

Barstow Unified School District Cameron Elementary School

Grades K through 4
Derrick Delton, Principal



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2007-08 School Accountability Report Card *Published January 2009*

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The statistical information disclosed in this report is obtained from the California Department of Education and the Barstow Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in 12/2008.

Principal's Message

I'd like to welcome you to Cameron Elementary School's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

Cameron Elementary School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students received a standards-based, challenging curriculum by dedicated professional staff and based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency.

We have made a commitment to provide the best educational program possible for Cameron Elementary School's students, and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together, through our hard work, our students will be challenged to reach their maximum potential.

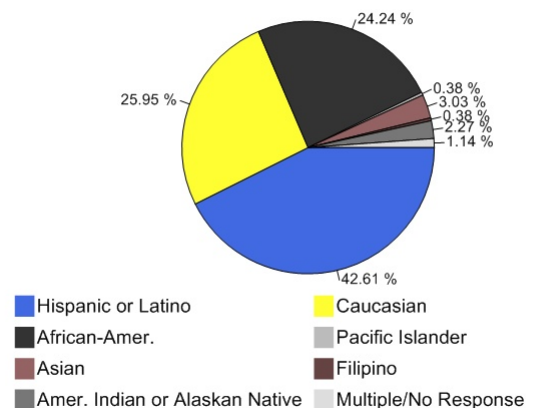
School Vision

Our vision is to have all students meet and exceed all grade level proficiency standards, kindergarten through 4th grade. We will accomplish this by working with students to practice and master each new standard while building on previously acquired knowledge. We believe that it is important to give students a well-balanced educational experience so that they can make informed choices about their future.

School Profile

Cameron Elementary School is located in the central region of Barstow and serves students in grades kindergarten through four following a traditional calendar. At the beginning of the 2007-08 school year, 528 students were enrolled, including 11% in special education, 9% qualifying for English Language Learner support, and 66% qualifying for free or reduced price lunch. Cameron Elementary School achieved a 2008 Academic Performance Index (API) score of 789 and met all 2008 Adequate Yearly Progress criteria.

Percentage of Students by Ethnicity
2007-08 Enrollment: 528



Student Achievement

California English Language Development Test

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies new students as English learners, monitors their progress in learning English, and helps determine if they have achieved proficiency in the English language.

Standardized State Assessments

Students at Cameron Elementary School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with those of other students in the state who took the same test. The STAR is comprised of the California Standards Tests (CST), Aprenda 3, and the California Alternative Performance Assessment (CAPA).

The CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

California Standardized Tests (CST)

The California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

California Standards Test Results All Students Percentage of Students Scoring at Proficient & Advanced Levels

	Cameron Elementary School			District			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
Language Arts	36	37	43	30	32	37	42	43	46
Math	40	52	60	27	28	32	40	40	43
Science				18	24	26	35	38	46
Social Science				16	14	17	33	33	36

California Standards Test Results Numerically Significant Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2007-08

	Cameron Elementary School						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Language Arts	28	*	*	*	45	*	52
Math	48	*	*	*	63	*	68
Science							
Social Science							

California Standards Test Results Other Numerically Significant Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2007-08

	Cameron Elementary School					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Language Arts	38	50	32	39	12	
Math	60	62	54	56	31	
Science						
Social Science						

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Academic Performance Index (API) Three Year Rank Comparison			
	2005	2006	2007
Statewide Rank	4	5	5
Similar Schools Rank	5	8	7

Results generated from 2005, 2006, and 2007 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison				
Results	API Score	Increase/Decrease in API Score		
	2008	2005-06	2006-07	2007-08
Schoolwide - All Students	789	37	21	27
Ethnic Subgroups				
African-Amer.	735	44	-16	52
Amer. Indian or Alaskan Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	799	15	44	19
Pacific Islander	*	*	*	*
Caucasian	811	66	20	29
Other Subgroups				
Students with Disabilities	*	*	*	*
Economically Disadvantaged	761	34	37	13
English Learners	*	*	*	*

Results generated from 2006, 2007, and 2008 Growth API Reports

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's

standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2007-08 AYP cycle, elementary and middle schools must achieve a 35.2% or higher proficiency rate in English/Language Arts and 37% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 620 or increasing the API growth by 1 point.

