



### School Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** School Contact Information for your school.

School Information	
<b>School Name</b>	Camerado Springs Middle School
<b>Street</b>	2480 Merrychase Drive
<b>City, State, Zip</b>	Cameron Park, CA 95682
<b>Phone Number</b>	(530) 677-1658
<b>Principal</b>	Douglas Shupe
<b>E-mail Address</b>	dshupe@buckeyeusd.org
<b>School Website</b>	www.csms-buckeye-ca.schoolloop.com
<b>CDS Code</b>	09618386096614
<b>School Logo</b>	<div style="text-align: center;"><p>Click the button to upload your school's logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by <a href="#">clicking here</a>.</p></div>

### District Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** District Contact Information for your district.

District Information	
District Name	Buckeye Union Elementary School District
Street	1665 Blackstone Parkway
City, State, Zip	El Dorado Hills, CA 95762
Phone Number	(530) 677-2261
Superintendent	David Roth, Ph. D.
Web Site	www.buckeyeusd.org
E-mail Address	droth@buckeyeusd.org
District Logo	 <p>Click the button to upload your district logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by <a href="#">clicking here</a>.</p>

### District Governing Board

Please review and update the information below as needed. This section should include **current** contact District Governing Board information for your district.

District Governing Board (in the order to be listed)	
Member 1	Royce Gough
Member 2	Brenda Hanson-Smith
Member 3	Winston Pingrey
Member 4	Kirk Seal
Member 5	Gloria Silva
Member 6	
Member 7	
Member 8	
Member 9	
Member 10	
Member 11	
Member 12	

## District Administration

Please review and update the information below as needed. This section should include **current** District Administration information for your district.

District Administration (in the order to be listed)	
<b>Superintendent</b>	David Roth, Ph. D.
<b>Administrator 1</b>	Jackie McHaney Assistant Superintendent of Administrative Services
<b>Administrator 2</b>	Patty Randolph Director of Curriculum and Instruction
<b>Administrator 3</b>	Nicole Schraeder Director of Student Services
<b>Administrator 4</b>	Brian McCahon Director of Facilities
<b>Administrator 5</b>	
<b>Administrator 6</b>	
<b>Administrator 7</b>	
<b>Administrator 8</b>	
<b>Administrator 9</b>	
<b>Administrator 10</b>	
<b>Administrator 11</b>	
<b>Administrator 12</b>	
<b>Administrator 13</b>	

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

Please review and update the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

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Camerado Springs serves sixth, seventh, and eighth grade students in the Buckeye Union School District. We are dedicated to creating a learning environment that enables students to achieve their maximum potential in academic performance, critical thinking skills, expressive talents, physical development, social and emotional

growth, and use of technology. At Camerado we have high expectations for student achievement. We are committed to providing students with a solid academic background in a safe and supportive environment. We challenge students through an academic curriculum that requires them to apply skills and knowledge to meet district and state standards. Our intent is to build an academic foundation that will allow students to be successful in high school and beyond.

We are continuing to develop a comprehensive assessment and accountability plan aligned to the Common Core State Standards. This enables us to determine the progress of our students and guide our school in the continuing development of a curriculum that meets the changing needs of our students. The information received from these assessments, in addition to letter grades from report cards, are relayed to students and parents each trimester. This informs them of the progress being made by the student in subject areas and helps teachers identify specific skills or knowledge that require greater attention.

Students in the middle grades need to become increasingly responsible and independent as they prepare for high school. We help students develop responsibility by providing binder reminders and online grades accessible to students and parents so that students can track their own academic progress. We recognize students for responsible citizenship and academic achievement. When students are not acting responsibly, the student, parent and teachers meet to clarify the situation and develop a plan to assist the student.

While we emphasize academics, we understand that early adolescence is a time of change, and students need guidance and support to succeed. During the middle grades, students need to feel included, welcomed, safe, and secure at school. We have a consistent and well-communicated discipline plan and a reward program in place for students who exhibit good behavior.

