

Cameron Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Cameron Elementary School
Street	1225 East Cameron Avenue
City, State, Zip	West Covina, CA 91790
Phone Number	(626) 931-1740
Principal	Karla Contreras, Ed.D.
E-mail Address	kcontreras@wcusd.org
Web Site	http://cameron.wcusd.org
CDS Code	19-65094-6023428

District Contact Information	
District Name	West Covina Unified School District
Phone Number	(626) 939-4600
Superintendent	Charles Hinman, Ed.D.
E-mail Address	chinman@wcusd.org
Web Site	http://www.wcusd.org/

School Description and Mission Statement (School Year 2017-18)

MISSION STATEMENT

The mission of Cameron School, in partnership with parents and the community, is to provide all students access to a high-quality, well-rounded curriculum rich in meaning and rigor that inspires: Post-secondary and career participation, critical thinking and problem-solving, technological literacy, and positive contributions to society.

VISION STATEMENT

Cameron Elementary School is dedicated to promoting students who are: self-starters, life-long learners, responsible citizens, cooperative, and effective communicators. Together, in partnership, we accept the challenge of preparing our students to reach their greatest potential, committed to intellectual achievement, social-emotional growth, and cultural diversity.

SCHOOL DESCRIPTION

Our report card will share with you our progress towards achievement goals including those measured by standardized tests, and it will help keep you current on the teaching and learning progress of our school.

Cameron Elementary School is an International Baccalaureate World School. The school is located on Cameron Avenue, in the heart of West Covina. Situated next to a beautiful community park, adjacent to West Covina High School, our school is in the hub of community activities. Opening its doors in 1952, Cameron was originally a K-8 campus. Over the next thirty-six years, our site went through many configurations, and in 1988, finally became one of the eight K-5 elementary schools in the West Covina Unified School District. During the 2016-2017 school year, we added Transitional Kindergarten (TK) to our campus.

An exceptionally professional staff includes highly qualified teachers, paraprofessionals, support providers and a principal. The number of credentialed teachers on staff is twenty-eight. Each staff member strives to continuously improve the quality of the educational experience for all Cameron learners. They share the best teaching practices and offer support and encouragement to one another through the utilization of vertical articulation grade-level strands.

The Principal holds the needs of Cameron students at the center of her leadership philosophy. She offers each member of the Cameron Family her support, assistance, and expertise. Cameron school received authorization as an International Baccalaureate World School through the implementation of the Primary Years Programme in the summer of 2017.

The staff of Cameron Elementary IB World School welcomes parents and community members to volunteer in our classrooms, school library, and school functions in order to actively participate in our programs. Together we support a learning environment rich, and dynamic, with opportunities for all children.

Our school year is 184 days. The year begins in August and ends in June. School begins at 8:05 a.m. and ends at 2:03 for TK and kindergarten and at 2:13 p.m. for first through fifth grade on Monday, Tuesday, Thursday, and Friday. Every Wednesday is dedicated to professional development and collaboration. On Wednesdays, students leave at 1:03 for TK and kindergarten and 1:13 p.m. for first through fifth grade to accommodate professional development opportunities for staff.

We invite you to visit our school and see the Cameron Family shine, as we proceed with this year's theme of "Oh the Places We'll Go!"

MAJOR ACHIEVEMENTS

- Cameron Elementary is an authorized World School for the International Baccalaureate Primary Years Programme.
- Our students shine by participating in district and community events. Our campus hosts American Red Cross blood drives several times a year.
- We guard our instructional day with a no-interruption policy while class is in session. Bell to bell instruction is honored by all stakeholders.

- We have implemented transdisciplinary units of study at every grade level to help our students become critical thinkers and world citizens.
- We believe in a balanced education for all students. We are dedicated to providing extended enriched learning opportunities such as art and Spanish instruction once a week for every student.
- Our Cameron Library houses over 14,000 titles for students, staff, and family with a wide variety of materials to support the diverse needs of our school population. All classes attend the library weekly and at additional times provided for research-based projects. Our librarian maintains a hub with access to the Internet as well as Accelerated Reading and other software programs. The Destiny Program allows for efficient organization of all materials.
- We provide opportunities for our students to participate in multi-media experiences. Students in kinder through fifth grade have an individual device assigned to them. Our teachers have access to a computer-based grade book, word processing, electronic attendance, e-mail, as well as access to the Internet for instructional planning and lesson presentations.
- Our students in kindergarten through fourth grade are participating in a district-wide reading initiative to provide targeted intervention/enrichment at each student's individual level four days a week.

