Select Language
Powered by Google Translate

VIEW TRANSLATION DISCLAIMER

Community Roots Academy

2022–23 School Accountability Report Card

Reported Using Data from the 2022–23 School Year

California Department of Education

About Conditions Outcomes Engagement Other

Address:	29292 Crown Valley Pkwy. Laguna Niguel, CA , 92677-1861	**Principal:**	Mr. Jeremy Cavallaro, Executive Director, Education
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 and access to prior year reports, 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.

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

Mr. Jeremy Cavallaro, Executive Director, Education

Principal, Community Roots Academy

About Our School

Community Roots Academy
EXPERIENCE • EMPOWER • EXCEL

Contact

Community Roots Academy

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

Phone: (949) 831-4272
Email: jcavallaro@communityrootsacademy.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

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

School Contact Information (School Year 2023–24)

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, Education
Email Address	jcavallaro@communityrootsacademy.org
Website	www.learningcommunities.org
County-District-School (CDS) Code	30664640123729

Last updated: 1/12/24

School Description and Mission Statement (School Year 2023–24)

At Community Roots Academy (CRA), learning is embedded in a meaningful real-world context, and children are deliberately taught to see the connections between their formal education and the world. At CRA, students 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 to their fullest potential. Community Roots' project-based curriculum utilizes semester-long projects as frameworks to teach students multiple fundamental disciplines and 21st-century skills simultaneously. For students who learn more effectively from doing, Community Roots' project-based methodology offers a unique opportunity to increase student engagement and enhance learning outcomes. Every student participates and articulates their learning through Project-based Presentations to stakeholders, including community members from various professions.

Community Roots Academy has established partnerships that support the school's mission and vision, including the Pacific Marine Mammal Center (PMMC), U.S. Geological Service, Jet Propulsion Lab (JPL), and the University of California, Irvine Student Teaching Program. Our school site serves as a reporting center for JPL in the case of an earthquake.

Community Roots Academy (CRA) is a WASC-accredited public school serving approximately 786 students in grades K-8 with the following student demographics: 65% White, 14% Two or More Races, 14% Hispanic, 5% Asian, 1% African American, 1% Filipino, 12% Students with Disabilities (SWD), 3% English Learners (EL), and 13% Socioeconomically Disadvantaged.

Community Roots Academy continues to strengthen and expand its multi-tiered system of support (MTSS) improvement cycle. MTSS is a systemic, continuous improvement framework in which data-based problem-solving and decision-making are practiced across all school system levels to support students. This comprehensive framework focuses on the Common Core State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. MTSS has a broader scope than Response to Intervention (RtI) because MTSS includes focusing on aligning the entire system of initiatives, supports, and resources and systematically addressing support for all students, including gifted and high achievers.

MTSS enables a paradigm shift for providing support and setting higher expectations for all students through intentional design and redesign of integrated services and supports rather than selection for a few components of RtI and intensive interventions. It endorses Universal Design for Learning Instructional strategies so all students have opportunities for learning through differentiated content, processes, and products. MTSS integrates instructional and intervention support to sustain systemic changes based on the Common Core State Standards-aligned classroom instruction.

ACCOMPLISHMENTS

In 2023, Community Roots Academy was awarded the California Green Ribbon Schools Award, which exemplifies "leading-edge models for improved indoor air quality, outdoor classrooms, and whole-school environmental education. Students in these schools address global problems such as climate change and local challenges, including water quality, food security, energy conservation, waste diversion, and emotional health. Once again, I am pleased that more than half of these honorees are within some of the state’s highest-need communities. California’s Green Ribbon Schools are leading the way for our students to develop the creativity and critical thinking skills they need to be environmental stewards now and into the future." (CA State Superintendent Thurmond))

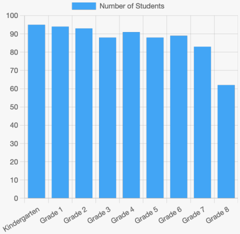
Community Roots Academy has recently established and designed a Career Technical Education (CTE) Program for its middle school students in Robotics, Sustainability, Agriculture, and Filmmaking. CRA was awarded a CTE grant.

Community Roots Academy continues to partner with local community-based organizations, companies, and universities that provide services for its students that align with the school's mission, vision, and educational program. CRA partnered with Bosch, a German multinational engineering and technology company, which hosted twelve CRA Students. in an intensive two-day interactive training on Design Thinking. In partnership with the University of California, Irvine (UCI), our students participated in a schoolwide energy audit. Our students participated in the Coast Film Festival student award submission, with seven films selected.

