

Community Roots Academy

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 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 and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <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.

Mr. Jeremy Cavallaro, Executive Director

 Principal, Community Roots Academy

About Our School

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2016-17 school year. School finances and school completion data are reported for the 2016-17 school year. Contact information, facilities, curriculum and instructional materials, and selected teacher data are reported for the 2017-18 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

Principal's Comment

Jeremy Cavallaro, Executive Director of Education

Contact

*Community Roots Academy
29292 Crown Valley Pkwy
Laguna Niguel, CA 92677-1861*

Phone: 949-831-4272

E-mail: info@communityrootsacademy.org

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Capistrano Unified
Phone Number	(949) 234-9200
Superintendent	Kirsten Vital
E-mail Address	kmvital@capousd.org
Web Site	www.capousd.org

School Contact Information (School Year 2017-18)	
School Name	Community Roots Academy
Street	29292 Crown Valley Pkwy
City, State, Zip	Laguna Niguel, Ca, 92677-1861
Phone Number	949-831-4272
Principal	Mr. Jeremy Cavallaro, Executive Director
E-mail Address	info@communityrootsacademy.org
Web Site	www.communityrootsacademy.org
County-District-School (CDS) Code	30664640123729

Last updated: 2/8/2018

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

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 and exceed the California content 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.

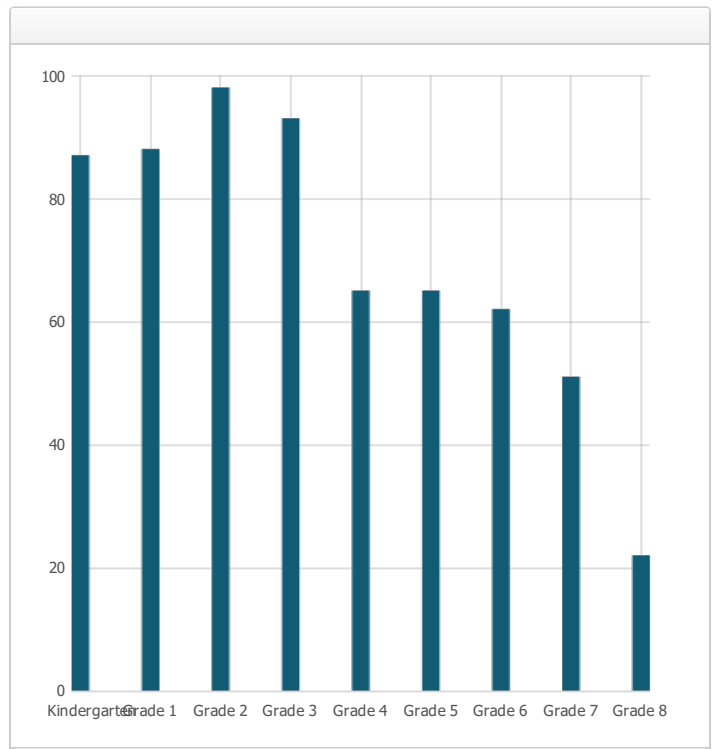
VISION

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: 2/8/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	87
Grade 1	88
Grade 2	98
Grade 3	93
Grade 4	65
Grade 5	65
Grade 6	62
Grade 7	51
Grade 8	22
Total Enrollment	631



Last updated: 2/8/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.6 %
American Indian or Alaska Native	0.3 %
Asian	3.8 %
Filipino	0.0 %
Hispanic or Latino	10.9 %
Native Hawaiian or Pacific Islander	0.0 %
White	71.9 %
Two or More Races	12.4 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	2.2 %
English Learners	1.3 %
Students with Disabilities	10.0 %
Foster Youth	0.0 %

