School Accountability Report Card
Reported for School Year 2006-07
Published During 2007-08

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at http://www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school principal or the district office. *DataQuest*, an online data tool at http://data1.cde.ca.gov/dataquest/, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information
This section provides the school's contact information.

School		District	
School Name	Cameron Elementary School	**District Name**	Barstow Unified School District
Street	551 South Avenue "H",	**Phone Number**	(760) 255-6006
City, State, Zip	Barstow, CA, 92311	**Web Site**	www.barstow.k12.ca.us
Phone Number		**Superintendent**	Jerry Bergmans, Ph.D
Principal	Derrick Delton	**E-mail Address**	jerry_bergmans@busdk12.com
E-mail Address	derrick_delton@busdk12.com	**CDS Code**	36676116035299

School Description and Mission Statement
This section provides information about the school's goals and programs.

Cameron is the largest elementary school in the Barstow Unified School District. 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.

Opportunities for Parental Involvement
This section provides information about opportunities for parents to become involved with school activities.

Parent involvement is strong for a majority of Cameron parents. However, the school is looking to increase the involvement of parents that have students struggling academically. This will be accomplished through school wide programs such as: open-house, PTA meetings, school site council, and parent conferences. Parents are frequently asked to volunteer their time and are invited to sit in on class at their convenience. The District has established policies and procedures to ensure safety and security of students.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	111
Grade 1	113
Grade 2	99
Grade 3	128
Grade 4	111
Grade 5	2
Grade 6	0
Ungraded Elementary	0
Total Enrollment	564

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	26 %	White (not Hispanic)	23.76 %
American Indian or Alaska Native	2.48 %	Multiple or No Response	4.26 %
Asian	2.84 %	Socioeconomically Disadvantaged	67 %
Filipino	0 %	English Learners	6 %
Hispanic or Latino	40 %	Students with Disabilities	13 %
Pacific Islander	0.35 %		

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2004-05				2005-06				2006-07			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19	5			17.5	6			19	5		
1	19.5	6			19.3	6			20	5		
2	19.2	5			19.5	6			18.4	5		
3	19.2	5			20	5			20.3	4	2	
4	29.8		4		33			3	27.3		4	
5												
6												
K-3	18.5	2			20	1			20	1		
3-4												
4-8												
Other												

Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2004-05	2005-06	2006-07
K	100	100	
1	100	100	
2	100	100	
3	100	100	

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

Staff Roles and Responsibilities The goal of this plan is to coordinate a unified and effective response to a crisis or threat and to ensure safety while facilitating a return to normal operations. The following will outline procedures for dealing with emergency situations such as: fire, earthquake, bomb threats, medical assistance, and basic first aid procedures. Under current law, the school principal or principal designee, otherwise known as the site coordinator, has the overall responsibility in emergencies which threaten the safety and welfare of the students and staff during and after the regular school day. In times of emergency, the site coordinator has the authority to do what is necessary to protect the safety of students and staff. He/she has the authority to assign certificated/classified staff to perform required duties at assigned stations during an emergency. The extent to which volunteers may be used is at the site coordinators discretion. During a disaster, public employees are designated civil defense workers and are subject to the authority of emergency officials. Our professional obligations may well extend beyond the normal work day.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

Our School uses progressive discipline based on the tenets of Effective Teaching written by Fred Jones. Parents are actively involved and notified by phone or letter of student behavior issues. The school uses In-School Suspension, Detention, and Formal Home Suspension as corrective measures. The school also has the availability of Lutheran Social Services for on-site counseling one time per week for an hour. With the permission of the parent, students that are experiencing continual behavior issues are put into this 'Respect Club'.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	21.5	16.4	29.3	42.5	38.5	35.7
Expulsions	0	0	0	1.1	1.1	0.8

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

District and School personnel have worked very hard to bring the grounds, buildings, and restrooms up to standard. These efforts have not gone unnoticed as the school continues to improve. Restrooms have been painted and waterless urinals have been installed. Groundskeepers continue to fix sprinklers and fill pot holes in the grass area. Buildings are clean and in good repair. The only area of concern is the cafeteria.