FOCUS FOR IMPROVEMENT

Focus on Marzano's researched-based effective classroom instructional practice supporting academic vocabulary;

Provide high-quality professional development based on student needs derived from multiple measures;

Provide student tasks that are designed for engagement and higher levels of thinking that are aligned with implementation of the International Baccalaureate Primary Years Programme;

Increase writing skills and writing opportunities at all grade levels;

Incorporate technology to support content subjects; Accelerated Math, Accelerated Reader, Benchmark Advance, LEXIA, Achieve 3000, Google Classroom and other software programs are used to support classroom instruction, and as intervention instruments;

Deliver the highest quality of engaging and effective learning based on the latest direct instruction strategies which emphasize differentiated instruction;

Construct and maintain the highly structured classroom environment which fosters higher-order thinking and responsiveness to the individual needs of students.

Students in need of specialized instruction are mainstreamed as much as possible into the general education setting per their IEP goals. The Special Education teachers work collaboratively with the General Education teachers to plan instructional opportunities aligned to the core curriculum. Modifications are made to make the core curriculum accessible to students. In addition, as appropriate, our Special Education students attend an Extended School Year (ESY) program in the summer to help maintain the knowledge learned during the regular school year. The Teacher On Special Assignment (TOSA) has welcome meetings with foster youth to ensure they have all the necessary resources to be successful at Cameron. Moreover, she monitors their academic progress and recommends for intervention as needed to help address any achievement gaps.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	88
Grade 1	76
Grade 2	67
Grade 3	73
Grade 4	98
Grade 5	92
Total Enrollment	494

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0
Asian	9.7
Filipino	3
Hispanic or Latino	79.1
Native Hawaiian or Pacific Islander	0.4
White	4.5
Two or More Races	1
Socioeconomically Disadvantaged	75.5
English Learners	14
Students with Disabilities	10.7
Foster Youth	1.8

A. Conditions of Learning**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	21	24	28	465
Without Full Credential	0	0	0	9
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: September 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	READING AND WRITING (Imagine It-SRA McGraw-Hill/2010): Kindergarten through fifth grade and special education teachers utilize the Benchmark Advance language arts series, which is aligned to the California State Standards and are CDE approved. Additionally, Thinking Maps' Write from the Beginning and Beyond is being implemented school and district-wide. This instruction supports California State Standards for writing.	Yes	0%
Mathematics	MATHEMATICS (Envision Math-Pearson Scott Foresman/2009): The kindergarten through fifth grade and special education teachers utilize Envision Mathematics, which is aligned with the California State Standards and are CDE approved. Envision Mathematics is well organized and conveys the mathematics content efficiently and effectively. A performance assessment is combined with benchmark tests to demonstrate students' knowledge of and ability to apply mathematical concepts and skills. Additionally, ST Math supplemental software focuses on conceptual learning for students to strengthen foundational skills.	Yes	0%
Science	SCIENCE (California Science -MacMillian McGraw Hill/2008): Science learning is hands-on and integrated with other activities. The science program is aligned to the California State Standards and are CDE approved. The Imagine It language arts curriculum includes science-related themes for each grade level. Incorporating science with reading and writing helps us teach a variety of skills and makes learning more meaningful.	Yes	0%
History-Social Science	SOCIAL SCIENCE (Social Studies-Pearson Scott Foresman/2007): Our social studies curriculum incorporates a variety of subjects such as: Geography, Literature, Government and History. The social studies program is aligned to the California State Standards and are CDE approved. Students read about the past and discover different communities and cultures. Social studies enable students to learn a variety of skills as well as improving reading. Through this curriculum, students learn about people who make contributions and gain an understanding of life on earth. The Imagine It series includes social science related themes for each grade level.	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	A World Language teacher provides instruction to students in Spanish. Every class has an opportunity to receive instruction in Spanish two times a week for 30 minutes each session. During Spanish time, students learn primary vocabulary and communication skills in Spanish. They also learn about different traditions within Latin American cultures. Our Spanish program does not require textbooks, but students and teacher have access to books in Spanish.		0%
Visual and Performing Arts	<p>A shared VAPA teacher is at our school for two days each week and every other Friday. During those days, students in each grade level from kinder through fifth grade rotate into her class and complete lessons based on the grade level art standards and that correlate to various units of study. In planning her lessons, the VAPA teacher pulls in content from the different grade level units of study to reinforce other learning. She also utilizes the "Meet the Masters" program.</p> <p>Each grade level has the opportunity to celebrate their singing and perform for parents at least once a year. Students may perform in a Winter Program, Founder's Day or Fun in the Sun.</p>		0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Much attention is paid to keep our campus clean and safe. District-wide standards are in place for cleaning procedures, products, inspection, and evaluation to ensure that our campus is in impeccable condition. A summary of these standards is available at the District Office. Restrooms are inspected multiple times daily by custodial staff, as well as inspected by all staff and administrators. 100% of the toilets on campus are working. Custodians, as well as maintenance and grounds crews are trained and for inspection and repair of any safety items on a daily basis. Monthly inspections are also conducted by District inspectors. No emergency facility conditions exist; regular maintenance is ongoing and funding is provided to make repairs on an as-needed basis. Providing our students with a clean and safe school always has been and will continue to be a top priority.