Last updated: 2/8/2018

A. Conditions of Learning

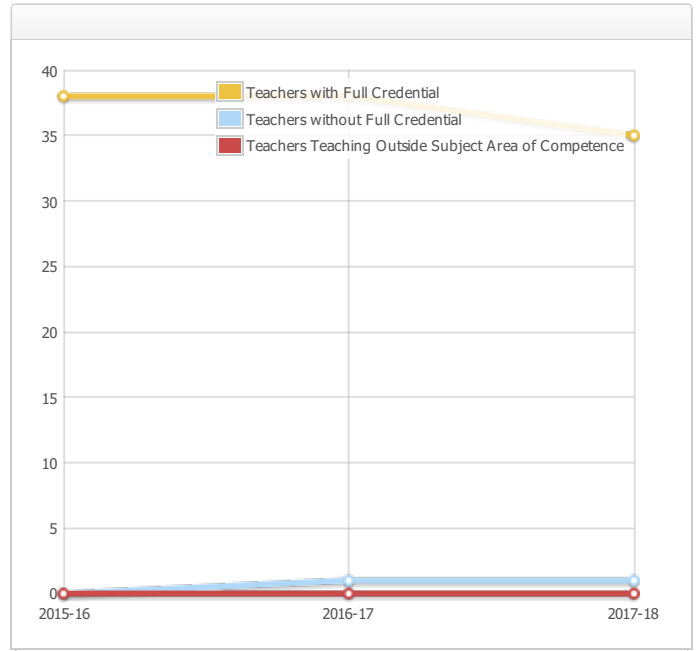
State Priority: Basic

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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	38	38	35	1901
Without Full Credential	0	1	1	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1



Last updated: 2/9/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: September 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Amplify K-5 CKLA 8/1/2016	Yes	0.0 %
	Amplify 6-8 ELA 8/1/2016		
	Amplify Burst 8/1/2016		
	Advisory Curriculum 8/1/2014		
	The Book Source 9/18/2014		
	Voyager Sopris - Step Up to Writing 4th Edition 9/1/2014		
Mathematics	Illustrative Math 6-8th 9/1/2017	Yes	0.0 %
	Everyday Math K-2 8/14/14		
	Everyday Math 3-5 6/30/2015		
	Creative Core Curriculum-Math STEM K-8		
	Fosnot Math K-5		

Science	Amplify Science K-8 8/1/2016 Lab-Aids - Physical Science 2nd Edition 9/13/2013 Issues & Life Science 2nd Edition 9/1/2014 NG Science Life, Earth, & Physical Science 5-5	Yes	0.0 %
History-Social Science	Grade 7: Teachers's Curriculum Institute: History Alive! The Medieval World and Beyond 2018 9/1/2017 Grade 8: Teachers's Curriculum Institute: History Alive! The United States Through Industrialism 2018 9/1/2017 Grade 8: A Young Peoples's History of the United States. Howare Zinn 9/2/2017 TCI - Subscription for 7th & 8th 9/1/2017 Pearson - Ancient Civilizations Grade 6 8/1/2014 Pearson - Medieval and Early Modern Times Grade 7 8/1/2014 Pearson - American History of our Nation Grades 8 8/1/2014 National Geographic - World Cultures and Geography Grades 6-8 8/1/2014 Pearson - History Grades 1-3 7/28/2014	Yes	0.0 %
Foreign Language			0.0 %
Health	"The Talk" Sexual Health Curriculum for Middle School (Grades 7 & 8) 12/1/2016	Yes	0.0 %
Visual and Performing Arts	Middle School Orchestra Series: Sound Innovations for String Orchestra Book 1 & Book 2 9/1/2017 4th grade Recorder Karate 9/1/2017 Kodaly Methodology and Folk Song Book (2nd & 3rd grade)	Yes	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: 2/16/2018

School Facility Conditions and Planned Improvements

<https://goo.gl/BB7ddV>

Last updated: 2/16/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Refer to Fit Report
Interior: Interior Surfaces	Good	Refer to Fit Report
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	CRA and CUSD maintain the facility throughout the year. CRA contracts with a custodial service and a pest control company.
Electrical: Electrical	Good	Prop 39 funding was used to upgrad all interior and exterior lighting in November-December 2017
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: October 2017

Overall Rating	Good
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Last updated: 2/15/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	68%	73%	69%	69%	48%	48%
Mathematics (grades 3-8 and 11)	61%	71%	57%	58%	36%	37%

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: 2/15/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	347	339	97.69%	72.57%
Male	169	164	97.04%	65.24%
Female	178	175	98.31%	79.43%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian		--	90.91%	70.00%
Filipino				
Hispanic or Latino	43	43	100.00%	65.12%
Native Hawaiian or Pacific Islander				
White	249	243	97.59%	72.43%
Two or More Races	41	40	97.56%	82.50%
Socioeconomically Disadvantaged	--	--	--	
English Learners	--	--	--	
Students with Disabilities	40	34	85.00%	32.35%
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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/15/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	347	339	97.69%	70.50%
Male	169	164	97.04%	69.51%
Female	178	175	98.31%	71.43%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian		--	90.91%	60.00%
Filipino				
Hispanic or Latino	43	43	100.00%	58.14%
Native Hawaiian or Pacific Islander				
White	249	243	97.59%	70.78%
Two or More Races	41	40	97.56%	85.00%
Socioeconomically Disadvantaged	--	--	--	
English Learners	--	--	--	
Students with Disabilities	40	34	85.00%	32.35%
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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/15/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	61.0%	75.0%	80.0%	78.0%	56%	54%

