

Community Roots Academy

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/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](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

Contact Information (School Year 2016-17)

| District Contact Information (School Year 2016-17) | |
|--|--|
| District Name | Capistrano Unified |
| Phone Number | 9498314272 |
| Superintendent | Kirsten Vital |
| E-mail Address | kmvital@capousd.org |
| Web Site | www.capousd.org |

| School Contact Information (School Year 2016-17) | |
|--|--|
| School Name | Community Roots Academy |
| Street | 29292 Crown Valley Parkway |
| City, State, Zip | Laguna Niguel, Ca, 92677 |
| Phone Number | 9498314272 |
| Principal | Jeremy Cavallaro, Executive Director of Education |
| E-mail Address | jcavallaro@communityrootsacademy.org |
| Web Site | www.communityrootsacademy.org |
| County-District-School (CDS) Code | 30664640123729 |

Last updated: 1/29/2017

School Description and Mission Statement (School Year 2016-17)

SCHOOL DESCRIPTION & MISSION STATEMENT

Community Roots Academy (CRA) was established in fall 2011, as the first project-based elementary independent charter school in Orange County authorized by Capistrano Unified School District. Currently, our highly successful school serves 630 students in grades K-8. CRA has a traditional school year calendar with instruction delivered in self-contained classrooms.

MISSION

Community Roots Academy (CRA) is a Kindergarten through eighth grade learning community where learning is embedded in a meaningful real world context and where children are deliberately taught to see the connections between their formal education and the world. Not only do CRA students meet the career and college readiness standards, but they also are enabled as leaders now and for the future by learning to think independently, to solve problems creatively, to articulate their ideas and to work productively while collaborating with diverse people. At CRA, students learn to combine curiosity and application, leading to a deep understanding of content, self-motivation and confidence. These skill sets empower students to take on challenges to become who they want to be and excel beyond their potential.

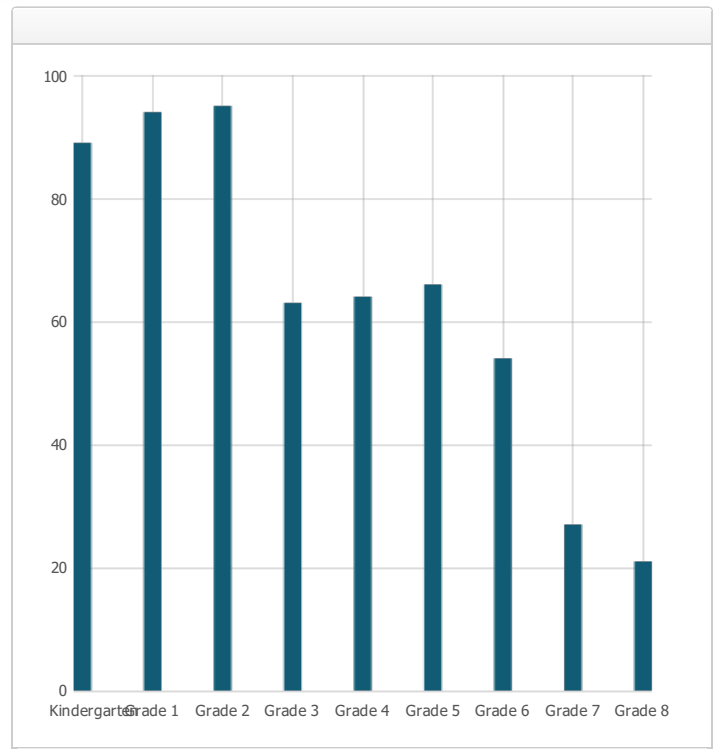
VISION

CRA is a learning community with rigorous academic standards. We are dedicated to building strong relationships between all of our members. We are a learning environment that embodies the 21st century values we teach and practice. Collaboration, creativity, adaptability, reflection and evaluation are embedded in the CRA philosophy, governance, curriculum and daily operations. CRA supports and values children's different learning styles and reaches all students through meaningful project-based curriculum. Our educators collaborate with community-based organizations to create learning experiences to build efficacy, confidence, empathy, a sense of purpose and connections to the real world. CRA is a place to learn about whom we are and empowers us to grow into the individuals we aspire to be. CRA students graduate as independent thinkers, responsible citizens and active community members.