#### School Profile

Camerado Springs Middle School is one of two middle schools and six elementary schools, including a Charter Montessori in the Buckeye Union School District. The district was established in 1858 and currently serves the communities of Shingle Springs, Cameron Park and El Dorado Hills in El Dorado County.

During the 2017-18 school year, 675 sixth through eight grade students were enrolled at the school, with classes arranged on a traditional schedule.

Camerado Springs Middle School was recognized as a Gold Ribbon School in the Spring of 2017.

#### Mission Statement

- Camerado Springs is a safe and positive place to be – a place where students and staff are proud to belong.
- Camerado Springs is a school where students and teachers respect and value each other.
- Camerado Springs works as a team to support our students and each other.
- Camerado Springs has a challenging curriculum and high expectations based on student needs.
- Camerado Springs provides many opportunities to expand learning.
- Camerado Springs inspires students with a love of learning.

### **Opportunities for Parental Involvement (School Year 2017-18)**

Please review and update the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

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Camerado Springs Middle School realizes the positive correlation between parent involvement and student success. For this reason, the school continually searches for avenues to involve parents and the community to participate in the education of our students. The school greatly benefits from its supportive parents who serve as volunteers on the School Site Council, representation on district committees (Master Plan, Budget, Wellness, Buckeye Education Foundation), and are a part of the Parent Teacher Organization (PTO). Parent education opportunities are offered at various points in the school year: Love and Logic Parenting classes, Camerado Springs 101, and Parenting in a Digital World. The school also benefits from several community partnerships including Intel Corporation's PC Pals program and Indian Education. Parents are also encouraged and welcome to volunteer at the site. Camerado has many opportunities for parents to assist in classrooms or with student activities. Parents should contact the school office if interested in getting involved in one of the above opportunities.

### **School Safety Plan (School Year 2017-18)**

Please review and update the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

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The school provides a safe, clean environment for students, staff, and volunteers. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, earthquake, and disaster drills are held regularly throughout the school. The School Site Safety Plan was last reviewed and updated in September 2017 by the School Safety Committee and approved by the school Site Council. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Students are supervised during break periods, before-and- after school by certificated staff, and yard duties supervise students during lunch. There is a designated area for student drop off and pick up. Visitors are welcome, and asked to check-in and receive a pass in the main office.

## School Facility Conditions and Planned Improvements (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and update the information below as needed.

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**Year and month of the most recent FIT report: 2/24/2017**

This section should be kept to 1-2 paragraphs.

The Buckeye Union School District is proud of the facilities that are provided for students and families. Each year parent surveys indicate that they are pleased with the condition of the schools. In the most recent parent survey, 96.7% of parents indicated that this school was clean and well-maintained.

Camerado Springs Middle School was originally constructed in 1976 and is comprised of 40 permanent classrooms, 12 portables, one gym, one multipurpose room, one library, one staff lounge, two computer labs, three blacktop areas, and one sports field. Full modernization of the campus was completed in 2011. Through Measure K all classrooms were equipped with Promethean boards, the science labs were updated and evening lighting was installed throughout campus. Renovation to the lunch area (benches, fencing, walkways & ramps/steps), basketball courts, and blacktop were completed in the Summer of 2017.

### Cleaning Process

The principal works daily with the custodial staff of five (four full-time and one part-time) to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure that efficient service and highest priority are given to emergency repairs.

**School Facility Good Repair Status (School Year 2017-18)**

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

**This data should match the most recent inspection/FIT report for your school.**

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Loose wall covering seam, carpet stains, ceiling tile stains.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			Light bulb replacements, 1 hand dryer not working.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			1 sink not working, 1 drinking fountain needed adjustment.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Door needed weather strip.

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
<b>Overall Rating</b>		X		

## Teacher Credentials

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School			District
	2015-16	2016-17	2017-18	2017-18
<b>With Full Credential</b>	32	32	31	204
<b>Without Full Credential</b> Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	0	0	2
<b>Teaching Outside Subject Area of Competence</b> CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	2	1	1	2

## Teacher Misassignments and Vacant Teacher Positions

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2015-16	2016-17	2017-18
<b>Misassignments of Teachers of English Learners</b> 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
<b>Total Teacher Misassignments</b> 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
<b>Vacant Teacher Positions</b> 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0



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

The data that is currently displayed in this table was carried over from last year’s SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

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.

