Barstow Unified School District
Cameron Elementary School

Grades K through 6
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2014-15 School Accountability Report Card
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Principal's Message

Cameron Elementary School is committed to providing your child a warm safe environment focused on implementing the California Common Core State Standards with fidelity. Cameron students are working on becoming 21st Century Learners and have the opportunity to work with technology daily. Staff collaboratively works with each other and analyzes students learning outcomes often.

Cameron students and staff work at following our schoolwide behavior expectations centered on being Respectful, Responsible, and Ready to Learn. We have made a commitment to provide the best educational program possible for the Cameron Elementary School's students, families and community. Together we can challenge all students with the opportunity for success and the goal to reach their maximum potential academically and socially.

This annual report card to the community will share valuable information about our instructional programs, academic achievements, school facilities and safety, highly qualified staff, textbooks, and finances compared to other schools and districts in the state.

Mission Statement

I'm respectful, responsible and ready to learn because I'm a Cameron Charger.

SCHOOL VISION:
Our vision is to appreciate each student's uniqueness and to increase their individual abilities; our future, our choice, our journey through leadership.

School Profile

Cameron Elementary School is located in the central region of Barstow and serves students in grades kindergarten through six following a traditional calendar. At the beginning of the 2014-15 school year, 662 students were enrolled, including 16.3% in special education, 11.2% qualifying for English Language Learner support, and 87.6% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2014-15			
Ethnic Group	%	Grade Level	#
African-Amer.	21.60%	Kindergarten	99
Amer. Indian or Alaskan Native	1.50%	Grade 1	112
Asian	0.90%	Grade 2	108
Filipino	0.90%	Grade 3	103
Hisp. or Latino	52.40%	Grade 4	106
Pacific Islander	0.50%	Grade 5	71
Caucasian	16.80%	Grade 6	63
Multi-Racial	5.40%	Ungraded	0
Students with Disabilities	16.30%		
Economically Disadvantaged	87.60%		
English Learners	11.20%		
Foster Youth	1.10%		
		Total Enrollment	662

Student Achievement

Physical Fitness

In the spring of each year, Cameron Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2014-15			
	Number of Standards Met:		
Grade Tested	Four of Six	Five of Six	Six of Six
Fifth	19.7	16.9	7

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 assessments by 2014. Meeting 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. The 2015 AYP report indicators include a target of 95% participation rate, 90% attendance rate, and 90% graduation rate. The percent proficient category is not applicable (N/A) for 2015 because the Department of Education (ED) granted California a one-year waiver that allows AYP determinations to exclude the percent proficient. The AYP table in this report illustrates the school's progress in meeting 2014-15 AYP target rates for applicable schools. 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 Criteria & Compared to District and State Performance 2014-15			
Did the school, district, and state meet or exceed 2015 AYP performance criteria in each of the areas listed below?			
AYP Criteria	CES	BUSD	California
Overall Results	Yes	No	Yes
Participation Rate			
English Language Arts	Yes	Yes	Yes
Mathematics	Yes	Yes	Yes
Percent Proficient			
English Language Arts	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Met Attendance Rates	Yes	Yes	Yes
Met Graduation Rate	N/A	No	Yes

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 2014-15, 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 2015-16		
	CES	BUSD
PI Status	In PI	In PI
First Year of PI	2011-2012	2006-2007
Year in PI	Year 3	Year 3
No. of Schools Currently in PI		6
% of Schools Currently in PI		50.0%

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

California Standardized Tests (CST)

The California Standards Test (CST) assesses student performance in science in grades 5, 8 and 10. 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. More information on CSTs can be found on the CDE's website www.cde.ca.gov/ta/tg/sr/cstsciref.asp.

California Standards Tests for All Students in Science -- Three-Year Comparison									
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	Cameron Elementary School			District			California		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science (grades 5, 8, and 10)	52	49	18	51	48	40	59	60	56

California Standards Tests Results by Student Group in Science (School Year 2014-15)	
Group	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)
All Students (District)	40
All Students (School)	18
Male	19
Female	17
African-Amer.	5
Amer. Indian or Alaskan Native	--
Asian	--
Filipino	--
Hisp. or Latino	22
Pacific Islander	--
Caucasian	--
Multi-Racial	--
English Learners	42
Economically Disadvantaged	15
Migrant Educ.	--
Students with Disabilities	17
Foster Youth	--

Note: Scores are not shown when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

California Assessment of Student Performance and Progress

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and mathematics in grades 3 through 8 and 11 utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System. The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

California Assessment of Student Performance and Progress All Students Percentage of Students Meeting or Exceeding the State Standards 2014-15			
	Cameron Elementary School	District	California
English-Language Arts/Literacy	21	30	44
Mathematics	16	24	33

