

Camerado Springs Middle School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2025-26 School Contact Information

School Name	Camerado Springs Middle School
Street	2480 Merrychase Drive
City, State, Zip	Cameron Park, CA 95682
Phone Number	(530) 677-1658
Principal	Douglas Shupe
Email Address	dshupe@buckeyeusd.org
School Website	https://csms.buckeyeusd.org/
Grade Span	6-8
County-District-School (CDS) Code	09618386096614

2025-26 District Contact Information

District Name	Buckeye Union School District
Phone Number	(530) 677-2261
Superintendent	David Roth, Ph. D.
Email Address	droth@buckeyeusd.org
District Website	https://www.buckeyeusd.org/

2025-26 School Description and Mission Statement

Camerado Springs Middle School is a school that is a safe and positive place to be, a place where students and staff are proud to belong. It is a place where students and teachers are respected and valued, where teachers and staff work as a team to support our students and each other. Camerado Springs is a 6-8 middle school located in Cameron Park, CA. The current enrollment of Camerado Springs Middle School is approximately 550 students. Camerado Springs Middle School opened in September 1976 as the first middle school in the Buckeye Union School District. The campus had a full modernization of the facilities in 2007-2008, improving classroom facilities, technology upgrades, and improving the grounds to make it ADA compliant. In the Spring of 2017, Camerado Springs was recognized as a Gold Ribbon School, in the Summer of 2019, Camerado Springs became an International Baccalaureate (IB) World School, in the Spring of 2023, was recognized as a

2025-26 School Description and Mission Statement

California Distinguished School, and in the Spring of 2025 was recognized as a Schools to Watch.

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 Springs 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. In addition to academics, students participate in an active exploratory program and have access to a variety of extra-curricular activities that include clubs, after school events, and sports. 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.

Student safety is made a priority with regular drills and safety practices. These are coordinated with local emergency responders to ensure their effectiveness. The emotional safety of students is also a priority and is addressed in a number of ways. There is no tolerance for bullying, teasing or the like. Students work to create an environment that is positive and safe. They play an active role in speaking against bullying and teasing in positive ways. Teachers also reach out to students to build relationships that create connectedness to the school while our counselor assists individual students who struggle both academically and emotionally.

Camerado Springs strives to develop a community of inquiring lifelong learners through a rigorous curriculum. We offer challenging programs with high expectations that are based on student needs. Our program encourages intercultural understanding and diversity in order to help create a more peaceful community as we prepare for an increasingly connected global society.

The Camerado Springs community, which includes students, staff, families, and community members, truly believes that every child can reach their full potential. We work together in a collaborative manner to provide an education that will nurture and build the academic strengths of each child. Our dedicated and innovative teaching staff shares in leadership responsibilities, knowing that solid research based planning is the key to a quality academic program.

Camerado Springs strives to be a school where all students are welcome, safe, respected and challenged to achieve.

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Camerado Springs Mission Statement

Camerado Springs strives to develop a community of inquiring lifelong learners through a rigorous curriculum. We offer challenging programs with high expectations that are based on student needs. Our program encourages intercultural understanding and diversity in order to help create a more peaceful community as we prepare for an increasingly connected global society. Camerado Springs strives to develop a community of inquiring lifelong learners through a rigorous curriculum. We offer challenging programs with high expectations that are based on student needs. Our program encourages intercultural understanding and diversity in order to help create a more peaceful community as we prepare for an increasingly connected global society.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	187
Grade 7	193
Grade 8	156
Total Enrollment	536

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47
Male	53
American Indian or Alaska Native	0.9
Asian	3.2
Black or African American	0.6
Filipino	0.4
Hispanic or Latino	24.1
Two or More Races	4.3
White	65.9
English Learners	4.1
Foster Youth	0.2
Homeless	1.1
Socioeconomically Disadvantaged	20.7
Students with Disabilities	19

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.6	100	315.1	78.88	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1.5	0.38	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	3	0.75	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	77.4	19.38	11953.1	4.28
Unknown/Incomplete/NA	0	0	2.4	0.6	15831.9	5.67
Total Teaching Positions	23.6	100	399.4	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.1	93.78	313.9	73.51	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	6	1.4	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	3	0.71	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.4	1.78	100.4	23.53	11746.9	4.23
Unknown/Incomplete/NA	1	4.44	3.5	0.84	14303.8	5.15
Total Teaching Positions	22.5	100	427	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.7	87.03	332.4	72.08	230039.4	100
Intern Credential Holders Properly Assigned	0	0	7	1.52	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	6	1.3	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	110.7	24.01	12112.8	4.34
Unknown/Incomplete/NA	3.2	12.97	5	1.09	13705.8	4.91
Total Teaching Positions	24.9	100	461.2	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0.4	0
Total Out-of-Field Teachers	0.00	0.4	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Buckeye Union School District held a public hearing on September 3, 2025, 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.

