

# Cinnabar Charter School

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 the 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

### Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2024-25 School Contact Information

School Name	Cinnabar Charter School
Street	286 Skillman
City, State, Zip	Petaluma, California
Phone Number	707-765-4345
Principal	Ken Silman
Email Address	ksilman@cinnabar.org
School Website	www.cinnabar.org
Grade Span	TK-8
County-District-School (CDS) Code	49-70649-6051635

## 2024-25 District Contact Information

District Name	Cinnabar Charter School
Phone Number	707-765-4345
Superintendent	Ken Silman
Email Address	ksilman@cinnabar.org
District Website	<a href="https://www.cinnabar.org">https://www.cinnabar.org</a>

## 2024-25 School Description and Mission Statement

The Cinnabar School family of staff, students, parents, and community, building on its traditions of excellence, discipline, and community involvement, seek to create a safe, stimulating environment which prepares our students to function effectively as lifelong learners and responsible citizens.

About Cinnabar Charter School:

The Cinnabar Charter School is part of Cinnabar Elementary School District along with Cinnabar Elementary School. The

## 2024-25 School Description and Mission Statement

charter school, elementary school and district is a single school district and charter. Cinnabar Charter School serves about 170 students in grades TK-8. The district serves approximately 185 students in grades TK-8. Cinnabar Elementary School District was established in 1859 for the purpose of serving the children who lived mostly on farms just north of Petaluma. While some of the children today live on ranches, most live in homes that would be considered suburban. The school district serves a relatively diverse student body. The district has 14 classroom teachers, all of whom are experienced and highly qualified. In addition, we have support staff and a resource teacher to support students in their learning. We also provide weekly professional development for staff. Our focus is setting each and every student up for success.

We are a small school and district working collaboratively with students, staff and families ensuring all students are learning at high academic levels every day. Cinnabar Charter School is a STEAM School integrating Science-Technology-Engineering-Arts-Mathematics in our core curriculum academic programs as well as in our middle school enrichment and the after school ELOP program. We are regrowing the STEAM program and are committed to Music Arts, PE and after school programs. We accomplish this by having a very rigorous program that allows teachers to differentiate when additional learning support is needed and challenge the highest performers with enrichment opportunities. We utilize intervention teachers in math, English Language Arts and English Language Learners. Parent participation is valued by the staff and encouraged. We have revitalized our community foundation called Cinnabar Education Foundation (CEF) after the COVID pandemic led it to go dormant. With a full board in place, we have provided fun family activities including Movie Night, Skate Night, our Winter Shop and Family Game Night. We have a School Site Council (SSC), and an English Language Parent Advisory Committee (ELPAC).

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	14
Grade 1	19
Grade 2	18
Grade 3	23
Grade 4	20
Grade 5	17
Grade 6	22
Grade 7	15
Grade 8	12
<b>Total Enrollment</b>	<b>160</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.3
Male	53.8
Black or African American	1.3
Hispanic or Latino	76.3
Native Hawaiian or Pacific Islander	0.6
Two or More Races	3.8
White	18.1
English Learners	51.3
Foster Youth	0.6
Homeless	0.6
Socioeconomically Disadvantaged	85.6
Students with Disabilities	14.4

### 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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	11.40	100.00	12.40	100.00	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.00	0.00	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.00	0.00	0.00	0.00	18854.30	6.86
<b>Total Teaching Positions</b>	11.40	100.00	12.40	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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	11.30	95.79	12.40	96.15	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.00	0.00	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.50	4.21	0.50	3.85	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.00	0.00	0.00	0.00	15831.90	5.67
<b>Total Teaching Positions</b>	11.80	100.00	12.90	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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	10.30	84.41	11.50	85.28	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.90	7.35	1.00	7.36	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	8.16	1.00	7.36	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.00	0.00	0.00	0.00	14303.80	5.15
<b>Total Teaching Positions</b>	12.20	100.00	13.50	100.00	277698	100

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.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0.9
<b>Misassignments</b>	0.00	0.00	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00	0.9

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.50	1
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	0.00	0.50	1

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Principal/Superintendent reviews this information and presents the finding to the School Board each year in September.

