

Community Roots Academy

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

Internet Access

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

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Capistrano Unified
Phone Number	(949) 234-9200
Superintendent	Kirsten Vital
E-mail Address	superintendent@capousd.org
Web Site	www.capousd.org

School Contact Information (School Year 2018—19)	
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, Director of Education
E-mail Address	info@communityrootsacademy.org
Web Site	www.communityrootsacademy.org
County-District-School (CDS) Code	30664640123729

Last updated: 1/24/2019

School Description and Mission Statement (School Year 2018—19)

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 707 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.

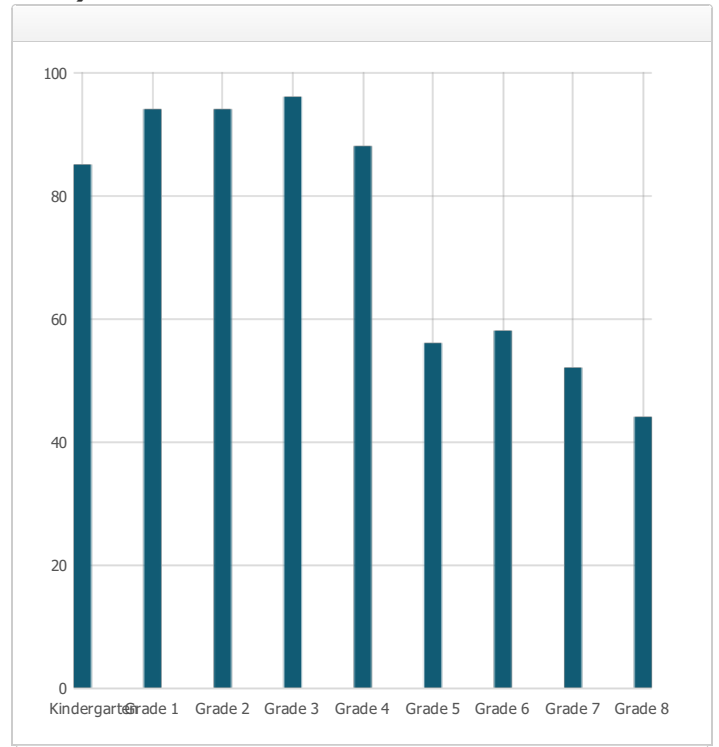
VISION

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: 1/24/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	85
Grade 1	94
Grade 2	94
Grade 3	96
Grade 4	88
Grade 5	56
Grade 6	58
Grade 7	52
Grade 8	44
Total Enrollment	667



Last updated: 1/24/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	0.6 %
American Indian or Alaska Native	0.3 %
Asian	4.2 %
Filipino	0.3 %
Hispanic or Latino	9.6 %
Native Hawaiian or Pacific Islander	0.1 %
White	71.8 %
Two or More Races	13.0 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	9.3 %
English Learners	2.2 %
Students with Disabilities	10.9 %
Foster Youth	0.1 %

A. Conditions of Learning

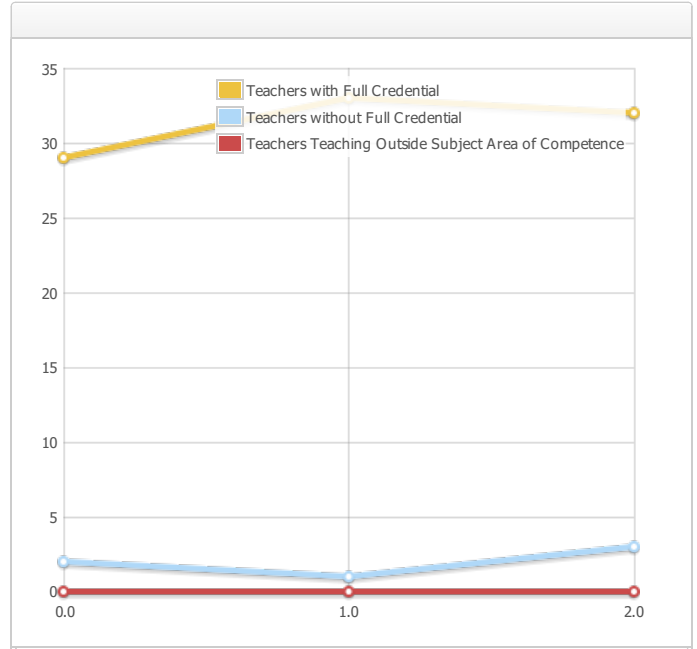
State Priority: Basic

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 2016 —17	School 2017 —18	School 2018 —19	District 2018— 19
With Full Credential	29	33	32	1922
Without Full Credential	2	1	3	4
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3