More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2007-08		
<i>Did the school and district meet or exceed 2008 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	CES	BUSD
Overall Results	Yes	No
<i>Participation Rate - 2007-08</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient (CST Exam)</i>		
Language Arts	Yes	No
Math	Yes	No
API Score 620 or Increase API by 1 point	Yes	Yes
Graduation Rate	N/A	No

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2007-08, Cameron Elementary School qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program

Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status		
	CES	BUSD
PI Status	Not in PI	In PI
Implementation Year	N/A	2006-2007
Year in PI	N/A	Year 3
No. of Schools Currently in PI		5
% of Schools Currently Identified for PI		38.5%

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through school newsletters, the school website, and the school marquee. Contact the school office at (760) 255-6260 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Classroom Helper
Library Assistant
Chaperone Field Trips

Committees

School Site Council
Parent Teacher Association

School Activities

Back to School Night
Open House
Family Night
Student Performances

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Cameron Elementary School's original facilities were built in 1954; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Every morning before school begins, the custodians inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians are assigned to Cameron Elementary School. The day custodian is responsible for:

- Groundskeeping
- Restrooms
- Office Area Cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Restroom Cleanup
- Office Area Cleaning
- Classroom Cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1954
	Quantity
Permanent Classrooms	28
Restrooms (student use)	3
Libraries	1
Computer Labs	1
Cafeteria/Multipurpose Rooms	1

Deferred Maintenance

Cameron Elementary School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2007-08 school year, Cameron Elementary School received a portion of \$369,198 in deferred maintenance funds.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, noon supervisors strategically assigned to designated entrance areas, the breakfast area and playground. Noon supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal monitors student behavior to ensure a safe and orderly departure.

Cameron Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Cameron Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The

school's most recent school safety plan was reviewed by school staff in September 2008 and updated in September 2008. Staff responsibilities and safety plan updates were discussed with staff in September 2008.

Classroom Environment

Instructional Time

All instructional time offered at Cameron Elementary School either meets or exceeds California's Education Code requirements. For the 2007-08 school year, Cameron Elementary School offered 180 days of instruction comprised of 140 regular days and 40 modified days. Modified days were used for parent conferences and professional development.

The table below is a comparison of the instructional minutes offered and the state's instructional time requirements.

Instructional Minutes 2007-08		
Grade Level	Actual Minutes Offered	State Requirement
K	57,700	36,000
1-3	55,400	50,400
4	56,800	54,000

Discipline & Climate for Learning

Cameron Elementary School's discipline policies are based upon Effective Teaching by Fred Jones, which is used as a guide to develop school rules, develop student recognition programs, encourage positive choices in behavior, and minimize classroom disruptions. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. Cameron Elementary School employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom.

At the beginning of the school year, school rules, disciplinary policies, and behavioral expectations are shared with students at schoolwide assemblies led by administrators. Students are reminded throughout the school year of their individual responsibility to make good choices in behavior at school wide assemblies.

Administrators and teachers reinforce students demonstrating good citizenship, positive behavior, and student achievement on a daily basis. Cameron Elementary School sponsors the following behavioral incentives: Student of the Month, Caught Being Good, and Terrific Kids Awards. Academic honors include Math Awards, Reading Awards, Most Improved Awards, and Star Student Awards.

Extracurricular and enrichment programs held after school promote academic achievement and create increased interest in school. Cameron Elementary School offers Afterschool Intervention, Latchkey Program, Art Club, and Student Council.

Suspensions & Expulsions			
	CES		
	05-06	06-07	07-08
Suspensions (#)	95	165	84
Suspensions (%)	16.41 %	29.26 %	15.91 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
BUSD Elementary Schools			
Suspensions (#)	1060	1057	999
Suspensions (%)	26.01 %	27.01 %	26.41 %
Expulsions (#)	11	18	15
Expulsions (%)	0.27 %	0.46 %	0.40 %

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for 2 days and then suspended a month later for three days is counted as two cases of suspension.

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Class Size Distribution Self-Contained Classes				
Grade	2005-06			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	17.5	6		
1	19.3	6		
2	19.5	6		
3	20.0	5		
4	33.0			3
Combo K-3	20.0	1		
2006-07				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	19.0	5		
1	20.0	5		
2	18.4	5		
3	20.3	4	2	
4	27.3		4	
Combo K-3	20.0	1		
2007-08				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	19.0	5		
1	17.2	5		
2	19.8	5		
3	19.6	5		
4	27.0		4	
Combo K-3	17.0	1		

Combo classes are any combination of the grades shown.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Cameron Elementary School

revolve around the California State Content Standards and Frameworks. Professional development activities support adoption of new curriculum and implementation of new programs. Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. During the 2007-08 school year, Cameron Elementary School held two (2) staff development days devoted to:

- Data analysis
- Instructional strategies
- Rosetta Stone
- Compass Learning
- Unwrapping Standards
- Student Discipline

Cameron Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Instructional Materials

All textbooks used in the core curriculum at Cameron Elementary School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, October 14, 2008, the Barstow Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution # 11--2008-2009 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instruction materials used for health, foreign language, and visual/performing arts curricula. During the 2008-09 school year, Barstow Unified School District certifies that each student, including English learners, enrolled in a health, foreign language, and/or visual/performing arts class

has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Grades
Language Arts		
2007	Houghton Mifflin Company, <i>Houghton Mifflin Reading: A Legacy of Literacy</i>	K-4
Math		
2008	Houghton Mifflin, <i>California Math</i>	K-4
Science		
2007	Scott Foresman, <i>California Science</i>	K-4
Social Science		
2006	Pearson Scott Foresman, <i>History-Social Science for California</i>	K-4

