

Community Roots Academy
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	29292 Crown Valley Pkwy. Laguna Niguel, CA , 92677-1861	Principal:	Mr. Jeremy Cavallaro, Executive Director
Phone:	(949) 831-4272	Grade Span:	K-8

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/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

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

About This School

Mr. Jeremy Cavallaro, Executive Director

Principal, Community Roots Academy

About Our School

Contact

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

Phone: (949) 831-4272

Email: info@communityrootsacademy.org

Contact Information (School Year 2021–2022)

District Contact Information (School Year 2021–2022)

District Name	Capistrano Unified
Phone Number	(949) 234-9200
Superintendent	Vital Brulte, Kirsten
Email Address	superintendent@capousd.org
Website	www.capousd.org

School Contact Information (School Year 2021–2022)

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
Email Address	info@communityrootsacademy.org
Website	http://www.learningcommunities.org
County-District-School (CDS) Code	30664640123729

Last updated: 2/1/22

School Description and Mission Statement (School Year 2021—2022)

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 745 students in grades K-8. CRA has a traditional school year calendar with instruction delivered in self-contained classrooms.

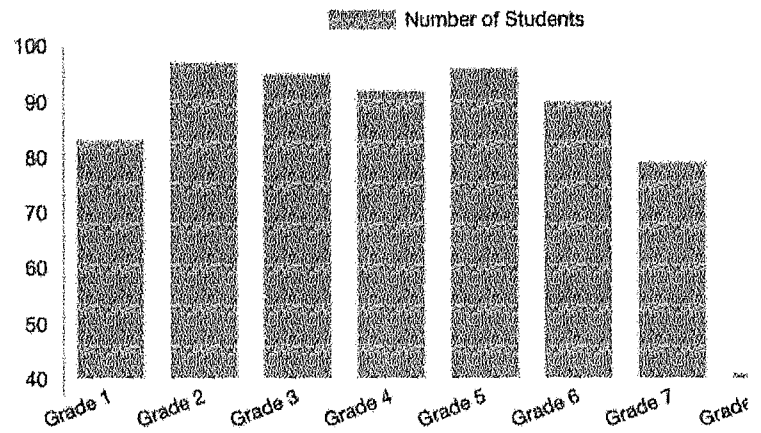
MISSION: Community Roots Academy (CRA) is a Kindergarten through eighth grade learning community where learning is embedded in a meaningful real world context and where children are deliberately taught to see the connections between their formal education and the world. Not only do CRA students meet 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 who 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: 1/27/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 1	83
Grade 2	97
Grade 3	95
Grade 4	92
Grade 5	96
Grade 6	90
Grade 7	79
Grade 8	41
Kindergarten	83
Total Enrollment	756



Last updated: 1/18/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	46.80%
Male	53.20%
Non-Binary	0.00%
American Indian or Alaska Native	0.10%
Asian	5.70%
Black or African American	0.70%
Filipino	0.50%
Hispanic or Latino	7.90%
Native Hawaiian or Pacific Islander	0.10%
Two or More Races	13.90%
White	71.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	2.60%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	8.70%
Students with Disabilities	12.00%

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

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

*Last updated:***Class Assignments (School Year 2020—2021)**

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

Last updated:

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	CKLA Amplify (K-5) ELA Amplify (6-8) iReady Reading (K-8) Raz Kids Reading A-Z Dibels Discovery Education (K-6) Capit (K-1) Apps added - Brainpop, Newsela, Flocabulary Tool Apps - Flipgrid, Brainpop, Padlet, Pear Deck, Kahoot, Quizlet, Nearpod, EdPuzzle, Hapara	Yes	0%
Mathematics	Illustrative Math (Kenday Hunt) K-8 ST Math (Mind Research) iReady Customize Lesson iReady Tool for Instruction Finger Board	Yes	0%
Science	Amplify Science (K-5) Amplify Science (6-8) Apps - Mystery Science	Yes	100%
History-Social Science	Fullett - Ancient Civilization (6) Prentice Hall - Medieval & Early Times (7) National Geographic - World History (7) E Pluribus Unum - the American Pursuit of Liberty, Growth and Equality, 1750-1900 (8) Teachers pull from the text books above and provide copies. Studies Weekly (3-8) Apps - Newsela, Flocabulary, Scholastic News	Yes	0%
Foreign Language	N/A		0%
Health	N/A		0%
Visual and Performing Arts	N/A		0%

Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%
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Note: Cells with N/A values do not require data.

Last updated: 1/27/22

School Facility Conditions and Planned Improvements

FIT Report

Last updated: 1/26/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: August 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	FIT Report
Interior: Interior Surfaces	Fair	FIT Report
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	FIT Report
Electrical: Electrical	Good	FIT Report
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	FIT Report
Safety: Fire Safety, Hazardous Materials	Good	FIT Report
Structural: Structural Damage, Roofs	Good	FIT Report
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	FIT report

Overall Facility Rate

Year and month of the most recent FIT report: August 2021

Overall Rating

Good

Last updated: 1/27/22

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
 - Smarter Balanced ELA and mathematics summative assessments;
 - Other assessments meeting the SBE criteria; or
 - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019- 2020	School 2020- 2021	District 2019- 2020	District 2020- 2021	State 2019- 2020	State 2020- 2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Last updated: 1/25/22

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	479	NT	NT	NT	NT
Female	222	NT	NT	NT	NT
Male	257	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	27	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	41	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	68	NT	NT	NT	NT
White	336	NT	NT	NT	NT
English Learners	11	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	22	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	80	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

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.

Last updated: 1/25/22

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	479	NT	NT	NT	NT
Female	222	NT	NT	NT	NT
Male	257	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	27	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	41	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	68	NT	NT	NT	NT
White	336	NT	NT	NT	NT
English Learners	11	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	22	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	80	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

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.

Last updated: 1/25/22

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

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8, and high school)	N/A	NT	N/A	--	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Last updated: 1/25/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	131	NT	NT	NT	NT
Female	63	NT	NT	NT	NT
Male	68	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	--	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	20	NT	NT	NT	NT
White	96	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 1/25/22

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 2020—2021)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Last updated: 1/25/22

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 2021-2022)

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:

- Virtual Back-to School Night (Fall)
- Virtual exhibition Night (EXPO) (Spring)
- Virtual Director Updates
- Parent/Teacher Conferences: 2 times per year (November/March)
- Report Cards: 2 times per year (February/June)
- Google classroom: each teacher maintains a google classroom with assignments, instructional videos and other digital materials
- PPO: Parent Participation Organization (Monthly): Agendas, minutes, bylaws, officers - involved in fundraising
- Yearbook committee
- Fundraising 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
- Chronic Absenteeism

Chronic Absenteeism by Student Group
(School Year 2020—2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	764	757	21	2.8
Female	359	354	4	1.1
Male	405	403	17	4.2
American Indian or Alaska Native	43	42	0	4.2
Asian	1	1	0	0.0
Black or African American	5	5	0	0.0
Filipino	4	4	0	0.0
Hispanic or Latino	62	61	2	3.3
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	105	105	2	1.9
White	543	538	17	3.2
English Learners	25	25	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	75	75	8	10.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	116	115	6	5.2

Last updated:

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

(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	2.24%	0.39%	2.08%	0.49%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.11%	0.01%	0.08%	0.00%

Note: Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	1.05%	1.28%	2.45%
Expulsions	0.00%	0.04%	0.05%

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Last updated: 1/25/22

Suspensions and Expulsions by Student Group (School Year 2020—2021)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.39	0
Female	0.28	0
Male	0.49	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.61	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0.95	0
White	0.18	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.33	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.59	0

Last updated:

School Safety Plan (School Year 2021-2022)

CRA NIMS Management
 Emergency Assembly Map
 Emergency Disaster/Safety Procedures
 Emergency Procedures Breakdown
 CRA Fall Opening Plan & Illness Protocols

Last updated: 1/26/22

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 2018—2019

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	3	
Other**				0

* 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 2019—2020

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	32.00		3	
3	32.00		3	
4	32.00		3	
5	30.00		3	
6	24.00		3	
Other**			6	

* 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 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	17.00	5		
1	28.00		3	
2	32.00		3	
3	32.00		3	
4	31.00		3	
5	32.00		3	
6	25.00		3	
Other**	25.00		6	

* 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 2018–2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	23.00	1	5	
Math	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	21.00	3	3	
Math	21.00	1	3	
Science	26.00	1	3	
Social Science	26.00	1	3	

* 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 2020–2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
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English	20.00	4	2	
Math	20.00	3	1	2
Science	20.00	4	2	
Social Science	20.00	4	2	

Last updated: 1/24/22

* 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.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.50
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	0.00
Nurse	2.00
Speech/Language/Hearing Specialist	1.50
Resource Specialist (non-teaching)	1.00
Other	0.00

Last updated: 1/1/00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

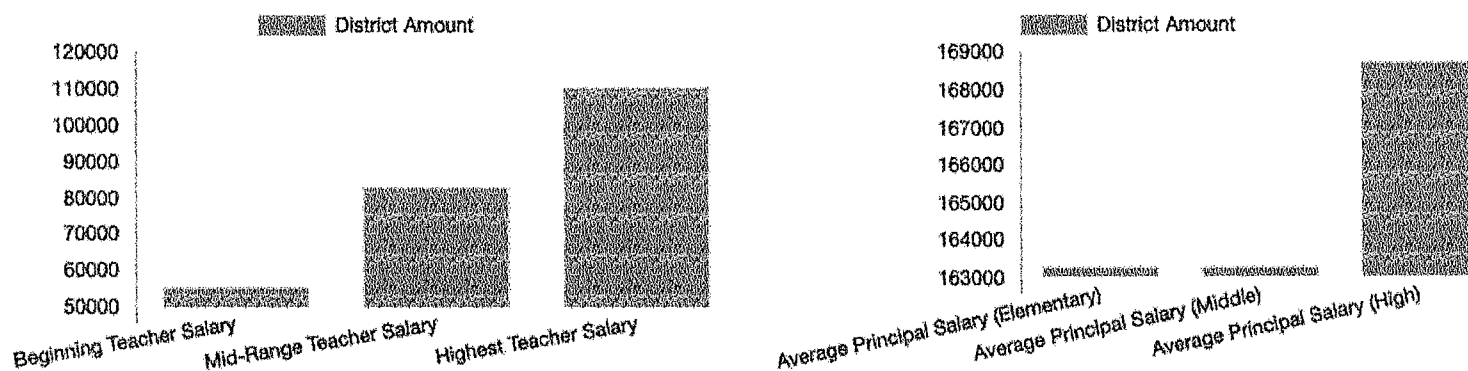
Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9038.20	\$1153.63	\$7884.58	\$64809.89
District	N/A	N/A	--	\$91838.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	\$84665.00
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 1/24/22

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

Teacher and Administrative Salaries (Fiscal Year 2019—2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$55047.00	\$50897.00
Mid-Range Teacher Salary	\$82711.00	\$78461.00
Highest Teacher Salary	\$110260.00	\$104322.00
Average Principal Salary (Elementary)	\$149127.00	\$131863.00
Average Principal Salary (Middle)	\$163250.00	\$137086.00
Average Principal Salary (High)	\$168702.00	--
Superintendent Salary	\$341173.00	\$297037.00
Percent of Budget for Teacher Salaries	36.00%	32.00%
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:

Professional Development

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	19	16	20