Last updated: 1/31/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the 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 style="text-align: center;">CURRICULUM</p> <p style="text-align: center;">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> <p style="text-align: center;">CKLA/Amplify ELA (K-5)</p> <p style="text-align: center;">Amplify ELA (6-8)</p> <p style="text-align: center;">RAZ Kids Reading A-Z</p> <p style="text-align: center;">Burst Learning</p> <p style="text-align: center;">Dibels Discovery Education</p>	Yes	0.0 %
Mathematics	<p style="text-align: center;">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> <p style="text-align: center;">Engage New Yourk Mathematics (K-5)</p> <p style="text-align: center;">Illustrative Mathematics (6-8)</p> <p style="text-align: center;">ST Math</p>		0.0 %
Science			0.0 %
History-Social Science			0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			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: 1/24/2019

School Facility Conditions and Planned Improvements

[FIT Folder](#)

Last updated: 1/30/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	<p>Gas Leaks</p> <p>"Gas systems and pipes appear safe, functional, and free of leaks. Examples include but are not limited to the following:"</p> <ul style="list-style-type: none"> a. There is no odor that would indicate a gas leak. (X) b. Gas pipes are not broken and appear to be in good working order. (X) c. Other <p>Mechanical Systems</p> <p>Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Examples include but are not limited to the following:</p> <ul style="list-style-type: none"> a. The HVAC system is operable. (X) b. The facilities are ventilated (via mechanical or natural ventilation). c. The ventilation units are unobstructed and vents and grills are without evidence of excessive dirt or dust. d. There appears to be an adequate air supply to all classrooms, work spaces, and facilities (i.e. no strong odor is present, air is not stuffy) e. Interior temperatures appear to be maintained within normally accepted ranges. f. The ventilation units are not generating any excessive noise or vibrations. g. Other <p>Sewer</p> <p>Sewer line stoppage is not evident. Examples include but are not limited to the following:</p> <ul style="list-style-type: none"> a. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds. (X) b. The sanitary system controls odors as designed. c. Other <p>Mechanical Systems</p> <p>Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Examples include but are not limited to the following:</p> <ul style="list-style-type: none"> a. The HVAC system is operable. (X) b. The facilities are ventilated (via mechanical or natural ventilation). c. The ventilation units are unobstructed and vents and grills are without evidence of excessive dirt or dust. d. There appears to be an adequate air supply to all classrooms, work spaces, and facilities (i.e. no strong odor is present, air is not stuffy) e. Interior temperatures appear to be maintained within normally accepted ranges. f. The ventilation units are not generating any excessive noise or vibrations. g. Other <p>Sewer</p> <p>Sewer line stoppage is not evident. Examples include but are not limited to the following:</p> <ul style="list-style-type: none"> a. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds. (X) b. The sanitary system controls odors as designed. c. Other
Interior: Interior Surfaces	Good	

Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)

Interior surfaces appear to be clean, safe, and functional. Examples include but are not limited to the following:

- a. Walls are free of hazards from tears and holes.
- b. Flooring is free of hazards from torn carpeting, missing floor tiles, holes.
- c. Ceiling is free of hazards from missing ceiling tiles and holes.
- d. There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.)
- e. Other

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation Good

Overall Cleanliness

School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Examples include but are not limited to the following:

- a. Area(s) evaluated is free of accumulated refuse, dirt, and grime.
- b. Area(s) evaluated is free of unabated graffiti.
- c. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.
- d. Other

Pest/Vermin Infestation

"Pest or vermin infestation are not evident. Examples include but are not limited to the following:"