Cameron School was built in 1951 and opened as a K-8 school in 1952. Our facilities provide adequate space for our nearly 500 students. The school has central air/heat, wiring to connect all computers to the main server, and Internet access in all the classrooms and buildings. Students enjoy breakfast as well as lunch in a positive and safe environment. The school is well maintained by our custodians and district support staff consisting of grounds and maintenance. The school's playground facilities were updated in the fall of 2017 with new playground equipment installed and rubber surfaces placed under both playground structures. A shade was also placed on top of the kindergarten playground. Currently, solar panels are being installed within the facilities. The project is expected to be completed by spring of 2018.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Grounds:

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2017				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	44	42	52	52	48	48
Mathematics (grades 3-8 and 11)	35	35	37	38	36	37

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 Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	260	253	97.31	41.9
Male	131	129	98.47	34.11
Female	129	124	96.12	50
Black or African American	--	--	--	--
Asian	15	15	100	46.67
Filipino	--	--	--	--
Hispanic or Latino	211	204	96.68	39.71
Native Hawaiian or Pacific Islander	--	--	--	--
White	16	16	100	43.75
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	197	193	97.97	40.41
English Learners	50	46	92	43.48
Students with Disabilities	37	37	100	2.7
Foster Youth	--	--	--	--

Note: ELA 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 Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	260	255	98.08	34.51
Male	131	129	98.47	34.11
Female	129	126	97.67	34.92
Black or African American	--	--	--	--
Asian	15	15	100	73.33
Filipino	--	--	--	--
Hispanic or Latino	211	206	97.63	31.55
Native Hawaiian or Pacific Islander	--	--	--	--
White	16	16	100	31.25
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	197	194	98.48	33.51
English Learners	50	47	94	40.43
Students with Disabilities	37	37	100	2.7
Foster Youth	--	--	--	--

Note: 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
Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	61	50	62	54	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13.8	25.5	30.9

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Cameron Elementary IB World School successfully supports parent involvement. Parents, students, and teachers sign home-school compacts striving to raise academic achievement. We provide a district handbook for all parents that include a staff list, school standards and curriculum expectancy. Our School Site Council approves annual budgets, revises site level plans and provides governance for school wide programs. Parents are safety partners assisting with the arrival and dismissal of students via buses, vehicles, as well as pedestrian traffic. We are honored to have outstanding support from our Parent Teachers Association (PTA). Our PTA sponsors study trips, assemblies, Red Ribbon Week Celebrations, Family Reading Nights, Book Fairs, a Family Dance, International Events, Photo / Art Contests, and Family Gathering Events. If you are interested in becoming involved, please contact the principal. A variety of parent activities occur at Cameron, including parent workshops, PTA meetings, and various community-focused activities. For more information about getting involved, please contact Karla Contreras or Cindy Okamoto at (626) 931-1740.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.0	0.4	0.4	2.3	2.2	1.7	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

In December 2017, our Safety Committee, comprised of all stakeholders, reviewed and revised the mandated comprehensive safety plan. This safety plan was discussed with the staff, parents and members of our community and approved by the School Site Council on December 14, 2017. Our vision for a safe school is that our school maintains a safe learning environment built through the cooperative efforts of parents, students, staff, local law enforcement and community members. Our desire is that all students feel respected and know that there is a caring community to support their individual learning and safety needs. Cameron's site Safety Committee monitors the school plan to assure that safety regulations are maintained. Emergency practice drills are held monthly and our Cameron Family works collaboratively to communicate safety concerns as well as encouraging suggestions to keep safety as a high priority.