Last updated: 1/12/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	95
Grade 1	94
Grade 2	93
Grade 3	88
Grade 4	91
Grade 5	88
Grade 6	89
Grade 7	83
Grade 8	62
Total Enrollment	783



Last updated: 1/11/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	50.10%
Male	49.80%
Non-Binary	0.10%
American Indian or Alaska Native	0.10%
Asian	4.90%
Black or African American	0.50%
Filipino	0.60%
Hispanic or Latino	13.50%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	13.20%
White	67.20%

Student Group (Other)	Percent of Total Enrollment
English Learners	2.90%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disavantaged	10.90%
Students with Disabilities	12.60%

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 Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.10	92.50%	1860.30	90.58%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	3.60	0.18%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	30.90	1.51%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.50	4.46%	28.00	1.36%	12115.80	4.41%
Unknown/Incomplete/NA	1.00	3.00%	130.80	6.37%	18854.30	6.86%
Total Teaching Positions	33.60	100.00%	2053.70	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/11/24

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	36.90	83.18%	2142.70	90.61%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	7.80	0.33%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	2.25%	53.40	2.26%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.10	2.61%	28.70	1.22%	11953.10	4.28%
Unknown/Incomplete/NA	5.30	11.94%	132.00	5.58%	15831.90	5.67%
Total Teaching Positions	44.40	100.00%	2364.80	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/11/24

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	0.00
Misassignments	0.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.00

Last updated: 11/2/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	1.00	1.10
Local Assignment Options	0.50	0.00
Total Out-of-Field Teachers	1.50	1.10

Last updated: 11/2/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	2.5%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00%	0%

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

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: December 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	CKLA (K-5) Amplify ELA (6-8) Amplify ELD (K-3) I-Ready (K-8) CapIt - Phonics: (K-2) Size Matters Printing/Handwriting (K-3)	Yes	0
Mathematics	Illustrative Math I-Ready (K-8) FactsWise (Math Fluency)): (K-5)	Yes	0
Science	Amplify Science Mystery Science	Yes	0
History-Social Science	My World interactive (K-5) My World Interactive (6-8)	Yes	0
Foreign Language	Not applicable		0
Health	We partner with Jill Halbert from "The Talk" for sexual health education for 7th and 8th graders. This curriculum is aligned with California required sexual health standards. Second Step K-8 (SEL) Project Adventure	Yes	0
Visual and Performing Arts	Not applicable		0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 1/11/24

School Facility Conditions and Planned Improvements

Community Roots Academy ensures that its school site is safe, and clean at all times. The custodial staff has established cleaning standards outlined and recommended by the State and County Department of Health.

Annually, Capistrano Unified School District administers a facility inspection using the CDE's Facility Inspection Tool (FIT) tool which is reported

annually on the school's SARC, LCAP, and the Local Indicators Report on the CA Schools Dashboard.

The determination of repair status is based on the most recent facility inspection as documented on the FIT tool.

Last updated: 1/11/24

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 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
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: August 2023

Overall Rating	Good

Last updated: 1/11/24

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

- **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 completed state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
English Language Arts / Literacy (grades 3-8 and 11)	69%	67%	68%	68%	47%	46%
Mathematics (grades 3-8 and 11)	56%	56%	55%	56%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/11/24

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	500	495	99.00%	1.00%	67.07%
Female	255	251	98.43%	1.57%	72.91%
Male	245	244	99.59%	0.41%	61.07%
American Indian or Alaska Native	--	--	--	--	--
Asian	26	26	100.00%	0.00%	84.62%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	41	39	95.12%	4.88%	66.67%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	66	66	100.00%	0.00%	74.24%
White	358	355	99.16%	0.84%	64.51%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	57	55	96.49%	3.51%	43.64%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	71	69	97.18%	2.82%	34.78%

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 CAA divided by the total number of students who participated in both assessments.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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: 1/11/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	500	495	99.00%	1.00%	55.76%
Female	255	251	98.43%	1.57%	52.19%
Male	245	244	99.59%	0.41%	59.43%
American Indian or Alaska Native	--	--	--	--	--
Asian	26	26	100.00%	0.00%	84.62%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	41	39	95.12%	4.88%	43.59%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	66	66	100.00%	0.00%	62.12%
White	358	355	99.16%	0.84%	54.08%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	57	55	96.49%	3.51%	41.82%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	71	69	97.18%	2.82%	24.64%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/11/24

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 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)	58.28%	55.10%	51.47%	52.85%	29.47%	30.29%