Year and month in which the data were collected September 2023

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 6-8: California Collections; Houghton Mifflin Harcourt (Publication 2017, Adopted 3/16/16 for 2016/2017)	0
Mathematics	Grades 6-8 (Standard Pathway): iReady Classroom Mathematics; Curriculum Associates (Publication 2024, Adopted 5/4/22 for 2022/2023) Grade 6 (Advanced Pathway) & Grade 7 (Accelerated Pathway): iReady Classroom Mathematics; Curriculum Associates (Publication 2024, Adopted 5/21/25 for 2025/2026) Grade 7 (Advanced Pathway) & Grade 8 (Accelerated Pathway): McGraw-Hill; Reveal Algebra (Publication 2020, Adopted 5/21/25 for 2025/2026) Grades 8 (Advanced Pathway): McGraw-Hill; Reveal Geometry (Publication 2020, Adopted 5/21/25 for 2025/2026)	0
Science	Grades K-8: Amplify Science (Publication 2018, Adopted 4/18/18 for 2018/2019)	0
History-Social Science	Grades 6-8: History Alive!; Teacher's Curriculum Institute/TCI (Publication 2011/Update 2017, Adopted 9/16/15 for 2015/2016)	0
Foreign Language	Spanish - Grades 6-8: EntreCulturas Espanol 1; Wayside Publishing (Publication 2023, Adopted 5/17/23 for 2023/2024)	0
Health	Positive Prevention Plus (Publication 2018, Adopted 11/2/16 for 2016/2017)	0

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

School Facility Conditions and Planned Improvements

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, one computer lab, three blacktop areas, and one sports field. Full modernization of the campus was completed in 2011. Through Measure K 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. In 2021, the computer lab was updated with new computers to support our graphic design program and outdoor areas are being updated to support our school needs. In 2022, 86" Newline interactive displays were added to the classrooms. In 2024, a Verkada perimeter security camera system was installed.

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.

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.

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.

Year and month of the most recent FIT report

11/24/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Drywall repair needed on the ceiling of the girls locker room. EDR contacted to repair the roof. Drywall to be repaired following roof repairs.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			One light switch needed to be replaced. Carnahan Electric was issued a purchase order for replacement of the switch.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Gym roof over girls locker room needs to be repaired. El Dorado Roofing contacted for repairs.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Storage room doors in the gym were found to be broken. Carter Kelly has been issued a purchase order to replace.

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	62	65	59	61	47	48
Mathematics (grades 3-8 and 11)	52	58	50	50	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	536	517	96.46	3.54	65.38
Female	253	244	96.44	3.56	69.67
Male	283	273	96.47	3.53	61.54
American Indian or Alaska Native	--	--	--	--	--
Asian	19	18	94.74	5.26	88.89
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	128	122	95.31	4.69	53.28
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	26	25	96.15	3.85	72.00
White	352	341	96.88	3.12	67.45
English Learners	15	13	86.67	13.33	23.08
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	119	114	95.80	4.20	47.37
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	98	93	94.90	5.10	29.03

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	536	519	96.83	3.17	58.00
Female	253	246	97.23	2.77	52.44
Male	283	273	96.47	3.53	63.00
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00	0.00	63.16
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	128	122	95.31	4.69	39.34
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	26	25	96.15	3.85	60.00
White	352	342	97.16	2.84	64.33
English Learners	15	14	93.33	6.67	21.43
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	119	113	94.96	5.04	41.59
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	98	94	95.92	4.08	24.47

