Barstow Unified School District
Cameron Elementary School

Grades TK through 6
Brent Leslie, Principal
brent_leslie@busdk12.com

801 Muriel Drive
Barstow, CA 92311
PH: (760) 255-6260   FAX: (760) 255-6261
www.barstow.k12.ca.us/CES
CDS #: 36676116035299

2018-19 School Accountability Report Card
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Principal's Message

Cameron Elementary School is committed to providing your child a warm environment focused on implementing the California Common Core Standards with fidelity. Cameron students have the opportunity to become 21st century learners and work with technology daily. Teachers and staff work collaboratively with each other to provide an enriched learning environment focused on engagement and instruction.

Cameron staff has established school wide behavior expectations focused Kindness, Integrity, Determination, and Support (K.I.D.S.). Each student is held accountable for their actions. We have made a commitment to provide all Cameron families access to the best educational programs. We provide parent involvement activities on a monthly basis. With the help of parents and the community, we can challenge all students with the opportunity for success and the goal to reach their maximum potential academically and socially.

Mission Statement

Our mission is to create a safe and engaging environment where students use 21st century skills to develop academically and socially.

School Description

Cameron Elementary School is located in the central region of Barstow and serves students in grades transitional kindergarten through six following a traditional calendar. At the beginning of the 2018-19 school year, 676 students were enrolled, including 9% in special education, 9.6% qualifying for English Language Learner support, and 93.9% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2018-19			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African-Amer.	22.60%	Transitional Kindergarten	0
Amer. Indian or Alaska Native	1.00%	Kindergarten	121
Asian	0.60%	Grade 1	105
Filipino	0.60%	Grade 2	104
Hisp. or Latino	53.40%	Grade 3	88
Native Hawaiian or Pacific Islander	0.70%	Grade 4	91
White	13.30%	Grade 5	80
Two or More Races	7.70%	Grade 6	87
Students with Disabilities	9.00%	Ungraded	0
Socioeconomically Disadvantaged	93.90%		
English Learners	9.60%		
Foster Youth	1.20%		
Homeless	23.10%		
		Total Enrollment	676

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 reported 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 2018-19			
	Percentage of Students Meeting Standards		
Grade Level Tested	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
Fifth	28.2	19.2	15.4

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

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 subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	17-18	18-19	17-18	18-19	17-18	18-19
English-Language Arts/Literacy (grades 3-8 and 11)	21.0	28.0	31.0	29.0	50.0	50.0
Mathematics (grades 3-8 and 11)	15.0	19.0	20.0	18.0	38.0	39.0

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.

CAASPP Test Results in ELA by Student Group (2018-19)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards
All Students	341	330	96.77	3.23	28.48
Male	157	148	94.27	5.73	24.32
Female	184	182	98.91	1.09	31.87
Black or African-Amer.	93	89	95.70	4.30	14.61
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hisp. or Latino	173	168	97.11	2.89	33.93
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	46	45	97.83	2.17	31.11
Two or More Races	20	20	100.00	0.00	30.00
English Learners	39	38	97.44	2.56	23.68
Socioeconomically Disadvantaged	318	310	97.48	2.52	27.42
Students with Disabilities	49	43	87.76	12.24	2.33
Students Receiving Migrant Ed. Services					
Foster Youth	--	--	--	--	--
Homeless	73	71	97.26	2.74	22.54

CAASPP Test Results in Mathematics by Student Group (2018-19)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards
All Students	339	326	96.17	3.83	19.02
Male	156	146	93.59	6.41	19.86
Female	183	180	98.36	1.64	18.33
Black or African-Amer.	92	87	94.57	5.43	10.34
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hisp. or Latino	172	167	97.09	2.91	21.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	46	44	95.65	4.35	27.27
Two or More Races	20	20	100.00	0.00	10.00
English Learners	39	38	97.44	2.56	18.42
Socioeconomically Disadvantaged	316	306	96.84	3.16	18.63
Students with Disabilities	49	42	85.71	14.29	2.38
Students Receiving Migrant Ed. Services					
Foster Youth	--	--	--	--	--
Homeless	72	69	95.83	4.17	13.04

Note: ELA/Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3 – Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	17-18	18-19	17-18	18-19	17-18	18-19
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for including in the 2018-19 SARC posting due February 1, 2020. These data will be included in the SARC 2019-20 posting due February 1, 2021.

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 (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned Instructional materials and school facilities are maintained in good repair. Covered in *Teacher Assignment*, including the Teacher Credentials & Misassignments chart; *Instructional Materials*, including the Textbooks chart; and *School Facilities & Maintenance,* including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in *Parent Involvement.*

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in *California Assessment of Student Performance and Progress*, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in *Dropout & Graduation Rates*, including the Dropout chart; and *Graduation Requirements*, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan.*

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in *Physical Fitness*, including the Physical Fitness Test chart.

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

School Activities
ASB Events
Back to School Night
Field Day Activities
Harvest Festival
Monthly Family Nights
Monthly Parent Lunch on the Lawn
Open House
PTA Monthly Meetings and Events
Student Awards
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. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

• Relevel grass field
• Removal of trees

2019-20 Campus Improvements in Progress:
• Replacement of planks on portable walkways
• Trimming of trees and re-seed grass
• Installation of new playground equipment
• Installation of a new shade structure
• Installation of a new screen and sound system in the cafeteria

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	18
Portable Classrooms	9
Restrooms (sets)	3
Science Lab(s)	1
Multipurpose Room/Cafeteria	1
Library	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 Thursday, September 05, 2019. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2019-20, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status Most Recent Inspection: Thursday, September 05, 2019			
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
Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

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 and the campus safety officer 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 and the campus safety officer 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 with their valid state issued identification to be scanned through the Raptor system and wear the printed identification sticker 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 Spring 2019.