Last updated: 1/29/2017

Student Enrollment by Grade Level (School Year 2015-16)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 89 |
| Grade 1 | 94 |
| Grade 2 | 95 |
| Grade 3 | 63 |
| Grade 4 | 64 |
| Grade 5 | 66 |
| Grade 6 | 54 |
| Grade 7 | 27 |
| Grade 8 | 21 |
| Total Enrollment | 573 |



Last updated: 1/29/2017

Student Enrollment by Student Group (School Year 2015-16)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 1.8 % |
| American Indian or Alaska Native | 0.4 % |
| Asian | 4.0 % |
| Filipino | 0.0 % |
| Hispanic or Latino | 12.6 % |
| Native Hawaiian or Pacific Islander | 0.2 % |
| White | 66.8 % |
| Two or More Races | 14.3 % |
| Other | -0.1 % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 1.2 % |
| English Learners | 4.9 % |
| Students with Disabilities | 9.7 % |
| Foster Youth | 0.0 % |

Last updated: 1/29/2017

A. Conditions of Learning

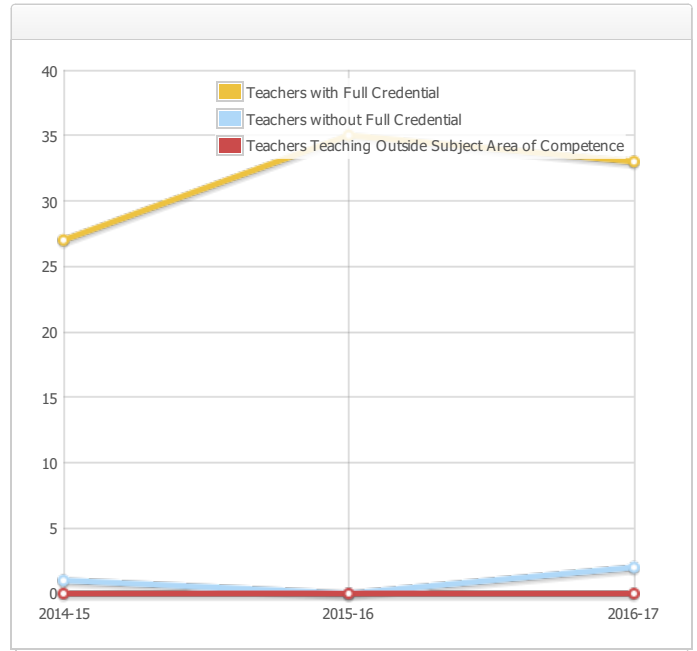
State Priority: Basic

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

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

Teacher Credentials

| Teachers | School | | | District |
|---|---------|---------|---------|----------|
| | 2014-15 | 2015-16 | 2016-17 | 2016-17 |
| With Full Credential | 27 | 35 | 33 | |
| Without Full Credential | 1 | 0 | 2 | |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | |



Last updated: 1/29/2017

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2014-15 | 2015-16 | 2016-17 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |



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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/29/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

| Location of Classes | Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers | Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers |
|----------------------------------|--|--|
| This School | 100.0% | 0.0% |
| All Schools in District | 94.0% | 6.0% |
| High-Poverty Schools in District | 97.0% | 3.0% |
| Low-Poverty Schools in District | 94.0% | 6.0% |

Note: 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 39 percent or less in the free and reduced price meals program.