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/11/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	151	147	97.35%	2.65%	55.10%
Female	82	79	96.34%	3.66%	58.23%
Male	69	68	98.55%	1.45%	51.47%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	16	15	93.75%	6.25%	53.33%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	16	16	100.00%	0.00%	43.75%
White	106	103	97.17%	2.83%	55.34%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	16	15	93.75%	6.25%	46.67%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	19	18	94.74%	5.26%	22.22%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/11/24

Career Technical Education (CTE) Programs (School Year 2022–23)

This school year, Community Roots Academy has designed a new CTE program that will offer the following CTE electives program for middle school students: Robotics, Sustainability, Agricultural, and Filmmaking.

Last updated: 1/11/24

Career Technical Education (CTE) Participation (School Year 2022–23)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/11/24

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

Community Roots Academy serves grades K-8, therefore this section does not apply.

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/11/24

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 2022–23)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	97%	97%	100%	98%	100%
7	97%	88%	88%	84%	92%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/11/24

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

Community Roots Academy provides all parents, including those representing Unduplicated Pupils and Students with Disabilities, with opportunities to engage as partners in their child's education.

To engage families as partners, CRA hosts parent education workshops led by Directors and guest speakers. We continue to implement book clubs and Family Fun Nights. We hosted parent workshops on supporting their child at home; and added a Roots Athletics Booster Club for parents.

We communicate with families using various platforms,s including social media, website, and ParentSquar, and families will have access to PowerSchool Parent Porta,l where they can view their child's progress, academic grades, and attendance and communicate with their teacher(s).

Families are surveyed using Panorama, an evidence-based survey to measure school connectedness and climate, and also solicit input from families.

Parent input in decision-making including families representing Unduplicated Pupils (UP) and Students with Disabilities (SW, D) takes place through the following committees:

- English Language Advisory Committee (ELAC), DELAC, & EL Parent Advisory Committee (EL-PAC) - CA EC 52062(a)(2) – if applicable
- Parent Participation Organization (PPO)

Translation of materials and interpreter services are available upon request.

State Priority: Pupil Engagement

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

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

Chronic Absenteeism by Student Group (School Year 2022–23)

After a year of remote learning, chronic absenteeism rates soared in the 2021-22 school year while COVID-19 rates were surging. Chronic absenteeism rates were higher among our youngest learners who at the time did not have access to COVID-19 vaccines due to their age. In addition, the significant rise in chronic absenteeism rates was a result of a number of factors including but not limited to - surges in COVID-19 rates throughout Orange County; transmission of COVID-19 among family/household members; health-related reasons, and the strict state health department guidelines on stay-at-home/self-isolation due to COVID infection and/or COVID-19 exposure.

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	807	794	110	13.9%
Female	401	395	54	13.7%
Male	405	398	56	14.1%
Non-Binary	1	1	0	0.0%
American Indian or Alaska Native	1	1	0	0.0%
Asian	38	38	4	10.5%
Black or African American	4	4	0	0.0%
Filipino	5	5	0	0.0%
Hispanic or Latino	107	106	19	17.9%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	106	103	14	13.6%
White	546	537	73	13.6%
English Learners	23	23	5	21.7%
Foster Youth	0	0	0	0.0%
Homeless	0	0	0	0.0%
Socioeconomically Disadvantaged	99	93	19	20.4%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	111	110	23	20.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/11/24

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

Community Roots Academy has increased its SEL services and supports for students. Tier 1 SEL lessons are led by the counselors. Tier 2 small group SEL interventions and Tier 3, one-on-one check-ins and counseling services are provided in alignment with the MTSS Framework.
Using the MTSS Framework, Community Roots Academy is committed to providing social and emotional supports to address the behavioral and mental health need of our students and will continue to implement Second Step SEL Curriculum schoolwide, in addition to the Engaging Schools curriculum. CRA is partnering with the Institute for Social and Emotional Learning to create long-term goals for student wellness.
To further address the significant increase in student SEL and mental health needs, a Behavioral Health Aide, Psychologist, and counselors provide tiered counseling and SEL support for identified students. Our counselors continue to participate in professional learning and collaborate with the Special Education Department and general education teachers to implement SEL supports and interventions through Goal Book, project Adventure, including trainings offered through OCDE and El Dorado SELPA.