- a. There is no evidence of a major pest or vermin infestation. (X)
- b. There are no holes in the walls, floors, or ceilings.
- c. Rodent droppings or insect skins are not evident.
- d. Odor caused by a pest or vermin infestation is not evident.
- e. There are no live rodents observed.
- f. Other

Electrical: Electrical Good

Electrical (Interior and Exterior)

- 1. There is no evidence that any portion of the school has a power failure. (X)
- 2. Electrical systems, components, and equipment appear to be working properly. Examples include but are not limited to the following:
 - a. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. (X)
 - b. Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access.
 - c. Other
- 3. Lighting appears to be adequate and working properly, including exterior lights. Examples include but are not limited to the following:
 - a. Lighting appears to be adequate.
 - b. Lighting is not flickering.
 - c. There is no unusual hum or noise from the light fixtures.
 - d. Other

Restrooms/Fountains: Restrooms, Sinks/Fountains Good

Restrooms

Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). The following are examples of compliance with SB 892:

- a. Restrooms are maintained and cleaned regularly.
- b. Restrooms are fully operational.
- c. Restrooms are stocked with toilet paper, soap, and paper towels.
- d. Restrooms are open during school hours.
- e. Other

Sinks/Fountains (Inside and Outside)

"Drinking fountains appear to be accessible and functioning as intended. Examples include but are not limited to the following:"

- a. Drinking fountains are accessible.
- b. Water pressure is adequate.
- c. A leak is not evident.
- d. There is no moss, mold, or excessive staining on the fixtures.
- e. The water is clear and without unusual taste or odor.
- f. Other

Safety: Fire Safety, Hazardous Materials Good

Fire Safety

The fire equipment and emergency systems appear to be functioning properly. Examples include but are not limited to the following:

- a. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). (X)
- b. Emergency alarms appear to be functional. (X)
- c. Emergency exit signs function as designed, exits are unobstructed. (X)
- d. Fire extinguishers are current and placed in all required areas.
- e. Fire alarms pull stations are clearly visible.
- f. Other

Hazardous Materials (Interior and Exterior)

There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Examples include but are not limited to the following:

- a. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly). (X)
- b. Paint is not peeling, chipping, or cracking.
- c. There does not appear to be damaged tiles or other circumstances that may indicate asbestos exposure.
- d. Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear to be free of mildew, mold odor and visible mold.
- e. Other

Structural: Structural Damage, Roofs Good

Roofs (observed from the ground, inside/outside the building)

"Roof systems appear to be functioning properly. Examples include but are not limited to the following:"

- a. Roofs, gutters, roof drains, and down spouts are free of visible damage.
- b. Roofs, gutters, roof drains, and down spouts are intact.
- c. Other

External: Playground/School Grounds, Windows/Doors/Gates/Fences Good

Playground/School Grounds

"The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Examples include but are not limited to the following:"

- a. Significant cracks, trip hazards, holes and deterioration are not found.
- b. Open "S" hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment.
- c. Seating, tables, and equipment are functional and free of significant cracks.
- d. There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets.
- e. Other

Windows/Doors/Gates/Fences (Interior and exterior)

"Conditions that pose a safety and/or security risk are not evident. Examples include but are not limited to the following:"

- a. There is no exposed broken glass accessible to pupils and staff. (X)
- b. Exterior doors and gates are functioning and do not pose a security risk. (X)
- c. Windows are intact and free of cracks.

d. Windows are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.

e. Doors are intact.

f. Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.

g. Gates and fences appear to be functional.

h. Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others.

i. Other

Overall Facility Rate

Year and month of the most recent FIT report: December 2018

Overall Rating	Good
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Last updated: 1/29/2019

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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	73.0%	71.0%	69.0%	69.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	71.0%	63.0%	58.0%	58.0%	37.0%	38.0%