Students' cultural heritage is valued and held in high regard to promote a positive culturally diverse environment that welcomes and promotes the individual differences from our school wide community. Thinking like a global citizen, along with developing according to characteristics of a Learner Profile is part of the International Baccalaureate Primary Years' Programme.

For the 2017-2018 school year, Cameron Elementary staff is continuing year 3 of implementing the behavior program of "Capturing Kids' Hearts." This promotes positive student behaviors as well as strong relational skills to build a positive school climate, promote student leadership, reduce/eliminate suspensions and eliminate bullying.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	6
Percent of Schools Currently in Program Improvement	N/A	42.9

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22		3		22	1	2		22	2	2	
1	21	1	2		21		3		24		3	
2	24		3		21	1	2		21		3	
3	24		4		23		4		24		3	
4	26		3		32		2		31		3	
5	27	1	3		27	1	2	1	25	1	3	
Other									9	1		

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.6	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,859	\$841	\$6,018	\$87,985
District	N/A	N/A	\$5,926	\$76,863
Percent Difference: School Site and District	N/A	N/A	1.6	14.5
State	N/A	N/A	\$6,574	\$74,476
Percent Difference: School Site and State	N/A	N/A	-8.5	18.1

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

Types of Services Funded (Fiscal Year 2016-17)

Cameron receives allocated monies from State and Federal categorical funds: Title I and School Concentration. Detailed information is located in our Single Plan for Student Achievement. Services provided include: after school clubs, Intervention for English Learners and any students demonstrating need for academic support both before and after school, Special Education, Homeless/Foster Youth support, Capturing Kids' Hearts, and fitness through our 100 Mile Club.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,727	\$46,511
Mid-Range Teacher Salary	\$77,257	\$73,293
Highest Teacher Salary	\$95,590	\$92,082
Average Principal Salary (Elementary)	\$121,488	\$113,263
Average Principal Salary (Middle)	\$125,389	\$120,172
Average Principal Salary (High)	\$139,408	\$131,203
Superintendent Salary	\$244,950	\$213,732
Percent of Budget for Teacher Salaries	35%	36%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Teachers and the administrator at Cameron school participate in a variety of staff development activities. Each school year incorporates two full days of staff development. Every Wednesday is a shortened day dedicated to staff development sessions and grade-level collaboration. Teachers work together in and across grade level activities to enhance instructional programs, review benchmarks and other student achievement data. Staff is given the opportunity to participate in professional conferences throughout the school year. Every other Wednesday is dedicated exclusively to professional development. Over the past three years, seventy-four (74) days have been dedicated exclusively to the development of professional classroom practices, the examination of student achievement data, and the analysis of program efficacy relative to curriculum, instruction, and assessment.

The focus for staff professional development has been the following:

The school-wide implementation of International Baccalaureate Primary Years Programme because Cameron is an authorized IB World School;

School-wide implementation of Thinking Maps' "Write from the Beginning and Beyond," including focused collaboration on scoring student work to analyze next instructional steps,

The ongoing implementation of Capturing Kids' Hearts to create a positive and inclusive school climate and culture,

The implementation of the K-4 Reading Initiative to provide targeted intervention/enrichment to students at their individual level of need,

Creating and implementing a site Response to Intervention (RTI),

On-going data and statistical analysis of student learning,

Technology resources, hardware, instructional tools, etc., to assist teachers in providing digital literacy lessons for students,

The implementation of computer software instructional programs which augment student learning and achievement and support the development of intellectual capacity for each student, and

The engagement of EL students through best instructional practices in English to fill the gaps in their academic achievement, including the implementation of Thinking Maps' Path to Proficiency for English Language Learners.