Note: Students in grades 3-8 and 11 are given this test. Percentages are not calculated when the number of students is ten or less, either because the number of students in this cateogry is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

2014-15 CAASPP Assessment Results Disaggregated by Student Groups

English Language Arts - Grade 3							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	1	2	3	4
All Students	101	98	97.0	43	31	18	8
Male	101	53	52.5	53	25	13	9
Female	101	45	44.6	31	38	24	7
African-Amer.	101	20	19.8	60	20	10	10
Amer. Indian or Alaskan Native	101	2	2.0	--	--	--	--
Asian	101	1	1.0	--	--	--	--
Hisp. or Latino	101	56	55.4	39	38	16	7
Caucasian	101	16	15.8	44	19	31	6
Multi-Racial	101	3	3.0	--	--	--	--
English Learners	101	11	10.9	36	27	27	9
Economically Disadvantaged	101	84	83.2	44	33	15	7
Students with Disabilities	101	15	14.9	73	27	0	0
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 3							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	1	2	3	4
All Students	101	98	97.0	49	26	20	5
Male	101	53	52.5	55	19	23	4
Female	101	45	44.6	42	33	18	7
African-Amer.	101	20	19.8	70	20	10	0
Amer. Indian or Alaskan Native	101	2	2.0	--	--	--	--
Asian	101	1	1.0	--	--	--	--
Hisp. or Latino	101	56	55.4	45	30	20	5
Caucasian	101	16	15.8	38	25	31	6
Multi-Racial	101	3	3.0	--	--	--	--
English Learners	101	11	10.9	55	18	27	0
Economically Disadvantaged	101	84	83.2	51	26	19	4
Students with Disabilities	101	15	14.9	93	0	7	0
Foster Youth	--	--	--	--	--	--	--

English Language Arts - Grade 4							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	1	2	3	4
All Students	102	98	96.1	58	20	13	8
Male	102	51	50.0	71	12	12	6
Female	102	47	46.1	45	30	15	11
African-Amer.	102	32	31.4	84	9	6	0
Filipino	102	3	2.9	--	--	--	--
Hisp. or Latino	102	41	40.2	49	22	17	12
Pacific Islander	102	2	2.0	--	--	--	--
Caucasian	102	14	13.7	43	36	14	7
Multi-Racial	102	6	5.9	--	--	--	--
English Learners	102	15	14.7	40	33	13	13
Economically Disadvantaged	102	82	80.4	62	18	12	7
Students with Disabilities	102	18	17.6	78	6	6	11
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 4							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	1	2	3	4
All Students	102	100	98.0	47	41	8	4
Male	102	52	51.0	58	29	8	6
Female	102	48	47.1	35	54	8	2
African-Amer.	102	32	31.4	66	31	3	0
Filipino	102	3	2.9	--	--	--	--
Hisp. or Latino	102	42	41.2	38	48	7	7
Pacific Islander	102	2	2.0	--	--	--	--
Caucasian	102	15	14.7	40	47	7	7
Multi-Racial	102	6	5.9	--	--	--	--
English Learners	102	15	14.7	40	53	7	0
Economically Disadvantaged	102	84	82.4	50	43	5	2
Students with Disabilities	102	18	17.6	61	39	0	0
Foster Youth	--	--	--	--	--	--	--

English Language Arts - Grade 5							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	1	2	3	4
All Students	78	75	96.2	73	16	11	0
Male	78	35	44.9	83	14	3	0
Female	78	40	51.3	65	18	18	0
African-Amer.	78	21	26.9	76	14	10	0
Filipino	78	1	1.3	--	--	--	--
Hisp. or Latino	78	39	50.0	74	18	8	0
Caucasian	78	7	9.0	--	--	--	--
Multi-Racial	78	7	9.0	--	--	--	--
English Learners	78	19	24.4	68	21	11	0
Economically Disadvantaged	78	70	89.7	76	14	10	0
Students with Disabilities	78	26	33.3	88	4	8	0
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 5							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	1	2	3	4
All Students	78	75	96.2	84	12	4	0
Male	78	35	44.9	86	9	6	0
Female	78	40	51.3	83	15	3	0
African-Amer.	78	21	26.9	95	5	0	0
Filipino	78	1	1.3	--	--	--	--
Hisp. or Latino	78	39	50.0	82	13	5	0
Caucasian	78	7	9.0	--	--	--	--
Multi-Racial	78	7	9.0	--	--	--	--
English Learners	78	19	24.4	84	11	5	0
Economically Disadvantaged	78	70	89.7	84	11	4	0
Students with Disabilities	78	26	33.3	88	4	8	0
Foster Youth	--	--	--	--	--	--	--