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 2/15/2018

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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	10.4%	31.2%	54.2%
7	20.8%	22.9%	8.3%

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: 2/8/2018

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 2017-18)

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
- MS Elective Showcase (2 times per year)
- Multicultural Day: Annual event led by parents where booths reflective of family culture
- Parent/Teacher Conferences: 2 times per year (November/March)
- The Reserve in Rancho Mission Viejo - 2nd grade field trip
- 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.
- Class Act School - In conjunction with the Pacific Symphony. Individual class lessons K-8th, Family night concert, Bravo Assembly (K & 1st) and a field trip to the Pacific Symphony (grades 2nd-8th)
- Assisting in the classroom (teachers): small group instruction, academic assistance for students
- Chaperones: Field Trips, nature walks, etc.
- Ocean Institute: Field Trips and Participated directly with our students
- 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 life cycle, 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.
- Middle School Socials – 3 times per year
- Yearbook Committee

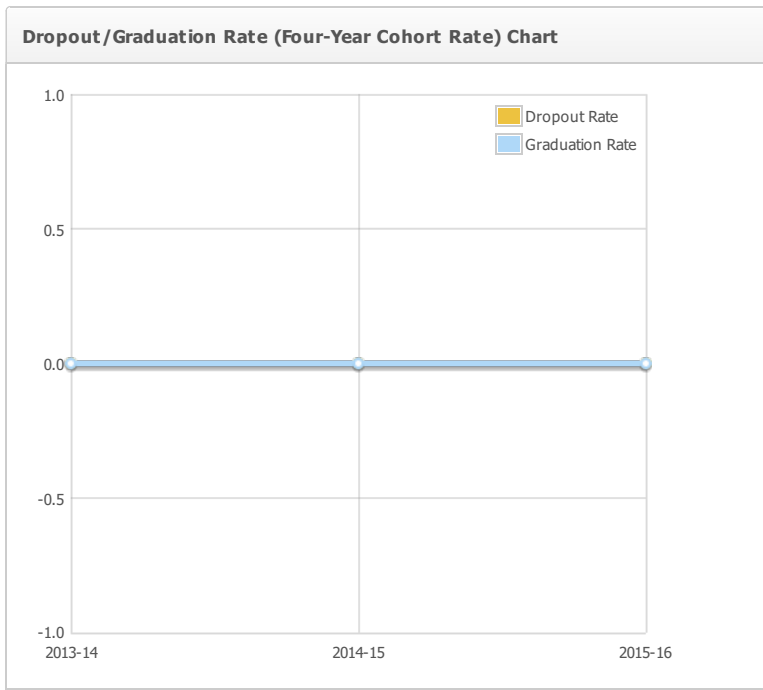
State Priority: Pupil Engagement

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

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	96.8%	96.6%	97.2%	81.0%	82.3%	83.8%