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			
	16-17	17-18	18-19
	School		
% Students Suspended	7.7	5.5	9.0
% Students Expelled	0.0	0.0	0.0
	District		
% Students Suspended	9.9	9.5	10.3
% Students Expelled	0.0	0.1	0.0
	State		
% Students Suspended	3.6	3.5	3.5
% Students Expelled	0.1	0.1	0.1

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.

Average Class Size and Class Size Distribution				
	2016-17			
	Avg. Class Size	Number of Classes		
Grade		1-20	21-32	33+
K	29.0		12	
1	25.0		12	
2	28.0		9	
3	27.0		12	
4	25.0		9	
5	29.0		6	
6	26.0	3	12	
Other**	15.0	3		
	2017-18			
	Avg. Class Size	Number of Classes		
Grade		1-20	21-32	33+
K	29.0		12	
1	26.0		9	
2	26.0		12	
3	27.0		12	
4	26.0		3	6
5	27.0		6	
6	25.0		9	
Other**	13.0	3		
	2018-19			
	Avg. Class Size	Number of Classes		
Grade		1-20	21-32	33+
K	24.0		15	
1	26.0		12	
2	26.0		12	
3	26.0		9	
4	26.0		9	
5	22.0	3	6	
6	27.0	3	12	

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

***"Other" category is for multi-grade level classes.*

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Cameron Elementary School revolve around the California State Content Standards and Frameworks. During the 2018-19 school year, Cameron Elementary School held staff development training devoted to:

- Data Analysis
- Innovation Training (Defiance & Emotional Issues)
- Schoolwide Positive Behavior Intervention & Support (SWPBIS)
- Technology Training
- Social Emotional Learning (SEL)

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 Wednesdays. 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 2017-18, 2018-19 and 2019-20 school years, Cameron Elementary School's teachers had the opportunity to attend professional development hosted by the Barstow Unified School District. District focused trainings around English Language Arts, English Language Development, Mathematics, History-Social Science, Next Generation Science Standards (NGSS), and Technology.

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.

Number of School Days Dedicated to Staff Development and Continuous Improvement		
2017-18	2018-19	2019-20
5	5	5

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 eight-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, September 24, 2019, 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 #10, 2019-2020 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 2019-20 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.

* These materials are not from the most recent SBE adoption but BUSD is in the process of adopting new state aligned material during the 2019-20 school year to be used in the 2020-21 school year.

**TK materials are from the district's most recent adoption but not from the SBE adoption list as they do not encompass TK.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2016	Houghton Mifflin Harcourt, *Big Day for PreK*	0 %
2016	McGraw Hill, *California Wonders*	0 %
History-Social Science		
2016	Houghton Mifflin Harcourt, *Big Day for PreK*	0 %
2006	McDougal Littell, *McDougal Littell California Middle School Social Studies Series*	0 %
2006	Scott Foresman, *History Social Science for California*	0 %
Mathematics		
2016	Houghton Mifflin Harcourt, *Big Day for PreK*	0 %
2014	Houghton Mifflin Harcourt School Publishers, *California Go Math*	0 %
Science		
2019	Amplify Education, Inc., *Amplify Science: California Discipline Specific*	0 %
2019	Amplify Education, Inc., *Amplify Science: California Integrated Course Model*	0 %
2016	Houghton Mifflin Harcourt, *Big Day for PreK*	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.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2018-19		
	No. of Staff	FTE
Academic Counselor	0	0
Counselor	1	1.0
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 2018-19 school year, Cameron Elementary School had 27 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher Credentials & Assignments	School			District
	17-18	18-19	19-20	19-20
Total Teachers	26	31	26	295
Teachers With Full Credentials	23	27	21	264
Teachers Without Full Credentials	3	4	5	31
Teachers Teaching Outside Subject Area of Competence (With Full Credential)	0	0	N/A	3
Misassignments of Teachers of English Learners	0	0	N/A	0
Total Teacher Misassignments*	0	0	N/A	3
Vacant Teacher Positions	0	0	N/A	1

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: 2017-18 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2017-18		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	$46,790	$49,084
Mid-Range Teacher Salary	$71,864	$76,091
Highest Teacher Salary	$101,704	$95,728
Superintendent Salary	$158,663	$230,096
Average Principal Salaries:		
Elementary School	$109,701	$118,990
Middle School	$101,915	$125,674
High School	$118,834	$137,589
Percentage of Budget:		
Teacher Salaries	30%	35%
Administrative Salaries	4%	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 2017-18 school year, Barstow Unified School District spent an average of $11,224 of total general funds to educate each student (based on 2017-18 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 2017-18 school year, the district received categorical, special education, and support programs funds for:

• After School Education & Safety (ASES)
• California Career Pathways Trust
• California Clean Energy Jobs Act
• Career and Technical Education Programs
• Career Technical Education Incentive Grant Program
• Education Protection Account
• Governor's CTE Initiative: CA Partnership Academies
• Lottery: Instructional Materials
• Other Local: Locally defined
• Special Education
• State Lottery
• STRS On-Behalf Pension Contributions
• Title I
• Title II
• Title III

Expenditures Per Pupil and School Site Teacher Salaries 2017-18					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	$5,587	N/A	N/A	N/A	N/A
Restricted	$1,193	N/A	N/A	N/A	N/A
Unrestricted	$4,394	$4,883	89.99	$7,507	58.53
Average Teacher Salary	$65,281	$75,005	87.04	$78,059	83.63

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

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, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

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 and school facilities sections were acquired in October 2019.