No deficiency of facilities was observed by District personnel (Maintenance Operations Supervisor) of inspection conducted September 13, 2006.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	[X]	[ ]	[ ]	
Mechanical Systems	[X]	[ ]	[ ]	
Windows/Doors/Gates (interior and exterior)	[X]	[ ]	[ ]	
Interior Surfaces (walls, floors, and ceilings)	[X]	[ ]	[ ]	
Hazardous Materials (interior and exterior)	[X]	[ ]	[ ]	
Structural Damage	[X]	[ ]	[ ]	
Fire Safety	[X]	[ ]	[ ]	
Electrical (interior and exterior)	[X]	[ ]	[ ]	
Pest/Vermin Infestation	[X]	[ ]	[ ]	
Drinking Fountains (inside and outside)	[X]	[ ]	[ ]	
Restrooms	[X]	[ ]	[ ]	
Sewer	[X]	[ ]	[ ]	
Playground/School Grounds	[X]	[ ]	[ ]	
Roofs	[X]	[ ]	[ ]	
Overall Cleanliness	[X]	[ ]	[ ]	

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	[ ]	[X]	[ ]	[ ]

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	28	25	26	306
Without Full Credential	3	6	4	36
Teaching Outside Subject Area of Competence		0		N/A

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). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	11	2	
Total Teacher Misassignments	11	2	
Vacant Teacher Positions	0	0	

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at http://www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	86.7 %	13.3 %
All Schools in District	85 %	15 %
High-Poverty Schools in District	82 %	18 %
Low-Poverty Schools in District	%	%

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Cameron School utilizes the district's pool of substitute teachers. Teachers at Cameron are asked to call in for substitutes well in advance to ensure the availability of a qualified teacher.

Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

Teacher evaluations are completed on an annual basis. District personnel notify school sites of teachers that require formal evaluation. Teachers at Cameron School are observed on a regular basis and meet with administration to discuss positive and negative aspects of their daily routine.

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	K-5: Houghton Mifflin, 2003 6-12: McDougal Littell, 2001	0
Mathematics	K-5: Scott Foresman, 2001 6th: *Mathematics Structure and Method, Course I*, McDougal Littell, 2001 7th: *Mathematics Structure and Method, Course II*, McDougal Littell, 2001 8th: *Algebra*, McDougal Littell, 2000 9-12: *Algebra 1 and 2, Geometry,* McDougal Littell, 1998 *Calculus of a Single Variable,* and *Pre Calculus with Limits* , Houghton Mifflin, 2006 and 1997	0
Science	K-5: Scott Foresman, 2008 6-8: Pearson-Prentice Hall, 2008 9-12: *Chemistry* (2008), *Conceptual Physics* (2006*), Biology* (2008) – Prentice Hall, *Physics* – Holt, 2007	0
History-Social Science	K-5: Scott Foresman, 2006 6-8: McDougal Littell, 2006 9-12: *Economics* - McGraw Hill 2004 *American Government: Continuity and Change* – Pearson Longman 2004 *World History: The Modern World* – Prentice Hall 2006 *The Americans: Reconstruction to the 21st Century*, McDougal Littell 2006	0
Foreign Language	French: *Discovery French* – ECM/ Paradigm German: *Deutsch Aktuell* – ECM/ Paradigm Spanish: *Paso a Paso* – Scott Foresman	0
Health	9-12: *Health Skills for Wellness* - Prentice Hall	0
Science Laboratory Equipment (grades 9-12)		0

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)
This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/ec/ and http://www.cde.ca.gov/ds/fd/cs/.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	$6720	$2543	$4177	$53,361
District	N/A	N/A	$7033	$49,779
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	$4,943	$58,776
Percent Difference – School Site and State	N/A	N/A		

Types of Services Funded
This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Cameron School is a Title I site that uses all of its funding sources in the hopes of meeting the components of the federal No Child Left Behind Act (NCLB). *Title I monies are used to narrow the educational gap by supporting the funding of: additional instructional aides for the ExCEL model, computer equipment, health clerk, library/media assistants, teacher training, and other various expenditures. *ELAP and EIA monies are used to bridge the gap of our ELL population. Part of the money is used for supplemental materials.