Last updated: 1/29/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: August 2016

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|------------------------|--|----------------------------|--|
| Reading/Language Arts | <p>CURRICULUM</p> <p>Community Roots Academy will provide every student with access to Common Core aligned curriculum. For the upcoming school year, CRA will purchase/subscribe to the following curriculum:</p> <ul style="list-style-type: none"> • CKLA/Amplify ELA (K-5) • Amplify ELA (6-8) • RAZ Kids • Reading A-Z • Burst Learning • Dibels • Discovery Education | Yes | 0.0 % |
| Mathematics | <p>CURRICULUM</p> <p>Community Roots Academy will provide every student with access to Common Core aligned curriculum. For the upcoming school year, CRA will purchase/subscribe to the following curriculum:</p> <ul style="list-style-type: none"> • Everyday Math (K-5) • Illustrative Mathematics (6-8) • ST Math | | 0.0 % |
| Science | <p>CURRICULUM</p> <p>Community Roots Academy will provide every student with access to Common Core aligned curriculum. For the upcoming school year, CRA will purchase/subscribe to the following curriculum:</p> <ul style="list-style-type: none"> • Amplify Science (K-8) | Yes | 0.0 % |
| History-Social Science | <p>CURRICULUM</p> <p>Community Roots Academy will provide every student with access to Common Core aligned curriculum. For the upcoming school year, CRA will purchase/subscribe to the following curriculum:</p> <ul style="list-style-type: none"> • CKLA/Amplify ELA (K-5) • Amplify ELA (6-8) | Yes | 0.0 % |
| Foreign Language | N/A | | 0.0 % |

| | | | |
|---------------------------------|-----|-----|-------|
| Health | N/A | | 0.0 % |
| Visual and Performing Arts | N/A | | 0.0 % |
| Science Lab Eqpmt (Grades 9-12) | N/A | N/A | 0.0 % |

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

Last updated: 2/5/2017

School Facility Conditions and Planned Improvements

[FIT Report](#)

Last updated: 2/2/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2016

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | <p>p8- water stain ceiling tile</p> <p>b2- water stain ceiling tile above window</p> <p>p9- carpet is worn/stained</p> <p>d4- ceiling tile is loose</p> <p>d8- water stain ceiling tiles</p> |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | |
| Electrical: Electrical | Good | b1- light diffuser is missing |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | <p>girls RR- paint is chipping on wall in hallway</p> <p>-paint is chipping on wall at entry</p> <p>A3- paint is chipping on whiteboard</p> <p>Boys/girls RR- paint is chipping on wall at hand dryer in boys RR</p> |
| Structural: Structural Damage, Roofs | Good | <p>b4- hole in brick siding at outlet cover</p> <p>p8- dry rot on siding</p> |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | <p>a3- trip hazard on asphalt/cement seams to courts</p> <p>a5- door will not close properly</p> <p>b3- caulking is cracked/ gap in door frame</p> |

Overall Facility Rate

Year and month of the most recent FIT report: November 2016

| | |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

Last updated: 2/2/2017

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

| Subject | Percent of Students Meeting or Exceeding the State Standards | | | | | |
|--|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| English Language Arts / Literacy (grades 3-8 and 11) | 62.0% | 68.0% | 69.0% | 69.0% | 44.0% | 48.0% |
| Mathematics (grades 3-8 and 11) | 54.0% | 60.0% | 55.0% | 57.0% | 34.0% | 36.0% |

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.

Last updated: 1/29/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 63 | 62 | 98.4% | 69.4% |
| Male | 29 | 29 | 100.0% | 51.7% |
| Female | 34 | 33 | 97.1% | 84.9% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 44 | 43 | 97.7% | 65.1% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| 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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Last updated: 1/29/2017

ELA - Grade 4

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 65 | 64 | 98.5% | 79.4% |
| Male | 31 | 30 | 96.8% | 80.0% |
| Female | 34 | 34 | 100.0% | 78.8% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 15 | 15 | 100.0% | 73.3% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 38 | 38 | 100.0% | 81.1% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| 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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Last updated: 1/29/2017

