



Camerado Springs Middle School

2480 Merrychase Drive • Cameron Park, CA 95682 • (530) 677-1658 • Grades 6-8

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<https://www.buckeyeusd.org/csms>

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Buckeye Union Elementary School District

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District Governing Board

Brenda Hansen-Smith
Winston Pingrey
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District Administration

David Roth, Ph. D.
Superintendent
David Roth, Ph. D.
Superintendent
Patty Randolph
**Director of Curriculum and
Instruction**
Nicole Schraeder
Director of Student Services
Brian McCahon
Director of Facilities

School Description

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 (K-8) 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 2018-19 school year, 590 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.

About the SARC

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	180
Grade 7	241
Grade 8	251
Total Enrollment	672

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.1
American Indian or Alaska Native	0.7
Asian	2.8
Filipino	1.6
Hispanic or Latino	17.4
Native Hawaiian or Pacific Islander	0.3
White	72.9
Socioeconomically Disadvantaged	25.1
English Learners	2.7
Students with Disabilities	13.4
Foster Youth	0.4

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			
Camerado Springs Middle School	16-17	17-18	18-19
With Full Credential	32	31	29
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	1	1	0
Buckeye Union Elementary School District	16-17	17-18	18-19
With Full Credential	♦	♦	219
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Camerado Springs Middle	16-17	17-18	18-19
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 2018-19)

Buckeye Union School District held a public hearing in September 2018 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. 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.

Textbooks and Instructional Materials	
Year and month in which data were collected: September 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Harcourt Collections (6th-8th), Adopted in 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Big Ideas Math (6th-8th), Adopted in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Amplify Science, Adopted in 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	TCI History Alive! (6th-8th), Adopted in 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Avancemos!; Holt McDougall, Adopted in 2012 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Positive Prevention Plus, Adopted in 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Buckeye Union School District and Camerado Springs are 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.

Camerado Springs Middle School was originally constructed in 1976 and is currently comprised of 40 classrooms, one gym, one multipurpose room, one administration building, 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 to ensure that the school is cleaned and maintained to provide for a clean and safe learning environment. Cleaning is per the BUSD Governing Board 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 maintenance and repairs necessary to keep the school in good repair are completed in a timely manner.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 06/25/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	HVAC damper cabinet making noise.
Interior: Interior Surfaces	Good	Loose wall covering seam, carpet stains, ceiling tile stains, carving on window sill, sheet rock repair needed, some floor discoloration.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	1 circuit breaker not working, light bulb replacements, 1 hand dryer not working, 2 light fixtures not working properly, need deadfront on electrical panel, 4 outside lights need lenses, take down map over electrical panel.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	1 sink not working, 1 drinking fountain needed adjustment, 2 drinking fountains need to be repaired, 1 loose faucet, 1 sink battery dead
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Need to start thinking about replacing the roof in classroom 25.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Door needed weather strip. 1 door rubbing on threshold. 1 gutter/downspout needs to be repaired.
Overall Rating	Good	The school meets or exceeds most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	64.0	59.0	69.0	67.0	48.0	50.0
Math	50.0	51.0	63.0	60.0	37.0	38.0

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.

Note: ELA and 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	13.4	28.9	46.1

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	677	663	97.93	58.52
Male	340	332	97.65	47.29
Female	337	331	98.22	69.79
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	19	17	89.47	82.35
Filipino	12	12	100.00	91.67
Hispanic or Latino	118	117	99.15	41.03
Native Hawaiian or Pacific Islander	--	--	--	--
White	492	482	97.97	62.24
Two or More Races	28	27	96.43	48.15
Socioeconomically Disadvantaged	172	165	95.93	38.18
English Learners	38	36	94.74	52.78
Students with Disabilities	93	89	95.70	11.24
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.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	677	665	98.23	50.68
Male	340	332	97.65	48.49
Female	337	333	98.81	52.85
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	19	19	100	57.89
Filipino	12	12	100	41.67
Hispanic or Latino	118	117	99.15	39.32
Native Hawaiian or Pacific Islander	--	--	--	--
White	492	482	97.97	55.19
Two or More Races	28	27	96.43	33.33
Socioeconomically Disadvantaged	172	166	96.51	34.34
English Learners	38	38	100	28.95
Students with Disabilities	93	89	95.7	12.36
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.

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 school site

Opportunities for Parental Involvement (School Year 2018-19)

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 (LCAP, 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, Parent Math Support Classes, Camerado Springs 101, and Parenting the Smartphone Generation. 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.

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.

School Safety Plan

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 2018 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.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	6.2	4.0	4.9
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.8	1.6	1.6
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.8
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	5.0
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* 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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	26.0	25.0	29.0	5	3	1	9	13	15	3	3	1
Mathematics	14.0	22.0	27.0	4	2	3		2	10			5
Science	27.0	28.0	31.0	4	3		10	12	10	2	2	6
Social Science	29.0	28.0	29.0	2	1		10	12	15	3	4	1

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

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 2018-2019 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, Operation of Emergency Services (OES) training, Stop The Bleed training, Next Generation Science Standards (NGSS) training, Amplify curriculum training, Turn It In training, Positive Behavioral Interventions and Supports (PBIS), Zones of Regulation training, the California Assessment of Student Performance and Progress Portal (CAASPP Portal), and Multi-Tiered Systems and Supports (MTSS), Trauma Informed Practices, and training to become Poverty Informed.

Staff is offered support through the Peer Assistance Review (PAR) program and new educators can find mentors through the Teacher Induction Program Preconditions and Standards (TIPPS).

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,986	\$48,064
Mid-Range Teacher Salary	\$67,949	\$75,417
Highest Teacher Salary	\$91,066	\$94,006
Average Principal Salary (ES)	\$116,908	\$119,037
Average Principal Salary (MS)	\$121,019	\$123,140
Average Principal Salary (HS)	\$0	\$135,974
Superintendent Salary	\$159,809	\$183,692
Percent of District Budget		
Teacher Salaries	39.0	36.0
Administrative Salaries	5.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,763	\$2,223	\$7,540	\$72,821
District	◆	◆	\$7,114	\$72,821
State	◆	◆	\$7,125	\$76,046
Percent Difference: School Site/District			5.8	0.0
Percent Difference: School Site/ State			5.7	-4.3

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.