School Leadership

Cameron Elementary School's principal works closely with the leadership team and school staff in providing a well-balanced, standards-based curriculum. Principal Derrick Delton is responsible for the day-to-day operations of the school and overall instructional program. Coordinating efforts with the principal is the Leadership Team, comprised of the principal and grade level representatives. The Leadership Team meets monthly throughout the year to discuss operational and curricular issues and address staff development needs.

Principal Derrick Delton has been in the educational field for 13 years and serving Cameron Elementary School for three years (as of 2007-08). Previous positions held in other schools include: assistant principal and classroom teacher. Principal Derrick Delton holds a bachelor's degree in Social Science with a minor in Special Education and a master's degree in Administration.

Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. The instructional program is structured so that all students receive instruction appropriate to their learning level. Teachers use a variety of research-based instructional strategies and techniques using state-approved instructional materials to ensure academic success.

Students with special gifts and talents need more challenging curriculum and instruction. The Gifted and Talented Education (GATE) program is offered to students in grades 2 through 4 who have been identified as academically gifted through Raven Assessments. Students receive differentiated instruction from class teacher. Instruction is provided by teachers who are GATE Trained.

For students whose primary language is not English and who have limited English proficiency, Cameron Elementary School

offers programs to help them acquire English as quickly as possible and prepare them to meet the state's academic content standards. English learners work with bilingual aides in a small group and/or individualized setting outside the general education classroom. Instruction focuses on reinforcement of class lessons, frontloading of upcoming lessons, and reading intervention. Some students may receive English Language Development instruction as a supplement to their regular language arts instruction. ELD instruction is provided through a team-teaching approach. For designated time periods, students regroup based on language fluency to receive targeted instruction at their proficiency level. Cameron Elementary School's teachers utilize Hampton Brown's Into English series, a state-approved reading intervention program and textbook adoption. Cameron Elementary School monitors progress of English Learners on a regular basis and adjusts instruction to meet the current individual learning levels. English learners are assessed annually using the CELDT exam (California English Language Development Test); results are used to evaluate student progress, intervention programs, and teaching strategies.

Cameron Elementary School's special education program is staffed by special education teachers, instructional aides, and designated specialists. Instruction is provided in the least restrictive environment and based on each student's Individual Education Plan (IEP). Students have access to a comprehensive curriculum and are mainstreamed into the general education class with small group and individualized instruction in-class and in the resource room. A portion of instruction may be provided in one of two special day classes. The IEP team meets annually to establish goals and objectives, define academic instruction, evaluate the effectiveness of the student's plan, and make instructional adjustments as necessary. Cameron Elementary School takes advantage of the district's participation in the Desert/Mountain Special Education Local Plan Area (SELPA), which provide a pool of professional resources and expertise in the field of special education.

Cameron Elementary School provides a variety of intervention and remediation programs to support students' efforts to achieve academic success and reach grade level expectations. Using STAR test results, district benchmark assessments, and end-of-unit exams, teachers and administrators can identify students who are struggling or performing below state proficiency grade level standards. For those students who need extra help in any subject area, a Student Study Team pulls together school and family resources to identify and develop strategies to help students improve academic and/or behavioral performance. Intervention strategies include:

- After School Intervention Program
- Study Island

Supplementary instructional materials are purchased as needed to support intervention

programs. Classroom teachers monitor student performance on district benchmark assessments, daily classwork, homework, and end-of-unit tests to measure ongoing academic progress and adjust instructional needs.

Professional Staff

Substitute Teachers

Cameron Elementary School occasionally experiences difficulties finding substitute teachers to fill vacancies. On those occasions when a substitute teacher is not available, the absent teacher's class is separated and students are placed in a classroom of the same grade level to receive instruction by a fully credentialed teacher.

Substitutes are available through a county pool that is comprised primarily of aspiring teachers, retirees, and teachers holding a 30-day substitute permit. Substitutes must have:

- A bachelor's degree
- Passed the CBEST (California Basic Education Skills Test)

Teacher Evaluations

Evaluation procedures and criteria for Cameron Elementary School's teachers are defined in the district's collective bargaining agreement. Evaluation criteria are based on the California Standards of the Teaching Profession:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

Temporary and probationary teachers are evaluated twice annually; permanent/tenured teachers are evaluated once every year. Tenured teachers whose previous evaluations either met or exceeded standards may be evaluated at least every five years if agreed upon by the teacher and school principal. Evaluations are conducted by the principal, who has been trained and certified to perform teacher evaluations.