ELA - Grade 5

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 63 | 62 | 98.4% | 69.4% |
| Male | 30 | 29 | 96.7% | 65.5% |
| Female | 33 | 33 | 100.0% | 72.7% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 47 | 46 | 97.9% | 69.6% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| 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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Last updated: 1/29/2017

ELA- Grade 6

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 57 | 54 | 94.7% | 50.0% |
| Male | 28 | 26 | 92.9% | 42.3% |
| Female | 29 | 28 | 96.6% | 57.1% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 11 | 11 | 100.0% | 54.6% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 35 | 34 | 97.1% | 47.1% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | 11 | 10 | 90.9% | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| 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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Last updated: 1/29/2017

ELA - Grade 7

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 27 | 27 | 100.0% | 77.8% |
| Male | 17 | 17 | 100.0% | 76.5% |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 21 | 21 | 100.0% | 81.0% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| 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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Last updated: 1/29/2017

ELA - Grade 8

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 20 | 19 | 95.0% | 63.2% |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 12 | 12 | 100.0% | 50.0% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| 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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Last updated: 1/29/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 63 | 62 | 98.4% | 77.4% |
| Male | 29 | 29 | 100.0% | 69.0% |
| Female | 34 | 33 | 97.1% | 84.9% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 44 | 43 | 97.7% | 76.7% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| 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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Last updated: 1/29/2017

Mathematics - Grade 4

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 65 | 63 | 96.9% | 73.0% |
| Male | 31 | 30 | 96.8% | 76.7% |
| Female | 34 | 33 | 97.1% | 69.7% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 15 | 15 | 100.0% | 66.7% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 38 | 37 | 97.4% | 73.0% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| 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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/29/2017

Mathematics - Grade 5

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 63 | 62 | 98.4% | 69.4% |
| Male | 30 | 29 | 96.7% | 65.5% |
| Female | 33 | 33 | 100.0% | 72.7% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 47 | 46 | 97.9% | 65.2% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| 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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Last updated: 1/29/2017

Mathematics - Grade 6

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 57 | 54 | 94.7% | 31.5% |
| Male | 28 | 26 | 92.9% | 34.6% |
| Female | 29 | 28 | 96.6% | 28.6% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 11 | 11 | 100.0% | 45.5% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 35 | 34 | 97.1% | 26.5% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | 11 | 10 | 90.9% | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| 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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Last updated: 1/29/2017

Mathematics - Grade 7

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 27 | 27 | 100.0% | 44.4% |
| Male | 17 | 17 | 100.0% | 58.8% |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 21 | 21 | 100.0% | 47.6% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| 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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Last updated: 1/29/2017

Mathematics - Grade 8

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 20 | 19 | 95.0% | 42.1% |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 12 | 12 | 100.0% | 25.0% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| 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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Last updated: 1/29/2017

CAASPP Test Results in Science for All Students

| Subject | Percentage of Students Scoring at Proficient or Advanced | | | | | | | | |
|-------------------------------|--|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 89.0% | 61.0% | 75.0% | 82.0% | 80.0% | 78.0% | 60.0% | 56.0% | 54.0% |

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/29/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

| Student Group | Total Enrollment | Number of Students with Valid Scores | Percent of Students with Valid Scores | Percent Proficient or Advanced |
|---|------------------|--------------------------------------|---------------------------------------|--------------------------------|
| All Students | 83 | 81 | 97.6% | 75.3% |
| Male | 40 | 39 | 97.5% | 71.8% |
| Female | 43 | 42 | 97.7% | 78.6% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0.0% | 0.0% |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% |
| White | 59 | 58 | 98.3% | 72.4% |
| Two or More Races | 12 | 11 | 91.7% | 90.9% |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | 0 | 0 | 0.0% | 0.0% |
| Students with Disabilities | 14 | 13 | 92.9% | 61.5% |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- |

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Last updated: 1/29/2017

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

California Physical Fitness Test Results (School Year 2015-16)

| Grade Level | Percentage of Students Meeting Fitness Standards | | |
|-------------|--|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| | | | |

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.

