

# Camptonville Elementary School

Camptonville Union Elementary School District

SARC  
2009-10



2009-10 School Accountability Report Card • Published During the 2010-11 School Year

## GRADES K-8

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Steve Kelly

Superintendent/Principal

## Principal's Message

Camptonville Elementary School is pleased to present you with our 18th Annual School Accountability Report Card (SARC). Its purpose is to provide information about the quality of the school and our instructional programs. Camptonville Union Elementary School District has two school sites: Camptonville Elementary School is a local K-8 school with 48 students enrolled, and the Camptonville Academy is a personalized learning, State-approved charter school that serves 350 K-12 students from contiguous counties. The local District boundaries stretch from Bullards Bar Reservoir in the west, to the Sierra County line north and east, and extend to the Middle Fork of the Yuba River to the south. Currently, there are no Limited English Proficiency/English Language Learner students enrolled. A significant number of families receive AFDC, and those students are included in our free or reduced food program. Camptonville School is a feeder school for the Nevada Union High School, although some graduating eighth graders enroll in alternative education programs (Independent Study/Charter). Downieville High School (Sierra County) is also an option for ninth through twelfth grade students.

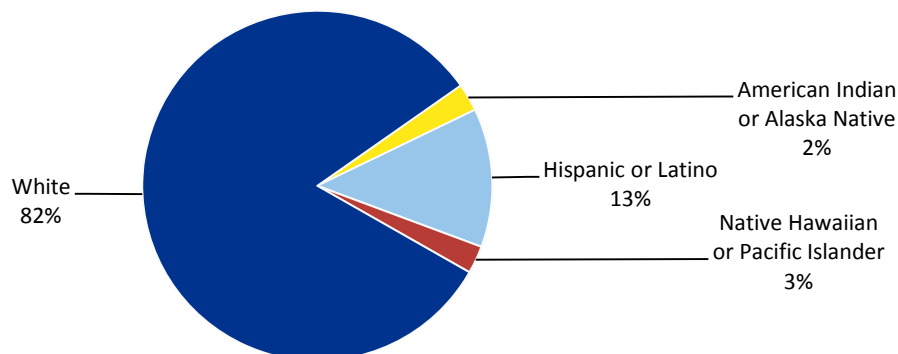
All students at Camptonville Elementary School are currently receiving instruction in combined grade level classrooms. The District currently employs three full-time classroom teachers. Two part-time Special Education Resource personnel are funded by the District and the Yuba County Office of Education. The school also employs part-time specialists serving in music and visual arts education, media/library services, and educational technology.

The staff is committed to meeting the diverse needs of every child attending Camptonville Elementary School, and effectively collaborating to honor the school's mission. Our mission statement reads: Camptonville School: Where kids can be and do their best. We believe the school, as part of the community, is committed to promoting self-esteem and individual excellence, and encouraging love of learning and high achievement.

*"Where kids can be and do their best."*

## Enrollment and Demographics

The total enrollment at the school was 48 students for the 2009-10 school year.



## Mission Statement

Where kids can be and do their best.

We believe the school, as part of the community, is committed to promoting self-esteem and individual excellence, and encouraging love of learning and high achievement.

*"We are fortunate to have great teachers AND great students."*



*“Students graduate from Camptonville School feeling good about themselves, knowing that they have the skills they need to achieve great things in life.”*



