

# Community Roots Academy

## School Accountability Report Card Reported Using Data from the 2018—19 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 2019—20)

District Contact Information (School Year 2019—20)	
<b>District Name</b>	Capistrano Unified
<b>Phone Number</b>	(949) 234-9200
<b>Superintendent</b>	Kirsten Vital
<b>Email Address</b>	<a href="mailto:superintendent@capousd.org">superintendent@capousd.org</a>
<b>Website</b>	<a href="http://www.capousd.org">www.capousd.org</a>

School Contact Information (School Year 2019—20)	
<b>School Name</b>	Community Roots Academy
<b>Street</b>	29292 Crown Valley Pkwy
<b>City, State, Zip</b>	Laguna Niguel, Ca, 92677-1861
<b>Phone Number</b>	949-931-4272
<b>Principal</b>	Mr. Jeremy Cavallaro, Ex. Director Education
<b>Email Address</b>	<a href="mailto:info@communityrootsacademy.org">info@communityrootsacademy.org</a>
<b>Website</b>	<a href="http://www.learningcommunities.org">www.learningcommunities.org</a>
<b>County-District-School (CDS) Code</b>	30664640123729

*Last updated: 1/23/2020*

### School Description and Mission Statement (School Year 2019—20)

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 748 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.

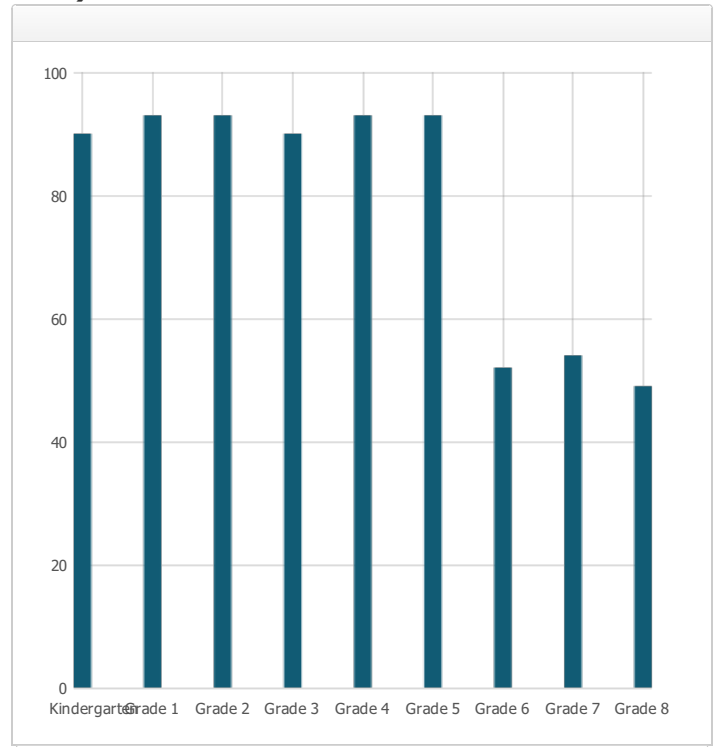
#### VISION

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: 1/30/2020*

### Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	90
Grade 1	93
Grade 2	93
Grade 3	90
Grade 4	93
Grade 5	93
Grade 6	52
Grade 7	54
Grade 8	49
<b>Total Enrollment</b>	<b>707</b>



Last updated: 1/23/2020

### Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	0.70 %
American Indian or Alaska Native	0.30 %
Asian	5.40 %
Filipino	0.40 %
Hispanic or Latino	7.60 %
Native Hawaiian or Pacific Islander	0.10 %
White	70.30 %
Two or More Races	15.10 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	9.10 %
English Learners	2.10 %
Students with Disabilities	12.40 %
Foster Youth	0.30 %
Homeless	%