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

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/25/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	389	380	97.69%	70.79%
Male	187	181	96.79%	64.09%
Female	202	199	98.51%	76.88%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	17	16	94.12%	68.75%
Filipino				
Hispanic or Latino	49	49	100.00%	63.27%
Native Hawaiian or Pacific Islander	--	--	--	
White	260	254	97.69%	69.69%
Two or More Races	57	55	96.49%	81.82%
Socioeconomically Disadvantaged	20	20	100.00%	55.00%
English Learners	16	16	100.00%	68.75%
Students with Disabilities	55	50	90.91%	30.00%
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: 1/25/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	389	380	97.69%	62.63%
Male	187	181	96.79%	61.33%
Female	202	199	98.51%	63.82%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	17	16	94.12%	75.00%
Filipino				
Hispanic or Latino	49	49	100.00%	53.06%
Native Hawaiian or Pacific Islander	--	--	--	
White	260	254	97.69%	60.63%
Two or More Races	57	55	96.49%	76.36%
Socioeconomically Disadvantaged	20	20	100.00%	45.00%
English Learners	16	16	100.00%	87.50%
Students with Disabilities	55	50	90.91%	26.00%
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: 1/25/2019

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

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

Last updated: 1/25/2019

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 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	25.4%	27.1%	22.0%
7	6.0%	32.0%	40.0%

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: 1/25/2019

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018—19)

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)
- CRA Parent Studio: Parent informational nights 3-4 times per year
- Multi-Cultural Day: Annual event led by parents where booths reflective of family culture are exhibited
- 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
- Directors' Close Up 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): small group 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 show case 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.

- Harvest Feast: Volunteer driven, our entire school with parents and staff met and prepare a pot of soup for all attendees. Students are involved in craft activities.

- Middle School Socials – 3 times per year

- Yearbook Committee

- Library Committee

- Garden 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

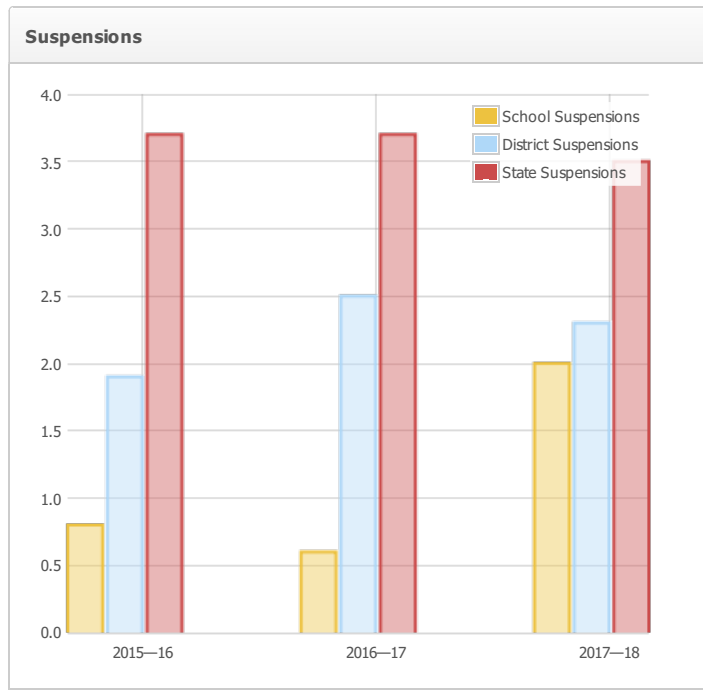
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.8%	0.6%	2.0%	1.9%	2.5%	2.3%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/25/2019

School Safety Plan (School Year 2018—19)

[School Safety Plan](#)

Last updated: 1/31/2019

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) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	30.0		3	
1	31.0		3	
2	32.0		3	
3	32.0		2	
4	32.0		2	
5	33.0			2
6	27.0		2	
Other**			4	

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	29.0		3	
1	29.0		3	
2	33.0		1	2
3	31.0		3	
4	32.0		1	2
5	33.0		1	1
6	31.0		2	
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	17.0	5		
1	31.0		3	
2	31.0		3	
3	32.0		3	
4	29.0		3	
5	28.0		2	
6	26.0		2	
Other**				

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

** "Other" category is for multi-grade level classes.

Last updated: 1/25/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	24.0	1	1	
Mathematics	24.0	1	1	
Science	24.0	1	1	
Social Science	24.0	1	1	

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	24.0	1		
Mathematics	24.0	1	2	
Science	24.0	1	2	
Social Science				

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	22.0	3	2	
Mathematics	24.0	1	3	
Science	24.0	2	2	
Social Science	24.0	2	2	