### Suspensions and Expulsions

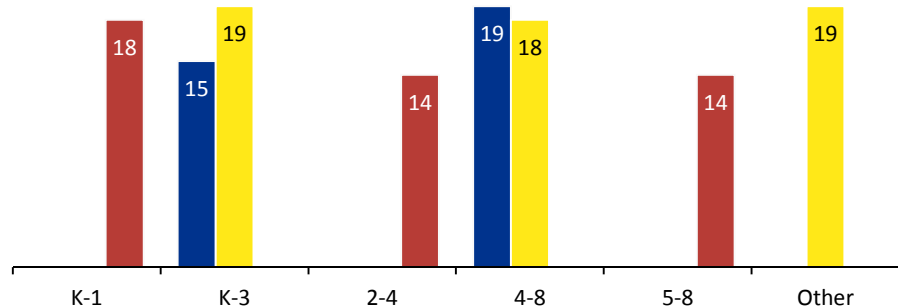
This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension Rate			
Camptonville ES			
07-08	08-09	09-10	
0.074	0.078	0.154	
Camptonville UESD			
07-08	08-09	09-10	
0.074	0.078	0.154	
Expulsion Rate			
Camptonville ES			
07-08	08-09	09-10	
0.000	0.000	0.154	
Camptonville UESD			
07-08	08-09	09-10	
0.000	0.000	0.026	

### Class Size

07-08 08-09 09-10

The bar graph displays the three-year data for average class size.



### Class Size Distribution — Number of Classrooms By Size

Grade	07-08			08-09			09-10		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K-1							1		
K-3	2			1					
2-4							1		
4-8	2			2					
5-8							1		
Other				1					

### Parental Involvement

Parents are encouraged to participate in the education of their children at the District level, as well as at our school site. Opportunities for participation include service as a trustee on the School Board, as well as membership on the School Site Council (SSC), and various committees formed during the year. A Parents Club was recently started. Parents are also encouraged to meet with their child's teacher to discover opportunities for classroom service. For more information on how to become involved, contact Stephanie Williams, Parent's Club Liaison, at (530) 288-3463.

### School Safety

The safety of students and staff is a priority at Camptonville Elementary School. Accordingly, the school's Comprehensive School Safety Plan was reviewed and rewritten in December 2010, and is reviewed on an annual basis. The plan addresses the school's response to earthquakes, fire, and intruders, and outlines effective communication procedures. A copy of the plan is available in the school's administrative office. All staff members are currently up to date on first aid and CPR training.

*“We believe the school, as part of the community, is committed to promoting self-esteem and individual excellence, and encouraging love of learning and high achievement.”*

### School Facility Items Inspected

The tables show the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/ Fences, Playgrounds/School Grounds

### School Facility Good Repair Status

This inspection determines the school facility’s good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition.

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Fair
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Good
Date of the Most Recent School Site Inspection			10/13/2010
Date of the Most Recent Completion of the Inspection Form			10/13/2010

### Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the school site inspection. Regardless of each item’s repair status, all deficiencies are listed.

Deficiencies and Repairs	
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action
Structural	Bus barn roof needs replacement; W wall needs new sheeting and trim

### School Facilities

Designated school officials monitor students at least 30 minutes before school starts, during recesses and breaks, and for at least 30 minutes after school ends for the day. A School Safety Plan covers the actions school personnel should take in emergency situations. All classrooms and the school office are connected by telephone and intercom. Closed circuit television cameras cover the campus inside and out 24 hours a day, seven days a week. Safety lights illuminate the campus during hours of darkness. Character education is an integral part of our school program, and students are regularly recognized for positive behavior.

The Camptonville campus is open and welcoming. All classrooms exhibit a clean, organized, and stimulating environment for learning. Teachers have access to a wide variety of current curricular materials and technology.

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### School Facilities

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Our facilities and campus are clean and well maintained. All bathroom facilities, student and faculty, are clean, inspected daily, and all sinks and toilets are fully functioning.

School grounds and facilities are inspected daily for safety and cleanliness by our maintenance and custodial staff, teachers, and administrator. The maintenance staff at Camptonville School consists of a 20 hour/week maintenance man. Our afternoon custodian works on campus three hours per day starting after school at 4 P.M. Additional maintenance, if needed, will be assigned as extra hours to the custodian or, in the case of work beyond the scope of our staff, will be contracted out.

The original 1871 school building is still used today as the kitchen/cafeteria and multipurpose room.