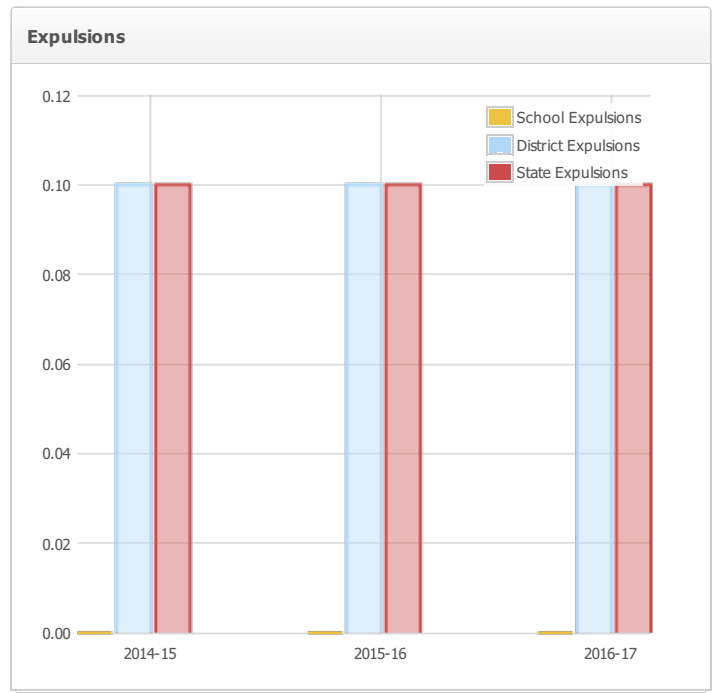
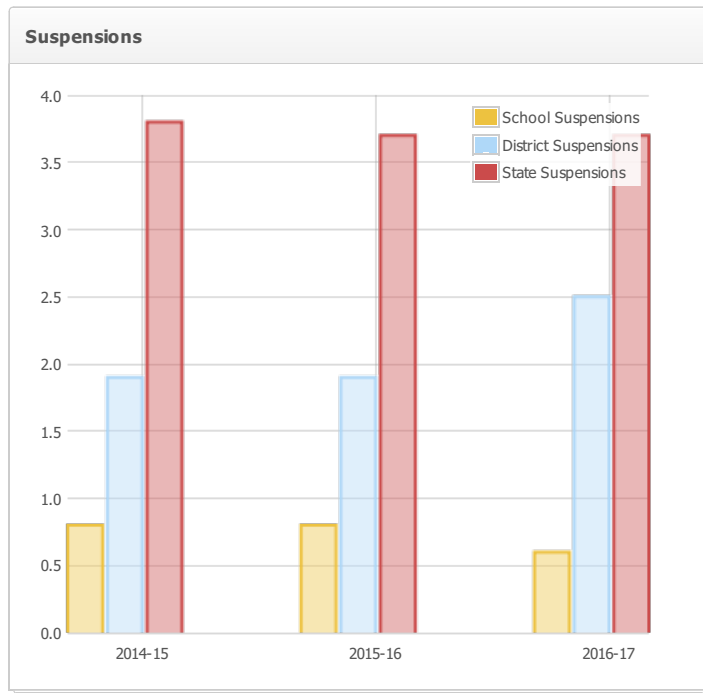
State Priority: School Climate

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.8%	0.8%	0.6%	1.9%	1.9%	2.5%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 2/15/2018

School Safety Plan (School Year 2017-18)

Each Capistrano Unified School site has a School Safety Plan, which includes a comprehensive disaster preparedness plan. Copies are available to read at the Community Roots Academy office. Aerial pictures and floor plans of each school site are loaded on all local police unit computers. Fire drills are held monthly in elementary schools; drop, cover and hold drills are held each semester throughout the district. Lockdown drills are held twice a year and a disaster drill is held once a year. The Safety Plan was last reviewed, updated, and discussed with faculty in August 2018 and reviewed by the Executive Director.

Last updated: 2/15/2018

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	2014-15			2015-16			2016-17					
	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	29.0	3	0	30.0	0	3	0	29.0	0	3	0	
1	31.0	3	0	31.0	0	3	0	30.0	0	3	0	
2	31.0	3	0	32.0	0	3	0	32.0	0	3	2	
3	32.0	2	0	32.0	0	2	0	31.0	0	3	0	
4	32.0	2	0	32.0	0	2	0	32.0	0	2	0	
5	32.0	2	0	33.0	0	0	2	32.0	0	2	0	
6	28.0	2	0	27.0	0	14	0	31.0	0	2	0	
Other		0	0	0.0	0	0	0	0.0	0	3	0	

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

Last updated: 2/15/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	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	26.0	0	2	0	24.0	1	1	0	4.0	1	0	0
Mathematics	26.0	0	2	0	24.0	1	1	0	24.0	1	2	0
Science	26.0	0	2	0	24.0	1	1	0	24.0	1	2	0
Social Science	26.0	0	2	0	24.0	1	1	0	0.0	0	0	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: 12/14/2017

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7718.2	\$130.5	\$7587.7	\$53098.9
District	N/A	N/A	\$0.0	\$86146.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 2/15/2018