English Language Arts - Grade 6							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	1	2	3	4
All Students	64	62	96.9	34	44	19	3
Male	64	29	45.3	41	45	10	3
Female	64	33	51.6	27	42	27	3
African-Amer.	64	17	26.6	47	35	18	0
Amer. Indian or Alaskan Native	64	1	1.6	--	--	--	--
Asian	64	2	3.1	--	--	--	--
Hisp. or Latino	64	34	53.1	32	44	21	3
Caucasian	64	7	10.9	--	--	--	--
Multi-Racial	64	1	1.6	--	--	--	--
English Learners	64	9	14.1	--	--	--	--
Economically Disadvantaged	64	58	90.6	36	45	17	2
Students with Disabilities	64	7	10.9	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 6							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	1	2	3	4
All Students	64	60	93.8	47	33	15	5
Male	64	28	43.8	43	39	18	0
Female	64	32	50.0	50	28	13	9
African-Amer.	64	16	25.0	63	19	19	0
Amer. Indian or Alaskan Native	64	1	1.6	--	--	--	--
Asian	64	2	3.1	--	--	--	--
Hisp. or Latino	64	34	53.1	44	38	12	6
Caucasian	64	6	9.4	--	--	--	--
Multi-Racial	64	1	1.6	--	--	--	--
English Learners	64	9	14.1	--	--	--	--
Economically Disadvantaged	64	56	87.5	50	34	13	4
Students with Disabilities	64	7	10.9	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

Level 1 = Standard not met; Level 2 = Standard nearly met; Level 3 = Standard met; Level 4 = Standard exceeded

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement – State Priority 4: Covered in California Assessment of Student Performance and Progress, including the CST - Science Results and CAASPP charts; Academic Performance Index, including API chart; and College Preparation & Work Readiness, including the CTE Program Participation and UC/CSU charts.

Other Pupil Outcomes – State Priority 8: Covered in California High School Exit Exam, including the CAHSEE charts; and Physical Fitness, including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in Parent Involvement.

Pupil Engagement – State Priority 5: Covered in Dropouts and in Graduation Requirements, including Dropout & Graduation Rates and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

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 flyers, the school marquee, school newsletters, and the school website. 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
Chaperone
Classroom Helper
Library Assistant
Parent Involvement Classes
Parent University

Committees
English Learner Advisory Council
Parent Teacher Association
School Site Council
Associated Student Body (ASB)

School Activities
Back to School Night
Open House
Student Performances
Monthly Family Nights
Student Awards
Harvest Festival
PTA Monthly Meetings and Events
ASB Events

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. Emergency repairs are given the highest priority. In the last 12 months, the installation of a wireless connection was completed.

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian are assigned to Cameron Elementary School. The day custodian is responsible for:

• Groundskeeping
• Office area cleaning
• Restroom cleaning
• Multipurpose room/cafeteria cleanup

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

• Classroom cleaning
• Office area cleaning
• Restroom cleaning

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

Campus Description	
Year Built	1954
Acreage	10
Square Footage	36,369
	Quantity
Permanent Classrooms	27
Portable Classrooms	0
Restrooms (sets)	3
Science Lab(s)	1
Multipurpose Room/Cafeteria	1
Library	1
Computer Lab	1
Staff Lounge / Work Room	1

Facilities Inspection

The district's maintenance department inspects Cameron Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Cameron Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Tuesday, December 01, 2015. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2014-15, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Tuesday, December 01, 2015			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✔		
B. Interior	✔		
C. Cleanliness	✔		
D. Electrical	✔		
E. Restrooms / Fountains	✔		
F. Safety	✔		
G. Structural	✔		
H. External	✔		

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
✔			

Rating Description
Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not signifcant and/or impact a very small area of the school.

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 are strategically assigned to designated entrance areas and the playground. During recess, noon supervisors monitor playground activity. Noon supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, teachers monitor 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, updated, and discussed with school staff in September 2015.

Classroom Environment

Discipline & Climate for Learning

Cameron Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	12-13	13-14	14-15
CES			
# of Students Suspended	61	44	33
# of Students Expelled	0	0	0
BUSD			
# of Students Suspended	791	706	696
# of Students Expelled	6	4	0
California			
# of Students Suspended	329370	279383	243603
# of Students Expelled	8266	6611	5692

Chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

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. Calculations exclude classrooms of 50 or more students.