Last updated: 1/29/2017

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

SARC Report: Opportunities for Parental Involvement

Community Roots Academy is highly committed to communicating with and engaging all parents as partners in their child's education. We strongly encourage parents to support their child in various capacities. Our school has developed a plethora of events workshops, volunteer opportunities and activities geared towards parent and community involvement. They include but are not limited to:

- Back-to-School Night (Fall)
- Exhibition Night (EXPO) (Spring)
- Studio P-3: Parent informational nights 3-4 times per year
- Multi-Cultural Day: Annual event led by parents where booths reflective of family culture
- Parent/Teacher Conferences: 2 times per year (November/March)
- Issuance of Report Cards: 2 times per year (February/June)
- Weekly School Newsletter / Teacher Blogs – Parent Portal
- Director Coffees with Parents: discuss school wide issues, upcoming events, and Q & A
- PPO: Parent Participation Organization (Monthly): Agendas, minutes, bylaws, officers – involved in fundraising, addressing the 'classroom needs list,' Book Fairs, School-wide Events/Celebrations, etc.
- Assisting in the classroom (teachers): tutoring, academic assistance for students
- Chaperones: Field Trips, nature walks, etc.
- Ocean Institute: Participated directly with our students
- Surf Rider Foundation: Provided demonstrations on water sheds, water pollution, and water quality
- Orange County Water Works: Demonstrations on water conservation and testing water quality
- Inside the Outdoors: Supported our school with onsite composting, vermiculture for our school's garden demonstrated the lifecycle, planted herbs, plotting, planning (which plants can survive next to others).
- The Environmental: The Butterfly Book, introductory lesson on life cycle taught a workshop on life cycle at their center for our students. Our students have been invited to return to do a reading in Fall 2016. This is an enduring partnership/
- The Ecology Center: Our students visited their site. They showcase a home that has been retrofitted as environmentally conscious and uses rain run-off and composting.
- STAR Ranch: On the unit of Government and active positive community participation, our 3rd grade students participated in removing an invasive plant species.
- Second Harvest Food bank/Meals on Wheels: Parent driven, our entire school with parents met and prepare a pot of soup for all attendees. Students are involved in craft activities, to decorate a local senior center, and/or feed the homeless.
- Middle School Socials – 3 times per year
- Yearbook Committee
- Library Committee
- Garden Committee

State Priority: Pupil Engagement

Last updated: 2/2/2017

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

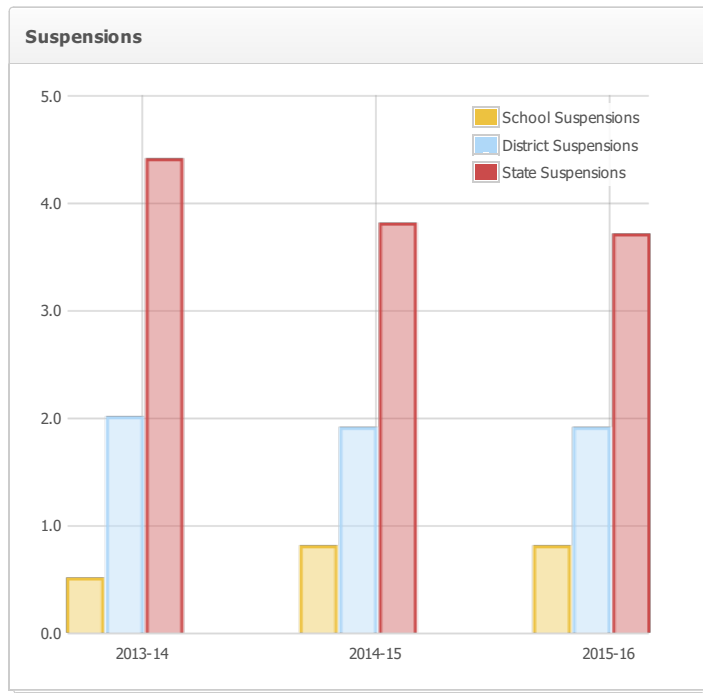
State Priority: School Climate

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

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

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Suspensions | 0.5 | 0.8 | 0.8 | 2.0 | 1.9 | 1.9 | 4.4 | 3.8 | 3.7 |
| Expulsions | 0.2 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 |



