



Camerado Springs Middle School

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

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2012-13 School Accountability Report Card Published During the 2013-14 School Year

Buckeye Union Elementary School District

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About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (530) 677-1658.

School Description

Principal's Message

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 new 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 located on the Blue Oak campus, 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 2012-13 school year, 591 sixth through eighth grade students were enrolled at the school, with classes arranged on a traditional schedule.

Opportunities for Parental Involvement

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 and are a part of the Parent Teacher Organization (PTO). The school also benefits from several community partnerships including Intel Corporation's PC Pals program and Big Brothers and Big Sisters. 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.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 6	189
Gr. 7	197
Gr. 8	228
Total	614

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	1.3
Asian	2.1
Filipino	1.1
Hispanic or Latino	12.2
Native Hawaiian/Pacific Islander	0.3
White	75.1
Two or More Races	7.2
Socioeconomically Disadvantaged	22.6
English Learners	3.1
Students with Disabilities	12.2

Average Class Size and Class Size Distribution												
Average Class Size	Number of Classrooms*											
	1-20			21-32			33+					
Year	11	12	13	11	12	13	11	12	13	11	12	13
Gr. 6			26			10			14			20
English	26.6	29.4	22	2	2	5	13	5	13	1	7	1
Math	27	26.9	26	4	3	3	7	7	8	4	5	5
Science	30	29.3	28	0	1	2	12	8	11	2	5	2
SS	32.4	29.2	28	0	1	1	5	9	13	8	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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
Schoolwide	10-11	11-12	12-13
Suspensions Rate	12.68	12.5	
Expulsions Rate	1.1	0	
Districtwide	10-11	11-12	12-13
Suspensions Rate	3.94	3.5	
Expulsions Rate	0.15	0	

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the 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.

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 October 2013 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 2013-14)

This section provides 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

Year and month in which data were collected: 10/09/2012

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, 97.5% of parents indicated that the district schools were 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. Summer 2010 brought the completion of renovation to the sports field, basketball courts and blacktop. While reviewing this report, please note that even minor discrepancies are reported in the facility inspection process. The items noted in the table have been corrected or are in the process of remediation.

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.

Deferred Maintenance Budget

During the recent economic crisis the State suspended their matching grant obligation to District's participating in the deferred maintenance program. District's were no longer required to match local funds with the grant, and District's were no longer required to spend the grant on deferred maintenance projects. While the district is no longer matching the grant amount, the BUSD Board of Trustee's acted to keep whatever grant proceeds received dedicated to the deferred maintenance projects in the district. While the budget has been reduced by 50% the district is still operating the program to maintain its facilities.

School Facility Good Repair Status (School Year 2013-14)

This section provides 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)

School Facility Good Repair Status				
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]	[]	[]	
Overall Rating	Exemplary	Good	Fair	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.
	[X]	[]	[]	

Teacher Credentials			
Schoolwide	10-11	11-12	12-13
Fully Credentialed	29	29	29
Without Full Credential	0	0	0
Teaching Outside Subject Area	2	2	0
Districtwide	10-11	11-12	12-13
Fully Credentialed	♦	♦	200
Without Full Credential	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Schoolwide	11-12	12-13	13-14
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

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. In addition, at least two collaboration days are scheduled monthly to allow teachers time to collaborate on student assessment data and student needs. Training specific to the needs of the Camerado staff may also be presented during this time.

The 2012-13 staff development focus included: Use of technology in the classroom, review of data related to state and district level assessments, areas of focus related to specific duties according to grade level and subject area, Love and Logic training, Common Core Standards training, and other topics as they arose as an area of need based on site goals for the school year.