Class Size Distribution Self-Contained Classes				
2012-13				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	23.0		9	
1	25.0		9	
2	24.0		9	
3	23.0		9	
4	28.0		6	
5	29.0		6	
6	35.0	3	2	2
Other	15.0	6		
2013-14				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	27.0	3	9	
1	31.0		9	
2	31.0		9	
3	31.0		9	
4	29.0		6	
5	28.0		9	
6	23.0	3	6	
Other	16.0	3		
2014-15				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	32.0		9	
1	31.0		9	
2	29.0		12	
3	31.0		6	3
4	33.0		3	6
5	29.0		6	
6	25.0	3	6	
Other	18.0	6		

Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Cameron Elementary School revolve around the Common Core State Standards. During the 2014-15 school year, Cameron Elementary School held staff development training devoted to:

• Data Analysis
• Schoolwide Positive Behavior Intervention
• Technology

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. Cameron Elementary School supports ongoing professional growth throughout the year on early release days. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2014-15 school year, Cameron Elementary School's teachers attended the following events hosted by the Barstow Unified School District:

• Crisis Prevention Intervention (CPI) Training
• English/Language Arts (ELA) Curriculum Guides
• Report Cards/Specification and Technology Scope and Sequence
• Think Central Go Math!

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. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2012-13	2013-14	2014-15
1	4	3

Instructional Materials

All textbooks used in the core curriculum at Cameron Elementary School are aligned to the California State Standards. 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, September 22, 2015, 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 #13-2015-2016 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 core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2015-16 school year, Barstow Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2010	Houghton Mifflin/HSP, *California Excursions*	0 %
History-Social Science		
2005	Pearson Scott Foresman, *Scott Foresman History-Social Science for California*	0 %
Mathematics		
2014	Houghton Mifflin Harcourt School Publishers, *California Go Math*	0 %
Science		
2007	Pearson Scott Foresman, *Scott Foresman California Science*	0 %

Professional Staff

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) 2014-15		
	No. of Staff	FTE
Academic Counselor	0	0
Health Clerk	1	1.0
Library Media Assistant	1	0.5
Nurse	1	*
Project SAFE	1	*
Speech Therapist	1	0.1

* as needed
Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Teacher Assignment

During the 2014-15 school year, Cameron Elementary School had 25 teachers who met all credential requirements in accordance with state guidelines. 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 by NCLB-compliant and non-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 2014-15		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB- Compliant Teachers
Cameron Elementary School	88.0 %	12.0 %
District Totals		
All Schools	90.0 %	10.0 %
High-Poverty	90.0 %	10.0 %
Low-Poverty	0.0 %	0.0 %

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

Teacher Credentials & Assignments				
	CES			BUSD
	13-14	14-15	15-16	15-16
Total Teachers	23	25	25	238
Teachers with full credentials	23	25	23	226
Teachers without full credentials	0	0	2	12
Teachers teaching outside subject area of competence (with full credential)	0	0	0	17
Teacher misassignments for English learners	0	0	0	1
Total teacher misassignments	0	0	0	1
Vacant teacher positions	0	1	0	3

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total teacher misassignments includes the number of misassignments of teachers of English learners.

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: 2013-14 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2013-14		
	BUSD	State Average of Districts in Same Category
Beginning Teacher Salary	$38,290	$42,315
Mid-Range Teacher Salary	$58,810	$66,451
Highest Teacher Salary	$80,702	$85,603
Superintendent Salary	$145,230	$189,899
Average Principal Salaries:		
Elementary School	$90,058	$105,079
Percentage of Budget:		
Teacher Salaries	34%	39%
Administrative Salaries	5%	6%

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

Expenditures Per Student

For the 2013-14 school year, Barstow Unified School District spent an average of $8,289 of total general funds to educate each student (based on 2013-14 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 www.cde.ca.gov/ds/fd/ec/ and 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 2013-14 school year, the district received categorical, special education, and support programs funds for:

• After School Learning & Safe Neighborhood Partnerships
• Common Core State Standards Implementation
• Education Protection Account
• Governor's CTE Initiative: CA Partnership Academies
• Lottery: Instructional Materials
• Medi-Cal Billing Option
• Other Federal Funds
• Other Local: Locally defined
• Special Education
• State Lottery
• Title I
• Title II
• Title III
• Vocational Programs

Expense of Education Per Pupil 2013-14					
	Dollars Spent per Student				
	CES	BUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	632	N/A	N/A	N/A	N/A
Total**	$4,645	N/A	N/A	N/A	N/A
Restr.†	$1,317	N/A	N/A	N/A	N/A
Unrestr.††	$3,328	$4,139	80.40	$5,348	62.23
Avg. Teacher Salary	$65,997	$64,481	102.35	$69,257	95.29

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

* Average Daily Attendance

SARC Data

DataQuest
DataQuest is an online data tool located 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 AYP, CST & CAASPP 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 Barstow Branch Library, a branch of San Bernardino County Library.

Address: 304 E. Buena Vista, Barstow
Phone Number: (760) 256-4850
WebSite: http://www.sbcounty.gov/library/home/
Number of Computers Available: 16

Disclosure
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 section were acquired in November 2015. Data to prepare the school facilities section were acquired in December 2015.