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	48.99	59.87	56.49	61.63	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	157	152	96.82	3.18	59.87
Female	76	74	97.37	2.63	51.35
Male	81	78	96.30	3.70	67.95
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	38	37	97.37	2.63	35.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	108	104	96.30	3.70	68.27
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	31	30	96.77	3.23	46.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	25	92.59	7.41	24.00

B. Pupil Outcomes

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	96.1%	97.2%	97.2%	96.7%	97.2%

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Camorado Springs Middle School recognizes the strong relationship between parent involvement and student success and is committed to fostering meaningful partnerships with families and the community. The school actively seeks opportunities for parents and community members to participate in and support the educational process. Camorado Springs benefits from highly engaged parents who volunteer on the School Site Council, serve as representatives on district committees such as the Local Control and Accountability Plan (LCAP), Budget Committee, and Buckeye Education Foundation, and participate in the Parent Teacher Organization (PTO) and the Camorado Springs Band Boosters Club.

Parent education opportunities are offered throughout the school year and include Love and Logic parenting classes, new parent orientations, International Baccalaureate (IB) information nights, social media awareness presentations, and drug and alcohol awareness programs. The school also values partnerships with community organizations, including Big Brothers Big Sisters, corporate partnership programs, and Indian Education.

Parents are encouraged and welcomed to volunteer on campus in classrooms and at school-sponsored activities. Families interested in participating in any of these opportunities are invited to contact the school office for additional information.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	557	547	54	9.9
Female	263	260	20	7.7
Male	294	287	34	11.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	19	19	1	5.3
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	132	128	18	14.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	24	24	3	12.5
White	367	361	30	8.3
English Learners	25	24	3	12.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	127	125	17	13.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	110	108	25	23.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.47	4.26	4.67	0.85	1.04	0.94	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.67	0.00
Female	3.04	0.00
Male	6.12	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.55	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	12.50	0.00
White	4.63	0.00
English Learners	8.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	11.02	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.09	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Camerado Springs Middle School provides a safe, clean, and secure learning environment for students, staff, and volunteers. The school is in compliance with all applicable laws, rules, and regulations related to hazardous materials management and California state earthquake safety standards. Fire, earthquake, and other emergency drills are conducted regularly to ensure student and staff preparedness.

The Comprehensive School Safety Plan was reviewed and updated in October by the School Safety Committee and approved by the School Site Council. This plan outlines procedures to ensure the safety and well-being of students and staff during emergency situations.

Students are supervised by staff during break periods, lunch, and before and after school. The campus includes designated areas for student drop-off and pick-up to promote safety and traffic flow. Visitors are welcome on campus and are required to check in at the main office and obtain a visitor pass prior to entering school grounds.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	1	5	5
Mathematics	26	5	5	3
Science	30	0	8	3
Social Science	28	3	6	2

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	2	10	
Mathematics	23	4	8	1
Science	30	1	6	3
Social Science	28	2	6	2

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	3	9	2
Mathematics	24	3	9	1
Science	31		7	4
Social Science	29		9	2

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	492

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.95
Psychologist	1
Social Worker	.125
Nurse	.25
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16,974	\$5,650	\$11,324	\$101,924
District	N/A	N/A	\$10,107	\$94,085
Percent Difference - School Site and District	N/A	N/A	11.4	8.0
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	1.6	1.8

Fiscal Year 2024-25 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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$57,629	\$61,516
Mid-Range Teacher Salary	\$87,043	\$95,479
Highest Teacher Salary	\$116,656	\$125,208
Average Principal Salary (Elementary)	\$149,676	\$152,668
Average Principal Salary (Middle)	\$159,306	\$156,487
Average Principal Salary (High)		\$165,427
Superintendent Salary	\$206,324	\$242,781
Percent of Budget for Teacher Salaries	34.86%	29.76%
Percent of Budget for Administrative Salaries	5.06%	5.74%

Professional Development

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 2025-2026 staff development focus included: International Baccalaureate: Lesson Design & Policy Development, differentiated Instruction to meet the needs of a variety of learners in the classroom, use of technology in the classroom, wellness in the workplace, Tier I & II Intervention Strategies, I-Ready Math Training and Support, iReady Data Review & Resources, Brisk AI Training, Reveal Math training, review of data related to state and District level assessments, Special Education Accommodations/Modifications training, and California Assessment of Student Performance and Progress Portal (CAASPP Portal), ALMA Student Information System, and more.

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).

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	