<b>Title</b>	<b>Number of FTE Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
<b>Academic Counselor</b>		
<b>Counselor (Social/Behavioral or Career Development)</b>	1.0	♦
<b>Library Media Teacher (Librarian)</b>		♦
<b>Library Media Services Staff (paraprofessional)</b>	1.0	♦
<b>Psychologist</b>	1.0	♦
<b>Social Worker</b>		♦
<b>Nurse</b>	0.2	♦
<b>Speech/Language/Hearing Specialist</b>	0.4	♦
<b>Resource Specialist (non-teaching)</b>	6.0	♦
<b>Other</b>		♦

♦ means data is not required. The fields are intentionally not provided.

## Textbooks and Instructional Materials (School Year 2017-18)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials\*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

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**This data should match the most recent adoption of textbooks for your LEA.**

**Year and month in which the data were collected:** November 2017

This section should be kept to 1-2 paragraphs.

Buckeye Union School District held a public hearing on September 21st, 2017, and determined that each school within the District had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Language Learners (ELL), are provided their own individual standards-aligned textbooks or instructional materials, or both, in core subjects as well as foreign language for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the District office prior to adoption. The table displays the most recent information collected about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt Collections (6th-8th), Adopted in 2016	Yes	0
Mathematics	Big Ideas Math (6th-8th), Adopted in 2014	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Pearson/Prentice Hall (6th-8th), Adopted in 2006	Yes	0
History-Social Science	TCI History Alive! (6th-8th), Adopted in 2015	Yes	0
Foreign Language	Avancemos!; Holt McDougall, Adopted in 2012	Yes	0
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12 schools only)	♦	♦	

♦ means data is not required. The fields are intentionally not provided.

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

The fields that are, **highlighted yellow**, are populated for you with data provided by CDE (as available).

Percent differences, **highlighted light-blue**, are calculated by this form.

The remaining data was copied over from last year’s SARC and should be reviewed/updated, with data from FY 15-16, as needed.

The most recent data available from CDE is for fiscal year 2015-16. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 15-16, is correct.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	\$8,818	\$1,084	\$7,734	\$70,981
District	♦	♦	\$7,232	\$70,981
Percent Difference: School Site and District	♦	♦	6.9	0.0
State	♦	♦	\$6,574	\$74,194
Percent Difference: School Site and State	♦	♦	17.6	-4.3

♦ means data is not required. The fields are intentionally not provided.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

**Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

**Types of Services Funded (Fiscal Year 2016-17)**

Please review and update the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school’s federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 16-17, is correct.

In addition to general state funding, Buckeye Union School District receives state and federal funding for the following categorical funds and other support programs:

- Special Education
- Title I
- Title II
- Title III
- Supplemental Grant Funding

- Home to School Transportation
- Lottery

### Professional Development (2015-16, 2016-17 and 2017-18)

Please review and update the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2015-16, 2016-17 and 2017-18. Questions that may also be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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As part of the growth process, opportunities for training and staff development are provided at both the District and individual school sites to administrators, teachers, and classified staff. The District offers three staff development days annually, where staff members are offered growth opportunities in curriculum, teaching strategies, and methodologies.

The 2017-2018 staff development focus included: Common Core State Standards in mathematics and English language arts, differentiated Instruction to meet the needs of a variety of learners in the classroom, use of technology in the classroom, wellness in the workplace, and review of data related to state and District level assessments, Special Education Accommodations/Modifications Training, Next Generation Science Standards (NGSS) training, Turn It In training, Positive Behavioral Interventions and Supports (PBIS), the California Assessment of Student Performance and Progress Portal (CAASPP Portal), and Multi-Tiered Systems and Supports (MTSS).

Staff is offered support through the Peer Assistance Review (PAR) program and new educators can find mentors through the Beginning Teacher Support Association (BTSA).