Contact Information (School Year 2025–26)	
District Name	Jamestown Elementary	School Name	Chinese Camp Elementary
Phone Number	(209) 984-4058	Street	13444 Red Hills Rd.
Superintendent	Pelfrey, Contessa	City, State, Zip	Chinese Camp, CA , 95309-0100
Email Address	cpelfrey@jespanthers.org	Phone Number	(209) 984-5217
Website	www.jespanthers.org	Principal	Mrs. Sarah Gillum, Principal
		Email Address	cmartin@jespanthers.org
		Website	
		Grade Span	3-6
		County--District-School (CDS) Code	55723636054852

School Description and Mission Statement (School Year 2025–26)

The vision of Jamestown School District is to provide every student with the opportunity to flourish in an inclusive, supportive, and connected learning community. We are committed to academic rigor, social-emotional wellness, and expanded learning experiences that spark curiosity and engagement. By ensuring that students are known, valued, and connected, we cultivate resilient learners prepared for lifelong well-being and meaningful relationships for a successful future.

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 projected-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.

District Mission Statement

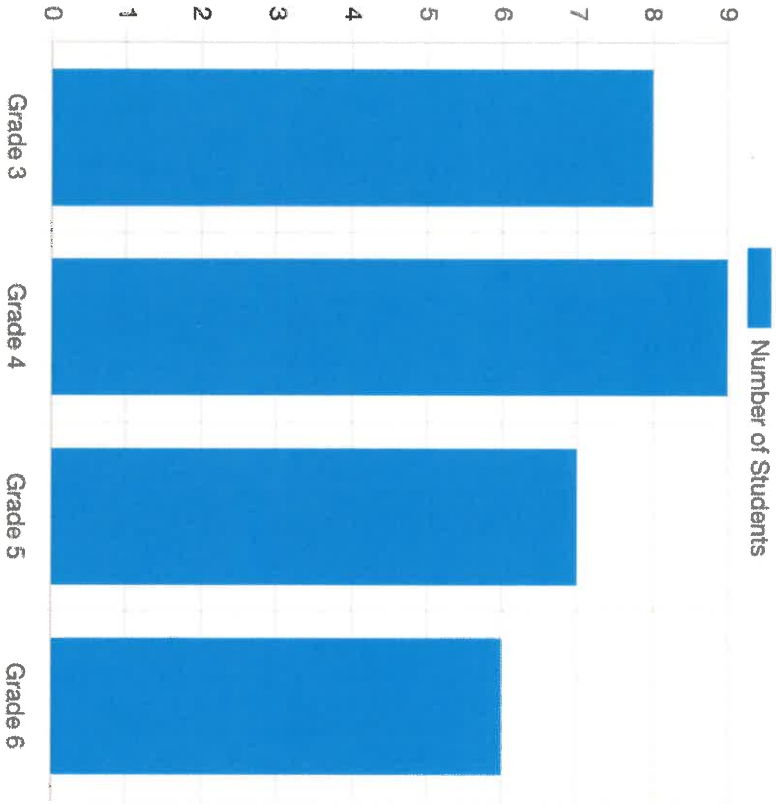
Jamestown School District offers a healthy, safe, enriching, learning environment to help each child grow and achieve.

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. It provides high quality learning experiences focused on science in a multi-grade setting.

Student Enrollment by Grade Level (School Year 2024-25)

Grade Level	Number of Students
Grade 3	8
Grade 4	9
Grade 5	7
Grade 6	6
Total Enrollment	30



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	53.30%
Male	46.70%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.00%
Black or African American	0.00%
Filipino	0.00%
Hispanic or Latino	16.70%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	10.00%
White	73.30%

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

Student Group (Other)	Percent of Total Enrollment
English Learners	3.30%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	60.00%
Students with Disabilities	0.00%

Teacher Preparation and Placement (School Year 2021–22)

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.

Teacher Preparation and Placement (School Year 2022–23)

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	83.24%
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%	277698.00	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.

Teacher Preparation and Placement (School Year 2023-24)

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%	15.50	66.03%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.00	4.25%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	4.00	16.99%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	2.00	8.49%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.00%	1.00	4.25%	13705.80	4.91%
Total Teaching Positions	2.10	100.00%	23.50	100.00%	278927.10	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.