Three classrooms and the school office were added in the 1950s. A resource classroom was added in the 1960s, and the middle school/library media center was added in the 1970s. All facilities have been modernized for heating and cooling efficiency, and have been wired for the technology used in the school today. All facilities are kept in a state of good repair.

The campus sits on six acres of land. Facilities include the middle school/library media center, multipurpose/gymnasium structure, school office, four elementary classrooms, a portable building that houses an opportunity class and community-run preschool, and a former high school structure which now houses a community resource center. Students have access to a large asphalt play area, tennis court, swing sets, a small track, and multiuse playfield. Our library contains 11,600 volumes, and every classroom has computer and Internet access with a student to computer ratio of one computer for every two students.

The most recent modernization projects have included the addition of a secure storage facility off of the original 1871 building, a new intercom system, security lighting, and security cameras. All buildings were repainted during the summer of 2006. Track and playground modernization and improvements were completed in Spring of 2007.

*Continued on page 4*



## School Facilities

*Continued from page 3*

The Pelton Building, constructed in 1871, was the original facility that served students at Camptonville Elementary School. While this building has been upgraded and currently serves as a gymnasium, cafeteria, and performing arts center, other buildings have been constructed in recent years to meet the needs of students and faculty. The most recent additions were constructed in 1985.

Measures are continually being taken to improve the energy efficiency of the buildings, as well as the comfort levels of the students. In addition, 21st Century technology is now available in the library, administrative offices, and all classrooms. Part-time maintenance and custodial personnel ensure that the facilities are well maintained, clean, and fully operational on a daily basis.

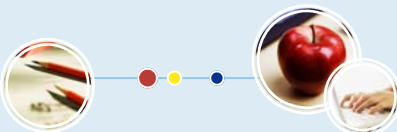
Some plumbing was upgraded during June 2008. Structural Repairs were done to the old high school (Resource Center), including replacing old beams and re-sheeting with plywood.

Camptonville School's fire alarm system was upgraded in 2009 with a new service panel, horns, and strobe lights.

The SE section of the Wellness Center was demolished and hauled off, and replaced with a new structure in the fall of 2009. All improvements are being funded through the General Fund.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2010-11 school year, the District budgeted \$3,928.00 for the Deferred Maintenance Program. This represents 0.65% of the District's general fund budget.

New roofing was applied to the flat main building's roof Fall 2010. HVAC work will begin in Room 4 early December of 2010. These projects to be funded through Deferred Maintenance funds.



## Textbooks and Instructional Materials

Prior to District adoption and purchase of textbooks, parents and faculty review the curricular samples approved by the State Board of Education. Camptonville Elementary School students currently use State-approved, District-adopted textbooks in the subject areas of English/language arts, math, social studies, and science. These textbooks are one facet of the many instructional resources available and accessible to students for their use at home, as well as in the classroom.

All students in the visual and performing arts classes participate in instrumental and vocal music, dance, and art instruction classes.

**Textbooks and Instructional Materials List**

Subject	Textbook	Adopted
English-Language Arts	Houghton-Mifflin (K-6)	2009
English-Language Arts	Holt (7-8)	2009
Mathematics	Math Saxon (K-6)	2008
Mathematics	<i>Algebra: Concepts and Skills</i> (7-8) McDougal-Littell	2008
Science	Foss Full Option Science System (K-5)	2007
Science	CPO Earth Science (6)	2007
Science	CPO Life Science (7)	2007
Science	CPO Physical Science (8)	2007
History-Social Science	Harcourt Brace/ McDougal Littell	2006

**Note:** This data was most recently collected and verified in September 2010

## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

**Camptonville ES**

Subject	Percentage Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	✧
Health	0%

✧ Not applicable.

## STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, and science.

Percentage of Students Scoring At Proficient or Advanced Levels

	Camptonville ES			Camptonville UESD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	50%	59%	50%	51%	58%	60%	46%	50%	52%
Mathematics	41%	46%	67%	28%	39%	39%	43%	46%	48%
Science	62%	75%	0%	40%	57%	55%	46%	50%	54%

## STAR Results by Student Group: English-Language Arts, Mathematics, and Science

Percentage of Students Scoring At Proficient or Advanced Levels

Group	Spring 2010 Results		
	English-Language Arts	Mathematics	Science
All Students in the District	60%	39%	55%
All Students at the School	50%	67%	0%
Male	41%	71%	0%
Female	62%	62%	0%
Black or African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	0%	0%	0%
Filipino	❖	❖	❖
Hispanic or Latino	0%	0%	0%
Native Hawaiian or Pacific Islander	❖	❖	❖
White	71%	67%	❖
Two or More Races	❖	❖	❖
Socioeconomically Disadvantaged	54%	62%	0%
English Learners	0%	0%	0%
Students with Disabilities	0%	0%	❖
Students Receiving Migrant Education Services	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

## Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at [www.cde.ca.gov/ta/tg/sr/documents/starpkt5inrpts.pdf](http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5inrpts.pdf).





### API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

### API Growth by Student Group

This table displays, by student group, the actual API change in points added or lost for the past three years.



### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used. To learn more about API, please visit the API information guide at [www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf](http://www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf) and the API overview guide at [www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf](http://www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf).

### API Ranks

API Ranks — Three Year Comparison

	2007	2008	2009
<b>Statewide API Rank</b>	5 *	5 *	5 *
<b>Similar Schools API Rank</b>	*	*	2

\* This API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

### API Growth by Student Group

API Growth by Student Group — Three Year Comparison

Group	Actual API Change		
	07-08	08-09	09-10
<b>All Students at the School</b>	11	14	22
<b>Black or African American</b>	■	■	■
<b>American Indian or Alaska Native</b>	■	■	■
<b>Asian</b>	■	■	■
<b>Filipino</b>	■	■	■
<b>Hispanic or Latino</b>	■	■	■
<b>Native Hawaiian or Pacific Islander</b>	■	■	■
<b>White</b>	■	■	■
<b>Two or More Races</b>	■	■	■
<b>Socioeconomically Disadvantaged</b>	■	■	■
<b>English Learners</b>	■	■	■
<b>Students with Disabilities</b>	■	■	■

■ Data are reported only for numerically significant groups.

### API Growth by Student Group: 2010 Growth API Comparison

API Growth by Student Group — 2010 Comparison			
Group	2010 Growth API		
	Camptonville ES	Camptonville UESD	California
All Students	794	790	767
Black or African American	■	■	686
American Indian or Alaska Native	■	■	728
Asian	■	■	890
Filipino	■	■	851
Hispanic or Latino	■	■	715
Native Hawaiian or Pacific Islander	■	■	753
White	■	■	838
Two or More Races	■	■	807
Socioeconomically Disadvantaged	■	■	712
English Learners	■	■	692
Students with Disabilities	■	■	580

■ Data are reported only for numerically significant groups.

**API Testing Note:** Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

### Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2010-11 Program Improvement status for the school and district. For more information, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Federal Intervention Program		
	Camptonville ES	Camptonville UESD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	◇	◇
Year in Program Improvement	◇	◇
Number of Schools Identified for Program Improvement		0
Percent of Schools Identified for Program Improvement		0%

◇ Not applicable.

### API Growth by Student Group: 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, district, and state level.

### California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The State Board of Education designated the *Fitnessgram*® as the PFT for students in California public schools. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. To protect student privacy, scores are not shown when the number of students tested is 10 or less. Therefore, no data is available for Camptonville Elementary School. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

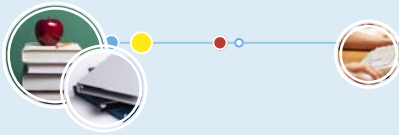


## Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2009-10. For more information, visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).



## Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).



## Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Camptonville ES		Camptonville UESD	
<b>Met Overall AYP</b>	Yes		Yes	
<b>AYP Criteria</b>	<b>English-Language Arts</b>	<b>Mathematics</b>	<b>English-Language Arts</b>	<b>Mathematics</b>
<b>Participation Rate</b>	Yes	Yes	Yes	Yes
<b>Percent Proficient</b>	Yes	Yes	Yes	Yes
<b>API</b>	Yes		◇	
<b>Graduation Rate</b>	◇		◇	

◇ Not applicable. The graduation rate for AYP criteria applies to high schools.

◇ Information not available.

## Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

## Academic Counselors and School Support Staff

Academic Counselors and School Support Staff	
Academic Counselors	FTE and Ratio
<b>Number of Academic Counselors (FTE)</b>	0.00
<b>Ratio of Students Per Academic Counselor</b>	◇
Support Staff	FTE
<b>Counselor (Social Behavioral or Career Development)</b>	0.00
<b>Library Media Teacher (Librarian)</b>	0.00
<b>Library Media Services Staff (Paraprofessional)</b>	0.25
<b>Psychologist</b>	0.00
<b>Social Worker</b>	0.00
<b>Nurse</b>	0.00
<b>Speech/Language/Hearing Specialist</b>	0.00
<b>Resource Specialist (non-teaching)</b>	0.00
<b>Other</b>	0.00

◇ Not applicable.

### Teacher Qualifications

Teacher Credential Information				
	Camptonville UESD	Camptonville ES		
Teachers	09-10	07-08	08-09	09-10
With Full Credential	4	4	4	4
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Camptonville ES		
	08-09	09-10	10-11
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

### No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2009-10 school year. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Camptonville ES	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	✧	✧

**NCLB Note:** High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

✧ Not applicable.

### Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.



### Professional Development

This 2008-09 school year, the staff's main focus for staff development will be in math. The staff usually has in-services at the school, and some teachers take classes offsite. We have teacher/principal meetings frequently, plus we are always monitoring student progress. For the past three school years, four days each year were dedicated to staff and professional development.



*"The staff is committed to meeting the diverse needs of every child attending Camptonville Elementary School, and effectively collaborating to honor the school's mission."*



## Financial Data

The financial data displayed in the SARC is from the 2008-09 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs) and [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec).



## Types of Services Funded

Camptonville Elementary provides many services to our students. The Yuba County Office of Education (YCOE) provides the following services: a school psychologist as needed to refer students, a speech and language specialist who delivers services to identified students two days each week, a resource teacher and classroom aide, and an onsite Opportunity Program for students who qualify for the program.

Camptonville School operates a School-wide Title I Program. Gifted and Talented Education (GATE) funds provide Camptonville students with a comprehensive art program and many enrichment opportunities across the curriculum.

### School Accountability Report Card

Data in this report are provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of February 2011.

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## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

### District Salary Data

Category	Camptonville UESD	Similar Sized District
Beginning Teacher Salary	◇	\$38,905
Mid-Range Teacher Salary	◇	\$56,504
Highest Teacher Salary	◇	\$71,750
Average Principal Salary (Elementary School)	◇	\$92,053
Superintendent Salary	◇	\$111,055
Teacher Salaries — Percent of Budget	30.9%	37.9%
Administrative Salaries — Percent of Budget	4.7%	6.8%

◇ Information not available.

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

### School Financial Data

	Camptonville ES
Total Expenditures Per Pupil	\$16,477
Expenditures Per Pupil From Restricted Sources	\$5,946
Expenditures Per Pupil From Unrestricted Sources	\$10,531
Annual Average Teacher Salary	\$69,166

## Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

### Financial Data Comparison

	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Camptonville ES	\$10,531	\$69,166
Camptonville UESD	\$10,531	\$69,166
California	\$5,681	\$57,352
School and District — Percent Difference	◇	◇
School and California — Percent Difference	46.1%	17.1%

◇ Because Camptonville ESD is a single-site district, the percent difference does not apply.