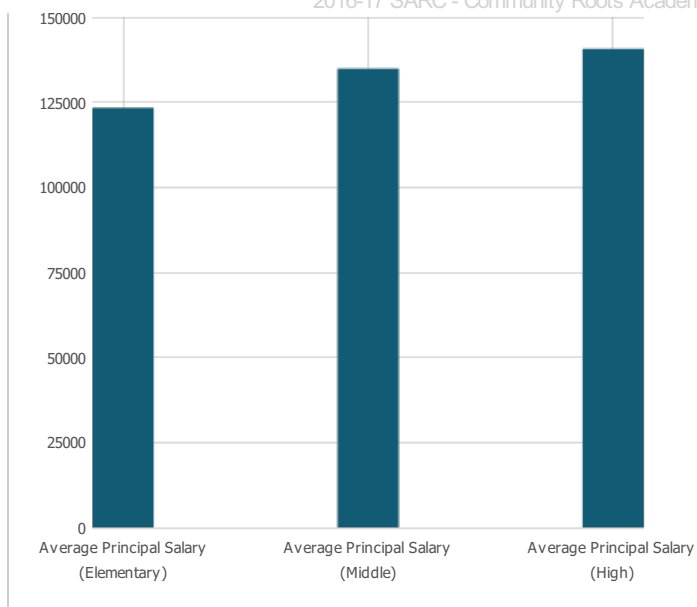
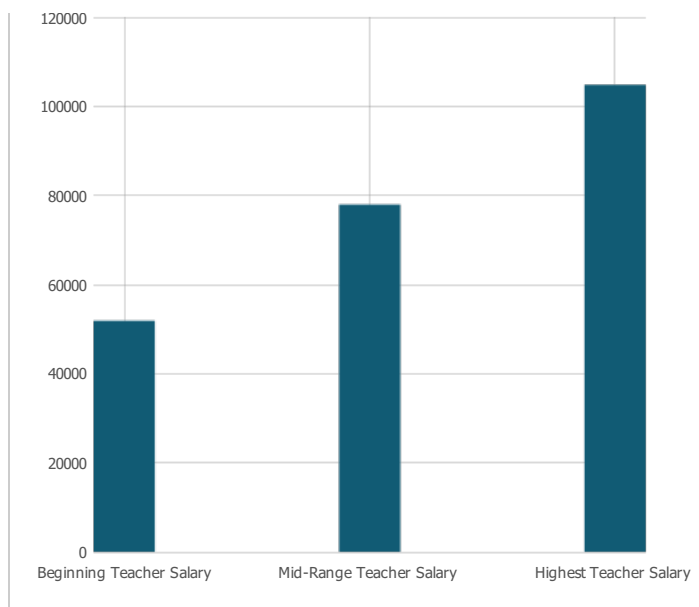
Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,872	\$47,808
Mid-Range Teacher Salary	\$77,944	\$73,555
Highest Teacher Salary	\$104,828	\$95,850
Average Principal Salary (Elementary)	\$123,351	\$120,448
Average Principal Salary (Middle)	\$134,870	\$125,592
Average Principal Salary (High)	\$140,688	\$138,175
Superintendent Salary	\$305,000	\$264,457
Percent of Budget for Teacher Salaries	41.0%	35.0%
Percent of Budget for Administrative Salaries	4.0%	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: 2/15/2018

Professional Development

Ongoing Professional Development

- Math/Cognitively Guided Instruction (CGI)- Introduction
- Reframe the teaching of Math to be more student-centered on an individual basis.
- Provide teachers the tools to create a classroom environment that supports CGI-style instruction. 1 week (August) ELA/Literacy Comprehension Strategy Instruction
- Identify and begin using a standard K-8 system of literacy assessment
- Create year long curriculum maps for developing student comprehension strategies 2 Day Workshop (Fall/Winter Math/Factwise Workshops at OCDE)
- Implement a standardized way for teachers to develop students' math fact fluency for all new staff All teachers completed by Winter ½ Day Coaching Sessions (January-March) Math/Grades 3-5
- Continued coaching on techniques modeled by Dr. Henry Professional Development Day Subject Matter
- Word Study - Develop Shared Vision
- Unpacking Performance Tasks
- Formative Assessment
- Speaking & Listening
- Viable Curriculum
- Becoming a PLC - What do students need to know and be able to do?
- Critical Friends

- Engaging Schools
- Success Criteria
- Factswise grade level data review & planning
- Curriculum Day Building - Lead by our Director's, OCDE consultants, and outside consultants.

Last updated: 2/16/2018