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

Authorization/Assignment	2021-22 Number	2022-23 Number	2023-24 Number
Permits and Waivers	0.00	0	0.00
Misassignments	0.00	0	0.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	0.00	0	0.00

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

Indicator	2021-22 Number	2022-23 Number	2023-24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	0.00	0	0.00

Class Assignments

Indicator	2021– 22	2022– 23	2023– 24
	Percent	Percent	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	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%	0%	0.00%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Jamestown School District held a Public Hearing on 10/8/25 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: September 2025

Year and month in which the data were collected: September 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	?K-5: Houghton Mifflin "Journeys" 2016; 6-8: Houghton Mifflin 2016 "Collections" ; Most recent adoption ?	0
Mathematics	?Pearson Math 2017 TK-5; 6-8 Cengage Big Ideas 2018; Most recent adoption?	0
Science	?TK-5 Amplify Science 2022: 6-8 STEMscopes Accelerate Learning Inc. 2022; Most recent adoption?	0
History-Social Science	Tk-5: Studies Weekly 2019, 6-8 National Geographic Cengage 2019; Most recent adoption	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption		Percent Students Lacking Own Assigned Copy
Foreign Language	N/A		0
Health	N/A		0
Visual and Performing Arts	N/A		0
Science Lab Eqpmt (Grades 9-12)	N/A		0

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 25-26 FIT overall rating for Chinese Camp was 98.21%, a GOOD rating.

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 2025.

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.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: October 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	100% rating with no deficiencies
Interior: Interior Surfaces	Good	100% rating with no deficiencies
Cleanliness: Overall Cleanliness, Pest/Vermín Infestation	Fair	92.85% rating with one deficiency. Rodent droppings in outside well house. The campus is in a rural area in an open field where wildlife is present. We are working within the confines of utilizing appropriate pest and vermin control to address issues in the well house.
Electrical: Electrical	Good	100% rating with no deficiencies
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	100% rating with no deficiencies
Safety: Fire Safety, Hazardous Materials	Good	100% rating with no deficiencies
Structural: Structural Damage, Roofs	Fair	92.85% with one deficiency. Need to repair/replace siding on the front of the well house.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	100% rating with no deficiencies

Overall Facility Rate

Year and month of the most recent FIT report: October 2025

Overall Rating	Good
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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 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 CAA for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAA 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.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School		District		District		State	
	2023-24	2024-25	2023-24	2024-25	2023-24	2024-25	2023-24	2024-25
English Language Arts / Literacy (grades 3-8 and 11)	39%	46%	28%	35%	47%	48%		
Mathematics (grades 3-8 and 11)	39%	61%	25%	30%	35%	37%		

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.

Note: 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.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total	Number	Percent	Percent	Percent
	Enrollment	Tested	Tested	Not Tested	Met or Exceeded
All Students	28	28	100.00%	0.00%	46.43%
Female	13	13	100.00%	0.00%	46.15%
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%	52.38%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent	
			Percent Tested	Percent Not Tested
Students Receiving Migrant Education Services	0	0	0%	0%
Students with Disabilities	0	0	0%	0%

Note: ELA 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: 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 Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024--25)

Student Group	Total Enrollment	Number Tested	Percent	
			Percent Tested	Percent Not Tested
All Students	28	28	100.00%	0.00%
Female	13	13	100.00%	0.00%
Male	15	15	100.00%	0.00%
American Indian or Alaska Native	0	0	0%	0%
Asian	0	0	0%	0%

Student Group	Total	Number	Percent	Percent	Percent
	Enrollment	Tested	Tested	Not Tested	Met or Exceeded
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%	52.38%
English Learners	--	--	--	--	--
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%

Note: 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: 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 Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School		District		State	
	2023–24	2024–25	2023–24	2024–25	2023–24	2024–25
Science (grades 5, 8, and high school)	--	--	14.46%	17.24%	30.73%	32.33%

Note: 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.

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.

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 by Student Group
Grades Five, Eight and High School (School Year 2024--25)

Student Group	Total	Number	Percent	Percent	Percent
	Enrollment	Tested	Tested	Not Tested	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	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent	
				Not Tested	Met or Exceeded
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	0	0	0%	0%	0%

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.