* 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: 1/25/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7698.7	\$50.3	\$7648.4	\$53593.2
District	N/A	N/A	\$6711.0	\$86640.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

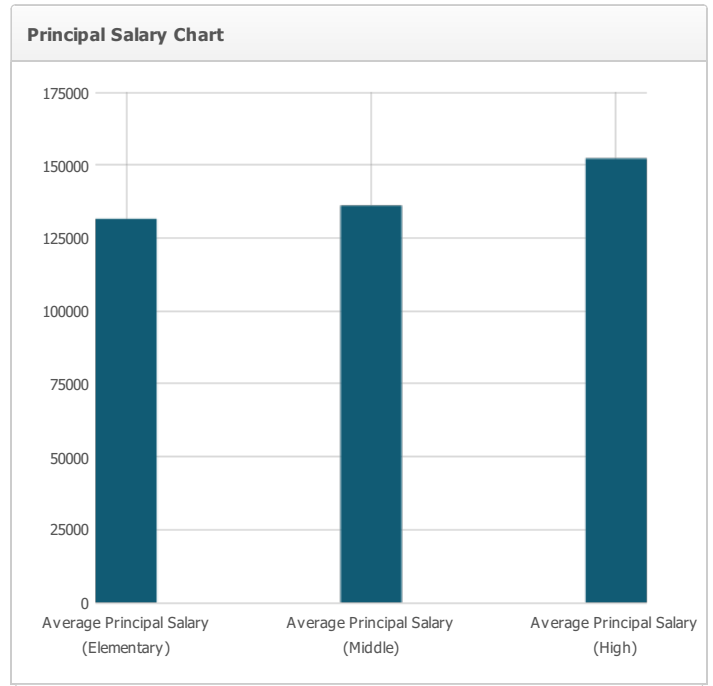
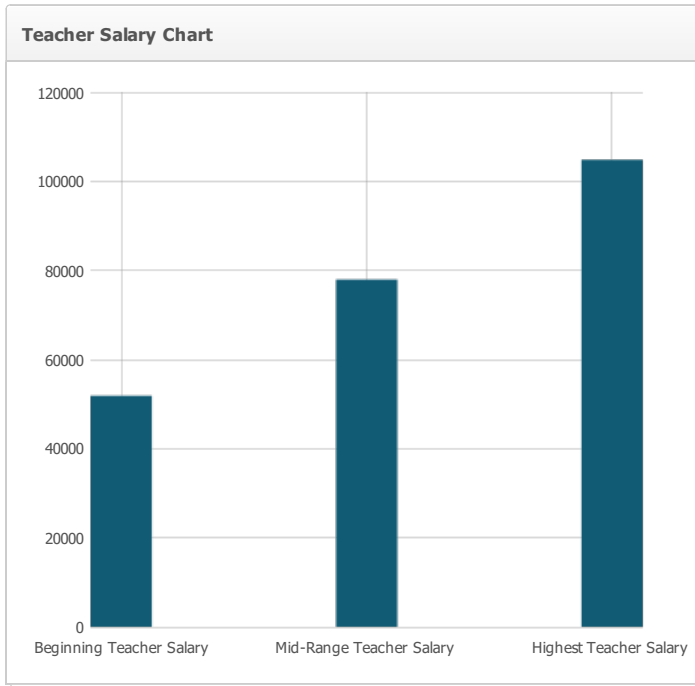
Last updated: 1/31/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,872	\$47,903

Mid-Range Teacher Salary	\$77,944	\$74,481
Highest Teacher Salary	\$104,828	\$98,269
Average Principal Salary (Elementary)	\$131,540	\$123,495
Average Principal Salary (Middle)	\$136,130	\$129,482
Average Principal Salary (High)	\$152,259	\$142,414
Superintendent Salary	\$319,244	\$271,429
Percent of Budget for Teacher Salaries	39.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 1/25/2019

Professional Development

- Academic Coach for Differentiated Instruction
- Academic Coach for ELA Implementation (CKLA/Amplify)
- Academic Coach for Science Implementation K-8 (Amplify)
- Coaching in ELA (Ornage 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: 1/28/2019