**Year and month in which the data were collected** January 20, 2025

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw Hill Reading Wonders	Yes	0
<b>Mathematics</b>	Pearson Envision Mathematics with STAR Math and Freckle as supplemental materials	Yes	0
<b>Science</b>	McMillan-McGraw Hill California Science and Inspire Science	Yes	0
<b>History-Social Science</b>	McMillan-McGraw Hill California Vistas	Yes	0

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

## School Facility Conditions and Planned Improvements

Cinnabar Elementary School District (that includes Cinnabar Elementary School and Cinnabar Charter School) is currently modernizing our 1950's school facilities. Measure J, a school improvement general obligation (G.O.) bond measure, was passed on November 4, 2014 to fund our modernization and renovation project. The Multi-purpose room was renovated in the summer of 2013 and a new middle school quad with three three additional classrooms was added in the summer of 2014. During the summer of 2015, two portables were replaced with newer models and two additional portables were added to the district, as well as installing a new electrical transformer and upgrading our low voltage systems. In the summer of 2016 new roofs, gutters and solar panels were installed, as well as parking lot lighting, expanding the kindergarten playground, replacing office windows, upgrading drainage and sewer lines district-wide. During the 2019-2020 year we upgraded our HVAC units, added a Culinary Arts Kitchen and added a beautiful Kindergarten playground. In 2022, we also added a beautiful play structure on the large playground. We also painted the trim and gutters. Following the 2023-24 school year, we removed two of the portables from the North East side of the campus. The district is presently looking at modernizing and updating the district office as well as some of the classrooms and the staffroom. The board is also exploring adding some fencing for security and updating the field.

**Year and month of the most recent FIT report** January 31, 2025

System Inspected	Rate	Rate	Rate	Repair Needed and Action Taken or Planned
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## School Facility Conditions and Planned Improvements

	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			There is dry rot in a few locations on campus that will be dealt with by replacing the paneling or hardening/sealing the area.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			



## 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).

### 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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	26	25	26	25	46	47
<b>Mathematics</b> (grades 3-8 and 11)	25	16	25	16	34	35

## 2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	116	116	100.00	0.00	25.00
Female	53	53	100.00	0.00	30.19
Male	63	63	100.00	0.00	20.63
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	93	93	100.00	0.00	22.58
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	18	18	100.00	0.00	38.89
English Learners	54	54	100.00	0.00	12.96
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	63	63	100.00	0.00	25.40
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	19	100.00	0.00	5.26

## 2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	116	116	100.00	0.00	15.52
<b>Female</b>	53	53	100.00	0.00	16.98
<b>Male</b>	63	63	100.00	0.00	14.29
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	93	93	100.00	0.00	15.05
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	18	18	100.00	0.00	16.67
<b>English Learners</b>	54	54	100.00	0.00	7.41
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	63	63	100.00	0.00	14.29
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	19	19	100.00	0.00	0.00

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	20.00	6.25			30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	32	32	100.00	0.00	6.25
<b>Female</b>	11	11	100.00	0.00	0.00
<b>Male</b>	21	21	100.00	0.00	9.52
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	23	23	100.00	0.00	4.35
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	21	21	100.00	0.00	4.76
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## B. Pupil Outcomes

### 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.

#### 2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	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
Grade 5	100	94	94	94	94
Grade 7	100	93	86	86	86

## 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.

#### 2024-25 Opportunities for Parental Involvement

The Cinnabar School Board of Trustees recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and conduct. Parents/guardians can directly affect academic success by reinforcing their children's motivation and commitment to education. The District supports and encourages parent involvement as a component of instructional planning, for community building, and simply as a support structure of our overall program. We understand that teachers and parents/guardians can better meet the student needs if they work together. We are committed to communicating frequently, in English and Spanish, to keep parents/guardians well informed about school expectations and activities, students progress toward grade level expectations, and advise them of how to support future learning for their children. Please contact the Principal/Superintendent at Cinnabar School at 707-765-4345 for information pertaining to organized opportunities for parent involvement. Cinnabar has a fully implemented School Site Council and recently resurrected the staff and parent organization (CEF) and the ELAC after COVID. Parent survey's in-house, and the YouthTruth survey also help gather info and input from families.