Career Technical Education (CTE) Participation (School Year 2024–25)

Not applicable

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

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

California Physical Fitness Test Results (School Year 2024–25)
Percentage of Students Participating in each of the five Fitness Components

	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
5	100%	100%	100%	100%	100%

Note: The administration of the PFT requires only participation results for these five fitness areas.

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: 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

Opportunities for Parental Involvement (School Year 2025–26)

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
- * Family Fun Nights
- * Fundraisers

There is an annual activity calendar of upcoming events and family activities. Parent-Teacher conferences are held in the first “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.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

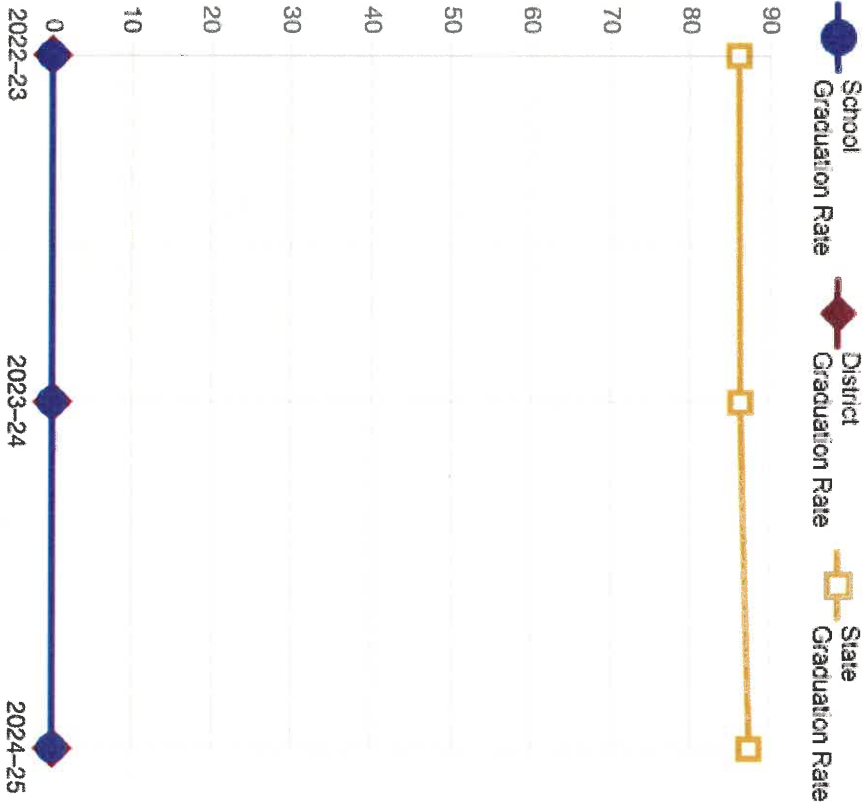
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

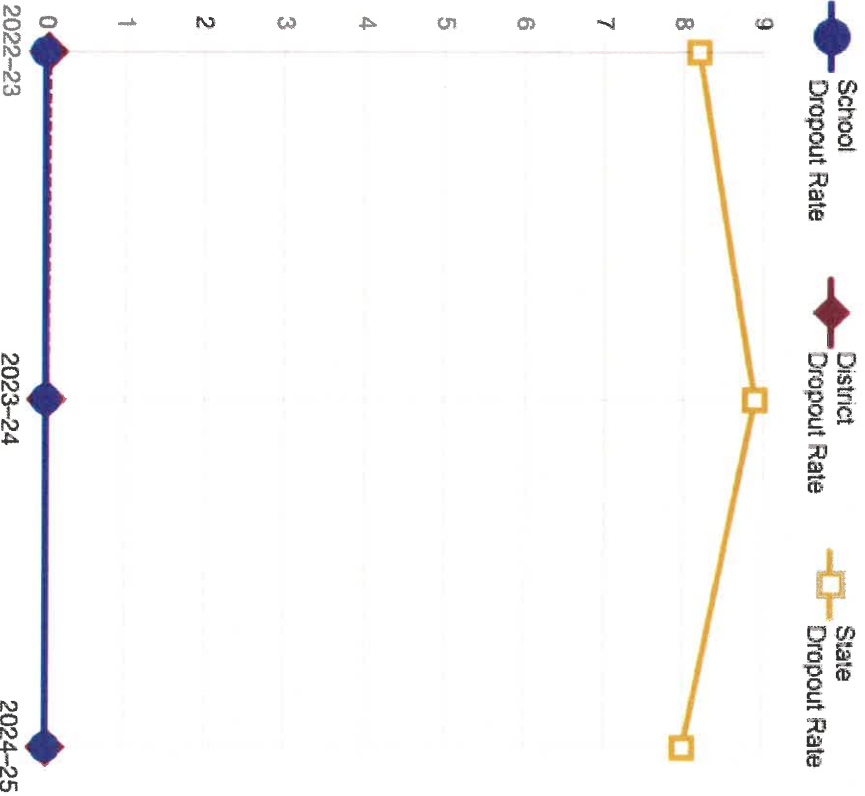
Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Graduation Rate							86.2%	86.4%	87.5%
Dropout Rate	0%	0%		0.03%	0%		8.2%	8.9%	8.0%