Last updated: 1/29/2017

School Safety Plan (School Year 2016-17)

[Emergency Disaster Plan](#)

[NIMS](#)

Last updated: 2/2/2017

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.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2013-14 | | | | 2014-15 | | | | 2015-16 | | | |
|-------------|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|
| | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 27.0 | 0 | 3 | 0 | 26.0 | 0 | 3 | 0 | 30.0 | 0 | 3 | 0 |
| 1 | 31.0 | 0 | 2 | 0 | 28.0 | 0 | 3 | 0 | 31.0 | 0 | 3 | 0 |
| 2 | 26.0 | 0 | 1 | 0 | 29.0 | 0 | 2 | 0 | 32.0 | 0 | 3 | 0 |
| 3 | 31.0 | 0 | 2 | 0 | 32.0 | 0 | 2 | 0 | 32.0 | 0 | 3 | 0 |
| 4 | 29.0 | 0 | 2 | 0 | 31.0 | 0 | 2 | 0 | 32.0 | 0 | 2 | 0 |
| 5 | 30.0 | 0 | 1 | 0 | 28.0 | 0 | 2 | 0 | 32.0 | 0 | 2 | 0 |
| 6 | 32.0 | 0 | 1 | 0 | 28.0 | 0 | 9 | 0 | 31.0 | 0 | 2 | 0 |
| Other | 23.0 | 0 | 1 | 0 | 0.0 | 0 | 0 | 0 | 23.0 | 0 | 3 | 0 |

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

Last updated: 2/6/2017

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2013-14 | | | | 2014-15 | | | | 2015-16 | | | |
|----------------|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|
| | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 0.0 | 0 | 0 | 0 | 26.0 | 0 | 2 | 0 | 26.0 | 1 | 4 | 0 |
| Mathematics | 0.0 | 0 | 0 | 0 | 26.0 | 0 | 2 | 0 | 26.0 | 1 | 4 | 0 |
| Science | 0.0 | 0 | 0 | 0 | 26.0 | 0 | 2 | 0 | 26.0 | 1 | 4 | 0 |
| Social Science | 0.0 | 0 | 0 | 0 | 26.0 | 0 | 2 | 0 | 26.0 | 1 | 4 | 0 |

* 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.

Last updated: 2/6/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental/Restricted) | Expenditures Per Pupil (Basic/Unrestricted) | Average Teacher Salary |
|---|------------------------------|--|---|------------------------|
| School Site | \$6022.0 | \$71.6 | \$5950.3 | -- |
| District | N/A | N/A | \$0.0 | \$83235.0 |
| Percent Difference – School Site and District | -- | -- | -- | -- |
| State | N/A | N/A | \$5677.0 | \$75837.0 |
| Percent Difference – School Site and State | -- | -- | 5.0% | -34.0% |