## A. Conditions of Learning

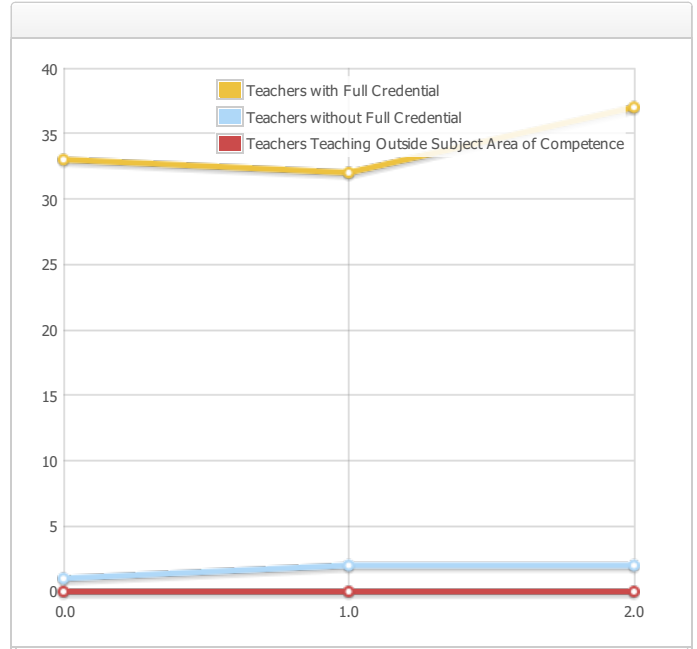
### State Priority: Basic

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 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	33	32	37	1882
Without Full Credential	1	2	2	13
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3



Last updated: 1/31/2020

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)**

Year and month in which the data were collected: August 2015

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	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:  CKLA/Amplify ELA (K-5)  Amplify ELA (6-8)  Raz Kids Reading A-Z  Dibels Discovery Education  CapIt	Yes	0.00 %
Mathematics	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.  Engaged New York Mathematics (K-5)  Illustrative Mathematics (6-8)  ST Math	Yes	0.00 %
Science	Amplify Science (K-8)	Yes	0.00 %
History-Social Science	Fullett - Ancient Civilization (6)  Studies Weekly (3-5)	Yes	0.00 %
Foreign Language	N/A		0.00 %
Health	N/A		0.00 %
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: 1/31/2020

## School Facility Conditions and Planned Improvements

[FIT Report for CRA @ Crown Valley Elementary School](#)

*Last updated: 1/31/2020*

## 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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	71.0%	71.0%	69.0%	70.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	63.0%	65.0%	58.0%	59.0%	38.0%	39.0%

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: 1/17/2020*

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	425	405	95.29%	4.71%	71.11%
Male	209	199	95.22%	4.78%	67.34%
Female	216	206	95.37%	4.63%	74.76%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	19	18	94.74%	5.26%	83.33%
Filipino					
Hispanic or Latino	44	41	93.18%	6.82%	63.41%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	289	277	95.85%	4.15%	68.95%
Two or More Races	68	64	94.12%	5.88%	81.25%
Socioeconomically Disadvantaged	49	48	97.96%	2.04%	62.50%
English Learners	14	14	100.00%	0.00%	71.43%
Students with Disabilities	69	58	84.06%	15.94%	37.93%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless					

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: 1/17/2020*



**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	424	404	95.28%	4.72%	65.10%
Male	208	199	95.67%	4.33%	65.83%
Female	216	205	94.91%	5.09%	64.39%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	19	18	94.74%	5.26%	77.78%
Filipino					
Hispanic or Latino	44	41	93.18%	6.82%	48.78%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	289	276	95.50%	4.50%	64.86%
Two or More Races	67	64	95.52%	4.48%	71.88%
Socioeconomically Disadvantaged	49	48	97.96%	2.04%	52.08%
English Learners	14	14	100.00%	0.00%	57.14%
Students with Disabilities	69	58	84.06%	15.94%	43.10%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless					

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: 1/17/2020*

# 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 2018—19)

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	15.40%	37.40%	30.80%
7	9.40%	22.60%	47.20%

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

*Last updated: 1/23/2020*

## 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 2019—20)

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
- \*CRA Parent Book Club: Meets monthly to discuss a book related to parenting
- Multicultural 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)
- Teacher Blogs – Family Resource Page
- 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.
- 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).
- 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

*Last updated: 1/31/2020*

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 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.60%	2.00%	2.20%	2.50%	2.30%	2.10%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%	0.10%	0.10%	0.10%

*Last updated: 1/30/2020*

## School Safety Plan (School Year 2019—20)

[School Safety Plan](#)

*Last updated: 1/31/2020*

## 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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	29.00		3	
1	29.00		3	
2	33.00		1	2
3	31.00		3	
4	43.00		1	2
5	33.00		1	1
6	31.00		12	
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	17.00	5		
1	31.00		3	
2	31.00		3	
3	32.00		3	
4	29.00		3	
5	28.00		2	
6	26.00	4	11	
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 (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	18.00	5		
1	31.00		3	
2	31.00		3	
3	30.00		3	
4	31.00		3	
5	31.00		3	
6	24.00	3	12	
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 (Secondary) (School Year 2016—17)**