Teachers whose evaluations do not meet specific evaluation criteria, as outlined in the collective bargaining agreement, are required to prepare an improvement plan in collaboration with the school administrator; teacher's evaluations are conducted annually until a satisfactory evaluation is obtained. Experienced and knowledgeable veteran teachers, referred to as Consulting Teachers, provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

Counseling & Support Staff

Cameron Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Cameron Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2007-08		
	No. of Staff	FTE
Library Media Staff	2	1.0
Counselor	1	0.1
Health Clerk	1	0.5
Speech/Language Therapist	1	0.1

FTE = Full-Time Equivalent

Teacher Assignment

During the 2007-08 school year, Cameron Elementary School had 24 teachers who met all credential requirements in accordance with state guidelines. All of Cameron Elementary School's teachers supplement their regular credential with a credential to teach English language learners.

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught and not taught by NCLB-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2007-08		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Cameron Elementary School	89.3 %	10.7 %
District Totals		
All Schools	90.0 %	10.0 %
High-Poverty	100.0 %	0.0 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	CES			BUSD
	05-06	06-07	07-08	07-08
Total Teachers	31	30	28	342
Teachers with full credentials	25	26	24	301
Teachers without full credentials	6	4	4	41
Teachers in alternate routes to certification	4	2	3	25
Pre-Internship	0	0	0	0
Teachers with emergency permits	2	2	0	13
Teachers with waivers	0	0	1	6
Teachers teaching outside subject area	0	0	0	30
Total teacher misassignments	22	4	1	54
Teacher misassignments for English learners	11	2	0	24
Other misassignments of certificated staff	11	2	1	30
Teacher vacancies	0	5	0	67

Teacher Credentials & Assignments (cont'd)		
	CES	BUSD
	08-09	08-09
Total teacher misassignments		
Teacher misassignments for English learners		
Other misassignments of certificated staff		
Teacher vacancies		

Teacher Education Levels 2007-08		
	CES	BUSD
Doctorate	0.0 %	0.9 %
Master's degree plus 30 or more semester hours	17.9 %	28.4 %
Master's degree	17.9 %	15.8 %
Bachelor's degree plus 30 or more semester hours	53.6 %	43.6 %
Bachelor's degree	10.7 %	11.4 %
Less than Bachelor's degree	0.0 %	0.0 %

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2006-07 salary comparison data was the most recent data available at the time this report was published.)

• Vocational and Applied Technology

Salary Comparison 2006-07		
	BUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$37,175	\$39,692
Mid-Range Teacher Salary	\$57,097	\$62,830
Highest Teacher Salary	\$78,351	\$80,472
Superintendent Salary	\$135,864	\$166,547
Average Principal Salaries:		
Elementary School	\$87,435	\$98,460
Percentage of General Fund Expenditures for:		
Teacher Salaries	39.2%	40.2%
Administrative Salaries	5.7%	5.8%

Expense of Education Per Pupil 2006-07					
	Dollars Spent per Student				
			% Diff.	State	% Diff.
	CES	BUSD	School & Dist.	Avg., Dist. Same Size & Type	School & State
ADA*	510	6402	N/A	N/A	N/A
Total**	\$5,648	\$8,339	67.73	N/A	N/A
Restr.†	\$1,602	\$2,831	56.58	N/A	N/A
Unrestr.††	\$4,046	\$5,508	73.46	\$5,300	76.35
Avg. Teacher Salary	\$54,291	\$54,291	100.00	\$62,157	87.34

Expenditures Per Student

For the 2006-07 school year, Barstow Unified School District spent an average of \$7,786 of total general funds to educate each student (based on 2006-07 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Barstow Unified School District receives state and federal categorical funding for special programs. For the 2006-07 school year, the district received categorical, special education, and support programs funds for:

- Cal-SAFE
- Community Based Tutoring
- Economic Impact Aid
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented
- High Priority Schools
- Instructional Materials
- Peer Assistance & Review
- Pupil Retention Grant
- Regional Occupation Centers and Programs
- School Improvement Program
- School Safety
- School & Library Improvement Block Grant
- Special Education
- Special Education Transportation
- Staff Development
- Targeted Instruction Improvement Grant
- Title I
- Title II
- Title III – Limited English Proficient
- Title IV
- Title V – Innovative Education Strategies
- Tobacco Use and Prevention Education

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool location at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Cameron Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access Cameron Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Cameron Elementary School is the Barstow Library, located at 304 E Buena Vista St, Barstow, CA 92311.

Hours: Monday 12pm-8pm Tuesday 10am-6pm Wednesday 12pm-8pm Thursday 10am-6pm Friday 10am-6pm and Saturday 9am-5pm
 Phone Number: (760) 256-4850
 Number of Computers Available: 12
 Printers Available: Yes