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

Last updated: 1/29/2017

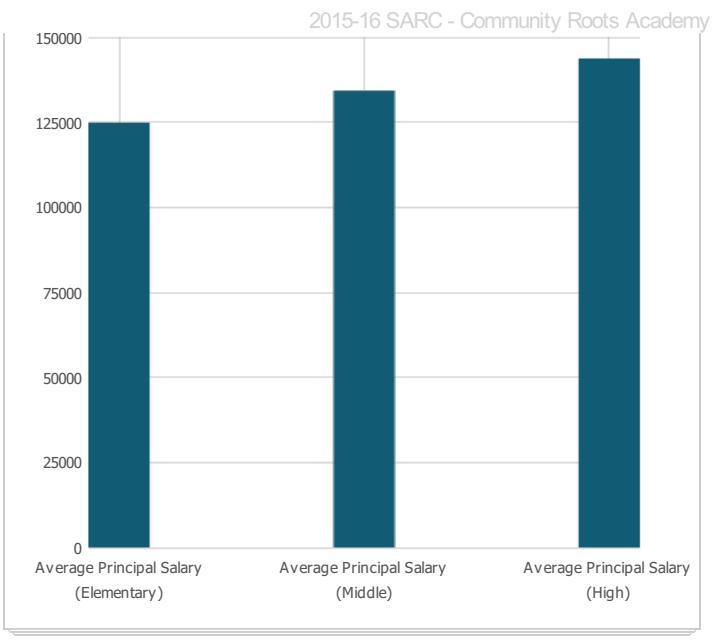
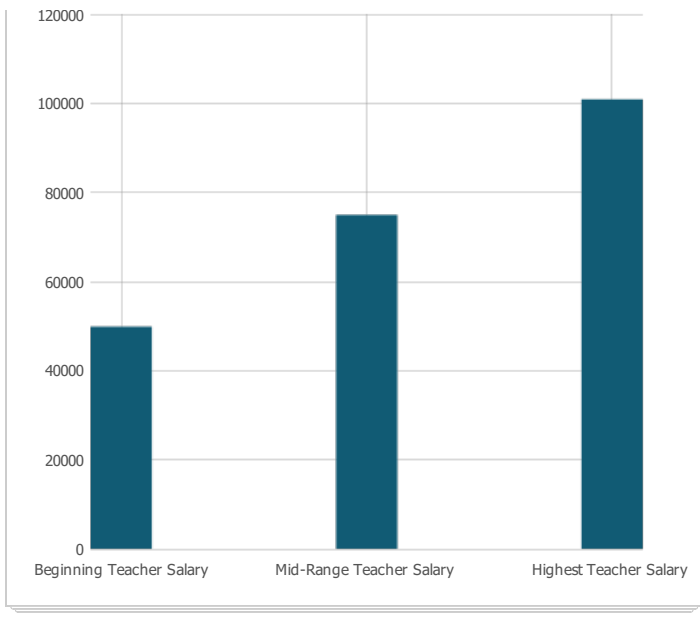
Teacher and Administrative Salaries (Fiscal Year 2014-15)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$49,877 | \$45,092 |
| Mid-Range Teacher Salary | \$74,947 | \$71,627 |
| Highest Teacher Salary | \$100,874 | \$93,288 |
| Average Principal Salary (Elementary) | \$124,831 | \$115,631 |
| Average Principal Salary (Middle) | \$134,253 | \$120,915 |
| Average Principal Salary (High) | \$143,732 | \$132,029 |
| Superintendent Salary | \$276,599 | \$249,537 |
| Percent of Budget for Teacher Salaries | 43.0% | 37.0% |
| Percent of Budget for Administrative Salaries | 5.0% | 5.0% |

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/29/2017

Professional Development

PROFESSIONAL DEVELOPMENT

Community Roots Academy will provide all teachers with Professional Development on the following research-based pedagogical strategies and Common Core aligned curriculum to ensure all students receive high quality rigorous instruction in order to close the achievement gap and prepare them for College & Career Readiness (CCR). Topics include:

- Academic Coach for ELA Implementation (CKLA/Amplify)
- Academic Coach for Science Implementation K-8 (Amplify)
- Engagement strategies: Turn and Talk (Engaging Schools)
- Coaching in ELA (Orange County Department of Education)
- Project-based Learning (PBL)
- Professional Learning Communities (PLC) (Solution Tree)
- MTSS (Engaging Schools)
- ST Math Implementation Training (Mind Institute)

Last updated: 2/5/2017