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	4.00	1		
Mathematics	24.00	1	2	
Science	24.00	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 * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	22.00	3	2	
Mathematics	24.00	1	3	
Science	24.00	2	2	
Social Science	24.00	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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)**

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	23.00	1	5	
Mathematics	26.00		4	
Science	26.00		4	
Social Science	26.00		4	

\* 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: 1/31/2020*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$8138.71	\$61.89	\$8076.82	\$53432.43
District	N/A	N/A	--	\$89014.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$82403.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

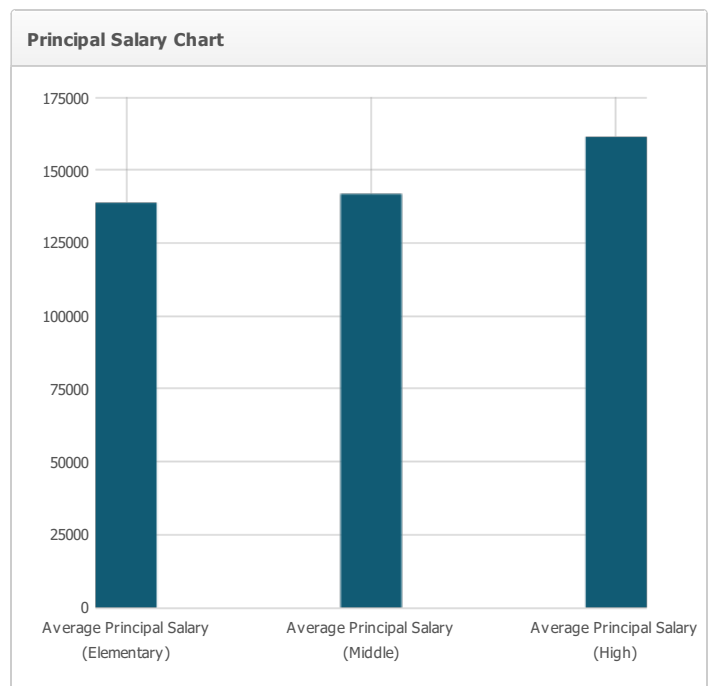
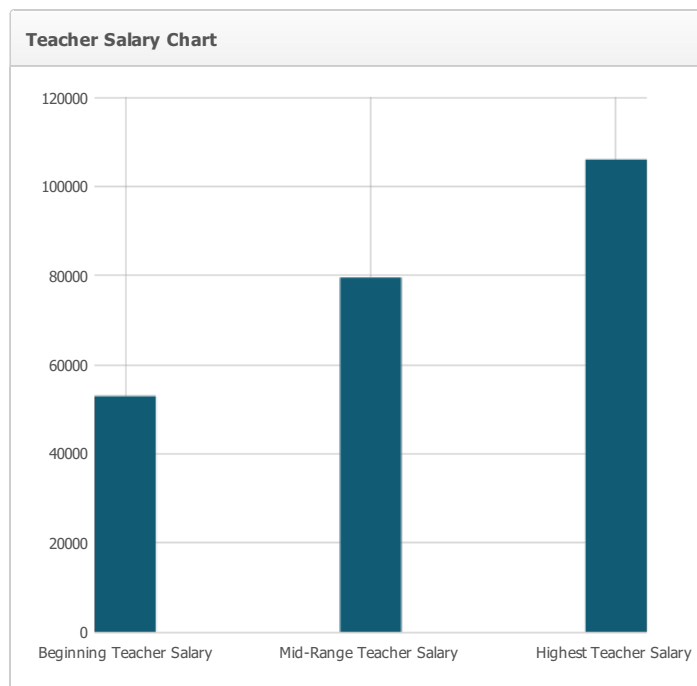
*Last updated: 1/31/2020*



**Teacher and Administrative Salaries (Fiscal Year 2017—18)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52,915	\$48,612
Mid-Range Teacher Salary	\$79,510	\$74,676
Highest Teacher Salary	\$105,993	\$99,791
Average Principal Salary (Elementary)	\$138,793	\$125,830
Average Principal Salary (Middle)	\$141,825	\$131,167
Average Principal Salary (High)	\$161,376	\$144,822
Superintendent Salary	\$326,466	\$275,796
Percent of Budget for Teacher Salaries	38.00%	34.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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



*Last updated: 1/31/2020*

**Professional Development**

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	34	34	35