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.39%	1.57%	1.49%	0.49%	1.96%	2.15%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.01%	0.02%	0.05%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/11/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.49%	0.00%
Female	1.25%	0.00%
Male	1.73%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.94%	0.00%
White	1.83%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	2.02%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/11/24

School Safety Plan (School Year 2023–24)

Community Roots Academy reviews, updates, and adopts the Comprehensive School Safety Plan on an annual basis which is then presented to the governing board by March 1st for approval.

Community Roots Academy's Comprehensive School Safety Plan engages its staff in a systematic planning process to develop strategies and policies to prevent and respond to potential incidents involving emergencies, natural and other disasters, hate crimes, violence, active assailants/intruders, bullying and cyberbullying, discrimination and harassment, child abuse and neglect, discipline, suspension and expulsion, and other safety aspects.

Community Roots Academy adheres to the California Department of Education (CDE) Safe Schools Planning, a compliance tool for School Safety Plans.

Community Roots Academy's Comprehensive School Safety Plan complies with the following and includes the following components.

- Designated safety planning committee has specific responsibilities for their school EC 32281(a)
- All staff undergo annual training.
- Assessment of the status of school crime or crimes at school-related functions.
- Child abuse and neglect reporting procedures.
- Disaster procedures, routine and emergency plans, and crisis response plan with adaptations for pupils with disabilities.
- Earthquake emergency procedures
- Fire Drills
- Shelter in place Drills
- Lockdown Drills
- School building disaster plans for the following situations which may include but are not limited to: bomb thread, bioterrorism/hazardous materials; earthquake; flood; power failure/blackout; intruders/solicitors' weapons/assault/hostage; explosion; gas/fumes
- Suspension/expulsion policies and procedures.
- Procedures to notify teachers of dangerous students.
- Discrimination and harassment policy that includes hate crime reporting procedures and policies.
- Schoolwide uniform dress code exists, that includes prohibition of gang-related apparel.
- Procedures for safe ingress and egress of students, parents/guardians, and school employees to and from school site.
- Maintenance of a safe and orderly environment conducive to learning at the school.
- Rules and procedures on school discipline.
- Procedures for conducting tactical responses to criminal incidents, including individuals with guns on school campuses and at school-related functions.
- Including but not limited to adhering to new Laws for 2024.

Classrooms are equipped with an emergency backpack, that contains a first aid kit, snacks, classroom student roster, emergency contact information; evacuation maps, and safety protocols. The school has a supply of food and water on campus for all students and staff in the event of an emergency. The evacuation plan is clearly posted on the wall of every classroom.

Last updated: 1/11/24

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 2020–21)

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		2	1
3	32.00		1	
4	31.00		2	1
5	32.00		2	
6	25.00	14	15	4
Other**	11.00	1		

* 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 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	21.00	4		1
1	29.00		3	
2	45.00		1	2
3	41.00		2	1
4	29.00		3	
5	40.00		2	1
6	22.00	19	18	4
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 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	19.00	5	0	0
1	42.00	0	2	1
2	41.00	0	2	1
3	39.00	0	2	1
4	40.00	0	2	1
5	39.00	0	2	1
6	23.00	16	20	3
Other**	0.00	0	0	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 (Secondary) (School Year 2020–21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	20.00	4	2	
Mathematics	27.00	3	1	2
Science	20.00	4	2	
Social Science	20.00	4	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 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	27.00	5	1	3
Mathematics	21.00	5	2	
Science	20.00	6	2	
Social Science	21.00	5	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 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	31.00	1	5	3
Mathematics	19.00	6	3	0
Science	22.00	4	5	0
Social Science	31.00	2	4	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.

Last updated: 1/8/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	783

* 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.

Last updated: 1/8/24

Student Support Services Staff (School Year 2022–23)

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

* 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.

Last updated: 1/8/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12654.73	$2485.87	$10168.82	$70985.48
District	N/A	N/A	--	$92478.00
Percent Difference – School Site and District	N/A	N/A	--	-26.30%
State	N/A	N/A	$7606.62	$87885.00
Percent Difference – School Site and State	N/A	N/A	28.80%	-21.30%

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

Last updated: 1/9/24

Types of Services Funded (Fiscal Year 2022–23)

Community Roots Academy provides all students with a broad course of study beyond core subjects (ELA, Math, Science, Social Studies, & PE) that includes: Music, Orchestra (5-8), Library (K-8), Garden (K-8), Art (K-8), 100-mile Club, Green Champs (3-5), Junior Coaches (3-5), Choir (Gr 5), Student Leadership Team (6-8), and Algebra 1 (in addition to Math 8). Community Roots Academy has designed a new CTE program that will offer the following CTE electives program for middle school students: Robotics, Sustainability, Agricultural, and Filmmaking.