* Title II funding is utilized to improve teacher quality at Cameron.
* Title V funding is used for innovative strategies.
* GATE funding provides challenging curriculum and instruction for gifted and talented students.
* SIP funds are used to improve the school environment and at this time is helping fund our new computer lab.

Teacher and Administrative Salaries (Fiscal Year 2005-06)
This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$34,743	$38,479
Mid-Range Teacher Salary	$53,361	$60,306
Highest Teacher Salary	$69,486	$74,193
Average Principal Salary (Elementary)	$81,715	$92,985
Average Principal Salary (Middle)	$83,760	$98,305
Average Principal Salary (High)	$91,871	$107,384
Superintendent Salary	$124,476	$155,314
Percent of Budget for Teacher Salaries	39 %	41 %
Percent of Budget for Administrative Salaries	6 %	6 %

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at http://star.cde.ca.gov. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	29	36	37	29	30	32	40	42	43
Mathematics	35	40	52	27	27	28	38	40	40
Science				12	18	24	27	35	38
History-Social Science				18	16	14	32	33	33

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	21	39		
American Indian or Alaska Native	*	*		
Asian	*	*		
Filipino	*	*		
Hispanic or Latino	40	51		
Pacific Islander	*	*		
White (not Hispanic)	44	61		
Male	30	53		
Female	44	51		
Economically Disadvantaged	34	47		
English Learners	5	26		
Students with Disabilities	14	25		
Students Receiving Migrant Education Services				

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at http://star.cde.ca.gov/. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	33	31	28	29	30	33	41	42	42
Mathematics	46	41	47	39	40	40	52	53	53

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	15	26
American Indian or Alaska Native	*	*
Asian	*	*
Filipino	*	*
Hispanic or Latino	30	46
Pacific Islander		
White (not Hispanic)	30	61
Male	27	51
Female	29	44
Economically Disadvantaged	28	41
English Learners	*	*
Students with Disabilities	29	29
Students Receiving Migrant Education Services		

Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

The District has developed criterion-referenced tests in the areas of reading/language arts and math. These tests are administered each trimester and allow teachers the opportunity to assess what students know and what needs to be retaught for mastery. CRT scores are indicated on the individual student report card.

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at http://www.cde.ca.gov/ta/tg/pf/. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

Grade Level	Percent of Students Meeting Fitness Standards
5	

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ap/.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004-05	2005-06	2006-07
Statewide	3	4	5
Similar Schools	2	5	8

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	31	37	21	765
African American	41	44	-16	689
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	51	15	42	781
Pacific Islander				
White (not Hispanic)	0	66	20	786
Socioeconomically Disadvantaged	38	34	36	752
English Learners	N/A			
Students with Disabilities	N/A			

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	No
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	No

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2006-2007
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	38.5

XI. Instructional Planning and Scheduling

School Instruction and Leadership
This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

Cameron continues to implement the ExCel Model to improve student achievement in the area of language arts. Teachers collaborate weekly by grade level to discuss progress on specific skills. Students that continue to find difficulty in subject matter are asked to attend after-school intervention classes based on grade level and need.

Professional Development
This section provides information about the program for training the school's teachers and other professional staff.

Each Wednesday the entire staff engages in professional development. This includes grade level articulation, teaching strategies, technology, leadership team activities, and district organized trainings. Teachers and administrators attend workshops and conferences with the approval of school site council.

Instructional Minutes
This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	59,610	36,000
1	55,500	50,400
2	55,500	50,400
3	55,500	50,400
4	56,910	54,000
5		54,000
6		54,000

Minimum Days in School Year
The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

There are approximately 39 minimum days throughout the school year. Thirty-seven of the days are early release Wednesdays that are used for ExCEL collaboration by grade level. One day is used for parent conferences and one day is used as an early release day on the last day of school.