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

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0%
Female	0.0	0.0	0.0%
Male	0.0	0.0	0.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0.0	0.0	0.0%
Asian	0.0	0.0	0.0%
Black or African American	0.0	0.0	0.0%
Filipino	0.0	0.0	0.0%
Hispanic or Latino	0.0	0.0	0.0%
Native Hawaiian or Pacific Islander	0.0	0.0	0.0%
Two or More Races	0.0	0.0	0.0%
White	0.0	0.0	0.0%
English Learners	0.0	0.0	0.0%
Foster Youth	0.0	0.0	0.0%
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	0.0	0.0	0.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
Students with Disabilities	0.0	0.0	0.0%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Chronic Absenteeism			Chronic Absenteeism Rate
	Cumulative Enrollment	Eligible Enrollment	Count	
All Students	31	31	1	3.2%
Female	16	16	1	6.3%
Male	15	15	0	0.0%
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	23	23	1	4.3%
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	19	19	1	5.3%

Student Group	Chronic Absenteeism			Chronic Absenteeism Rate
	Cumulative Enrollment	Eligible Enrollment	Chronic Absenteeism Count	
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.

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Suspensions	0.00	6.06	0.00	6.97	8.39	4.83	3.60	3.28	2.94
Expulsions	0.00	0.00	0.00	0.00	0.22	0.21	0.08	0.07	0.06

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.

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions		Expulsions	
	Rate		Rate	
All Students	0.00%		0.00%	
Female	0.00%		0.00%	
Male	0.00%		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	0.00%		0.00%	
English Learners	0.00%		0.00%	
Foster Youth	0.00%		0.00%	
Homeless	0.00%		0.00%	
Socioeconomically Disadvantaged	0.00%		0.00%	
Students Receiving Migrant Education Services	0.00%		0.00%	

Student Group	Suspensions Rate	Expulsions Rate
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.

School Safety Plan (School Year 2025–26)

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 February 12, 2025 with an updated plan occurring in February of 2026. 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

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) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	15.00	2	0	0

* 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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**	15.00	2		

* 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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
6				
Other**	15.00	2		

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022-23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

* 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 and Class Size Distribution (Secondary) (School Year 2023-24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

* 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 and Class Size Distribution (Secondary) (School Year 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

* 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.

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	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 2024–25)

Title		Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)		0.20
Library Media Teacher (Librarian)		0.00
Library Media Services Staff (Paraprofessional)		0.20
Psychologist		0.10
Social Worker		0.00
Nurse		0.00
Speech/Language/Hearing Specialist		0.10
Resource Specialist (non-teaching)		0.00
Other**		0.20

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$20317.00	\$0.00	\$20317.00	\$103225.00
District	N/A	N/A	\$18784.24	\$87763.00
Percent Difference – School Site and District	N/A	N/A	7.6%	15.0%
State	N/A	N/A	\$11146.18	\$85291.00
Percent Difference – School Site and State	N/A	N/A	45.2%	17.4%

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

Types of Services Funded (Fiscal Year 2024–25)