Using the MTSS Framework, Community Roots Academy collects data from universal screeners to identify learning and achievement gaps and provide tiered academic intervention to address learning gaps. Struggling learners receive intervention at increasing levels of intensity to accelerate their rate of learning. Each student's progress is closely monitored to assess both the learning rate and level of performance of individual students.

The Reading Specialist (credentialed) provides phonics intervention and reading support (using the Science of Reading) for struggling students in grades K-3. Instructional Associates provides tiered intervention and high-dosage evidence-based tutoring.

For grades K-5, a credentialed teacher was added to each grade level to co-teach and provide push-in support, tiered intervention, and small group instruction.

Students have access to the following tools: i-Ready learning platform, Beast Academy (Advanced Math), CapIT (Reading), and Learning A-Z, which provide leveled e-books. Students can also check out books from the library to support daily at-home reading.

CRA provides expanded learning opportunities (ELOP) through afterschool, intersession, and summer academic and enrichment programming.

Using the MTSS Framework, Community Roots Academy is committed to providing social and emotional support to address the behavioral and mental health needs of our students and continue to implement the Second Step SEL Curriculum schoolwide, in addition to the Engaging Schools curriculum.

CRA is partnering with the Institute for Social and Emotional Learning to create long-term goals for student wellness.

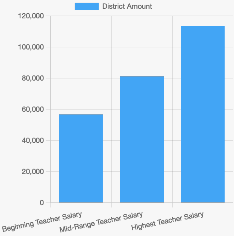
A Behavioral Health Aide and counselors provide tiered counseling and SEL support for identified students to further address the significant increase in student SEL and mental health needs. Our counselors continue to participate in professional learning and collaborate with the Special Education Department and general education teachers to implement SEL supports and interventions through Goal Book and Project Adventure, including training offered through OCDE and El Dorado SELPA.

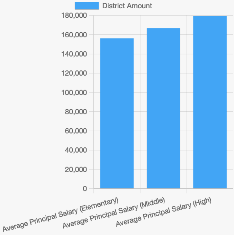
Last updated: 1/12/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$56698.00	$55549.60
Mid-Range Teacher Salary	$81138.00	$80702.84
Highest Teacher Salary	$113569.00	$109417.68
Average Principal Salary (Elementary)	$156183.00	$137703.47
Average Principal Salary (Middle)	$166633.00	$143759.63
Average Principal Salary (High)	$179452.00	$159020.77
Superintendent Salary	$343493.00	$319442.91
Percent of Budget for Teacher Salaries	35.85%	30.35%
Percent of Budget for Administrative Salaries	4.75%	4.87%

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





Last updated: 1/8/24

Advanced Placement (AP) Courses (School Year 2022–23)

Community Roots Academy serves grades K-8, therefore this section does not apply.

Percent of Students in AP Courses 0 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

* Where there are student course enrollments of at least one student.

Last updated: 1/8/24

Professional Development

Community Roots Academy's teachers participate in a robust evidence-based professional development starting with 12- days of Summer Professional Development, 5 non-instructional days during the academic school year and weekly professional/staff development during the year. All teachers receive ongoing coaching, and feedback led by the principals.

The following are the 2023-24 schoolwide areas of focus:

- MTSS Framework: System of Supports
- Tier 2 Academic & Behavioral strategies
- Capit & Science of Reading (K-2)
- FactsWise (K-5)
- Social-emotional Learning Development
- College/Career Readiness Pathways
- Equity and inclusion.
- Content area team development, differentiation for all learners (with focus on higher level students).
- Size matters (handwriting) PD
- Illustrative Math: OCDE Coaching
- Orton-Gillingham
- SWD: Addressing Modifications and Accommodations
- PowerSchool for grading

Differentiated professional development is offered to all teachers and administrators as requested to build capacity and expertise.

Instructional Facilitators (Paraprofessionals) participate in professional development with General Education teachers and SPED Team.

Community Roots Academy's elementary curricular leadership team consisting of a teacher per grade level are tasked with analyzing assessment data, aligning grade level instructional plans, and supporting Data Team Protocols during PLCs.

Administrators participate in professional learning opportunities including conferences and workshops:

- CA MTSS Professional learning Institute
- SEL/Project Adventure
- Institute for Social-emotional learning

The Special Education and Administrative Team participate in SELPA trainings (30 hours).

On-campus mentors support teacher induction coursework and monitoring for teacher and administrative credentialing.

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	18

Last updated: 1/11/24