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

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	0.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Social/Behavioral or Career Development Counselor	1.0
Library Media Teacher (Librarian)	0.8
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.1
Speech/Language/Hearing Specialist	0.4
Resource Specialist	2
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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,331	\$1,822	\$5,509	\$65,185
District	♦	♦	\$5,063	\$63,939
State	♦	♦	\$5,537	\$66,594
Percent Difference: School Site/District			8.8	1.9
Percent Difference: School Site/ State			-0.5	-2.1

* **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.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

Teacher and Administrative Salaries (Fiscal Year 2011-12)		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,015	\$41,327
Mid-Range Teacher Salary	\$58,930	\$63,903
Highest Teacher Salary	\$78,978	\$81,573
Average Principal Salary (ES)	\$102,522	\$103,887
Average Principal Salary (MS)	\$104,955	\$107,439
Average Principal Salary (HS)	\$0	\$102,399
Superintendent Salary	\$143,500	\$155,551
Percent of District Budget		
Teacher Salaries	43.7%	40.7%
Administrative Salaries	5.7%	6.2%

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

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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
- Economic Impact Aid
- Title I
- Title II
- Title III
- Home to School Transportation
- English Language Acquisition Program
- Lottery
- K-3 Class Size Reduction

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

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

Year and month in which data were collected: September 2013

Buckeye Union School District held a public hearing on the fourth of September 2013, 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 information collected in August 2013 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials		
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	
Reading/Language Arts		McDougal Littell (6th-8th) Adopted in 2009
The textbooks listed are from most recent adoption:	Yes	
Percent of students lacking their own assigned textbook:	0	
Mathematics		Holt, Rinehart & Winston (6th-8th) Adopted in 2008
The textbooks listed are from most recent adoption:	Yes	
Percent of students lacking their own assigned textbook:	0	McDougal Littell (8th) Adopted in 2001
Science		Pearson/Prentice Hall (6th-8th) Adopted in 2006
The textbooks listed are from most recent adoption:	Yes	
Percent of students lacking their own assigned textbook:	0	
History-Social Science		Glencoe/McGraw Hill (8th) Adopted in 2006
The textbooks listed are from most recent adoption:	Yes	
Percent of students lacking their own assigned textbook:	0	Pearson/Prentice Hall (6th-7th) Adopted in 2006
Foreign Language		Pearson/Prentice Hall (8th) Adopted in 2004
The textbooks listed are from most recent adoption:	Yes	
Percent of students lacking their own assigned textbook:	0	

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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	73	74	77	77	79	77	54	56	55
Math	54	59	59	74	76	78	49	50	50
Science	79	82	84	83	86	85	57	60	59
H-SS	67	75	76	73	80	79	48	49	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

2013 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	77	78	85	79
All Student at the School	77	59	84	76
Male	76	61	85	78
Female	78	55	82	74
Black or African American				
American Indian or Alaska Native				
Asian	82	64		
Filipino				
Hispanic or Latino	65	40	61	52
Native Hawaiian/Pacific Islander				
White	80	63	87	81
Two or More Races	67	56	82	62
Socioeconomically Disadvantaged	61	36	69	55
English Learners	36	15		
Students with Disabilities	58	39	69	48
Students Receiving Migrant Education Services				

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	12.0	27.2	47.1

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	1	15	12
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	-6	17	13
Two or More Races			
Socioeconomically Disadvantaged	12	52	-3
English Learners			
Students with Disabilities			

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010	2011	2012
Statewide	8	8	8
Similar Schools	5	2	2

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		12.5%

API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group	School	District	State	
All Students at the School	Students	593	3,688	4,655,989
	API-G	873	901	790
Black or African American	Students	4	54	296,463
	API-G		855	708
American Indian or Alaska Native	Students	8	16	30,394
	API-G		792	743
Asian	Students	12	247	406,527
	API-G	911	969	906
Filipino	Students	7	55	121,054
	API-G		934	867
Hispanic or Latino	Students	75	486	2,438,951
	API-G	800	843	744
Native Hawaiian/Pacific Islander	Students	2	9	25,351
	API-G			774
White	Students	443	2,569	1,200,127
	API-G	887	906	853
Two or More Races	Students	42	252	125,025
	API-G	866	894	824
Socioeconomically Disadvantaged	Students	142	615	2,774,640
	API-G	789	800	743
English Learners	Students	17	175	1,482,316
	API-G	693	825	721
Students with Disabilities	Students	86	559	527,476
	API-G	732	769	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	N/A