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

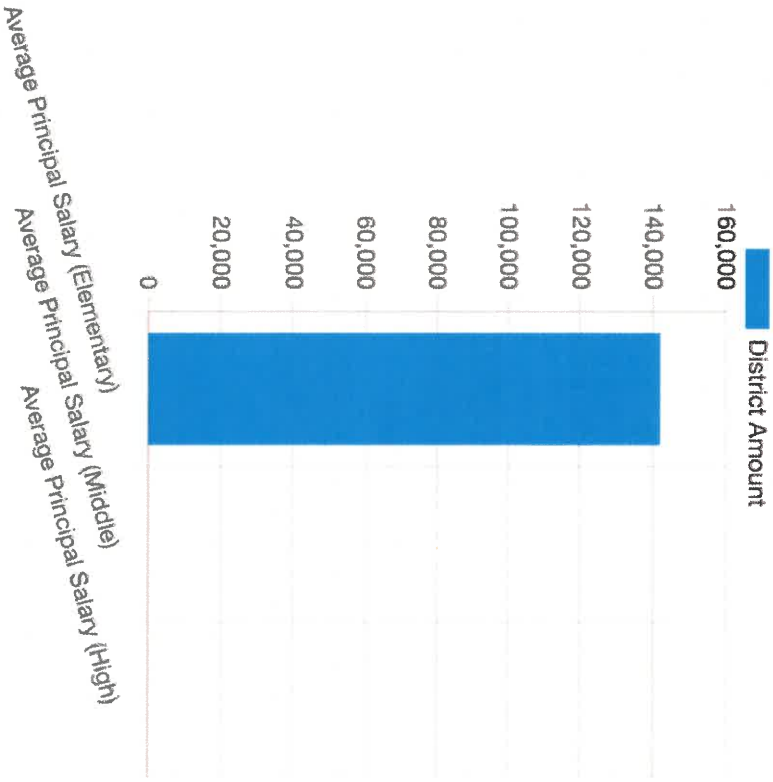
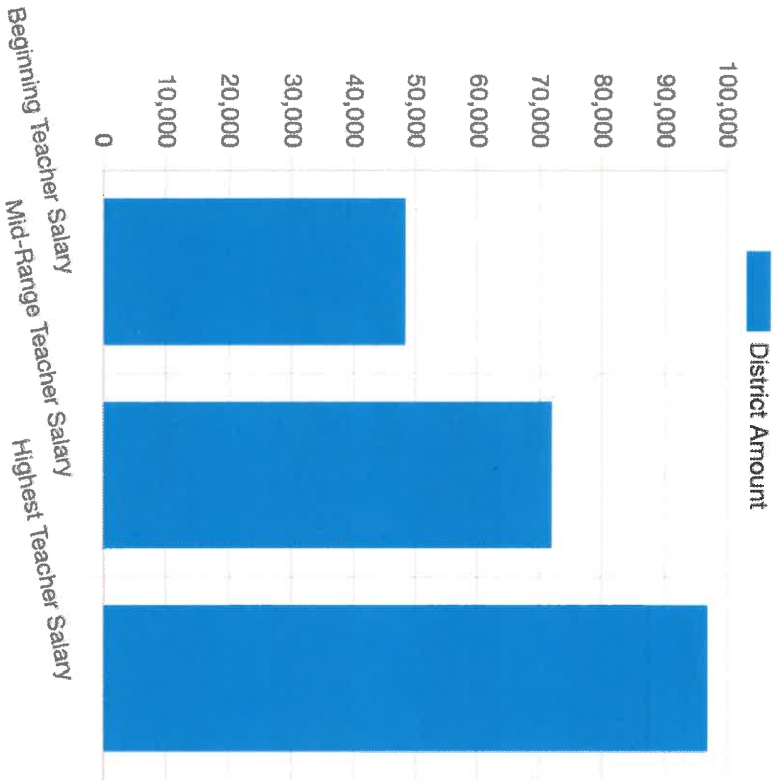
Technology Services

Positive Behavioral Intervention Support

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48382.00	\$55247.70
Mid-Range Teacher Salary	\$72106.00	\$80745.76
Highest Teacher Salary	\$96971.00	\$109655.38
Average Principal Salary (Elementary)	\$142092.00	\$133828.44
Average Principal Salary (Middle)	\$0.00	\$142253.44
Average Principal Salary (High)	\$0.00	--
Superintendent Salary	\$155000.00	\$155953.89
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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



Advanced Placement (AP) Courses (School Year 2024–25)

Not applicable

Percent of Students in AP Courses %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

* Where there are student course enrollments of at least one student.

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 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.

Measure	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3