The Board encourages parents/guardians to serve as volunteers in the school and to attend student performances and school meetings. Cinnabar School shows its commitment to this policy by establishing the following. Cinnabar revitalized the Cinnabar Education Foundation and increasing parent involvement through that, after school activities and through organizations such as the School Site Council and the ELAC. We have a community liaison who works with our families to keep them informed and to give them a contact point on campus. She is a Spanish speaking bilingual support for our staff, students and families, translating phone calls, meetings and assisting families with life situations and school situations.

#### Board Policy

To answer the needs of the local community, provide ways to support parents in working with their children, build consistent and effective communication between the home and the school, train teachers and administrators in effective ways of communicating with parents, and to integrate parent involvement programs as part of the school's master plan for academic accountability.

Further, as a Title 1 school, Cinnabar recognizes the following:

## 2024-25 Opportunities for Parental Involvement

A procedure to ensure the Title 1 parents are consulted and participate in the planning, design, and implementation of the Title 1 program through out site council.

Regular and periodic programs throughout the school year that provide for training, instruction, and information on all of the following:

- Parent's ability to directly affect the success of their children's learning through the support they give their children both at home and at school;
- Home activities, strategies, and materials that can be used to assist and enhance the learning of children both at home and at school;
- Parenting skills that assist parents in understanding how to provide positive discipline for and build healthy relationships with their children;
- Parental ability to develop consistent and effective communication between the school and the parents concerning the progress of the children in school and concerning school programs;
- An annual statement identifying the specific objectives of the program;
- An annual review and assessment of the program's progress in meeting those objectives;

Parents shall be made aware of the existence of this review and assessment through regular school communication mechanisms and shall be given a copy upon the parent's request.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
<b>All Students</b>	182	174	39	22.4
<b>Female</b>	87	81	23	28.4
<b>Male</b>	95	93	16	17.2
<b>Non-Binary</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Black or African American</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	138	133	27	20.3
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>Two or More Races</b>	--	--	--	--
<b>White</b>	31	31	7	22.6
<b>English Learners</b>	91	87	19	21.8
<b>Foster Youth</b>	--	--	--	--
<b>Homeless</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	151	145	32	22.1
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Students with Disabilities</b>	31	29	5	17.2

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.

## C. Engagement

### 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

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.88	3.86	3.85	0.83	3.46	3.55	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07



## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.85	0.00
Female	0.00	0.00
Male	7.37	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	3.62	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	6.45	0.00
English Learners	3.30	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.64	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.23	0.00

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.

## 2024-25 School Safety Plan

Cinnabar Charter School's Safety Plan has an annual review and revise cycle as follows: reviewing and revising the district's emergency and safety plan in August - October with staff; review, revise & update the safety plan with SSC and Leadership Team in November - December; review the safety plan with school board in February - March with Board approval of the safety plan in March. School Safety Plan was approved in was approved January of 2024 and the new one will be approved in February of 2025 by the school site council and shared with the board in the same month. The plan is also shared with staff at each update.

Cinnabar Charter School integrates PBIS (Positive Behavior Intervention and Supports) into our educational practices and programs to build and sustain a positive culture and climate for students. Our School rules are: be safe, respectful, and responsible. We positively reinforce students following the schools rules and explicitly teach behavior expectations so students can be successful in following our three school rules. PBIS is an important part of our school safety plan ensuring students have a safe and positive environment to maximize their learning. PBIS integrates a bullying prevention program to promote respect towards others and procedures to follow for bully prevention and intervention. PBIS explicitly teaches students behavioral skills in social emotional learning, conflict resolution, restorative practices, and relationship repair.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	11	1		
1	7	3		
2	20	1		
3	20	1		
4	25		1	
5	24		1	
6	16	2		

### 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	1		
1	14	1		
2	21		1	
3	20	1		
4	21		1	
5	31		1	
6	27		1	

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
1	19	1		
2	18	1		
3	23		1	
4	20	1		
5	17	1		
6	22		2	

## 2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

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

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,817	\$5,290	\$8,527	\$73,260
District	N/A	N/A	\$8,527	\$75,231
Percent Difference - School Site and District	N/A	N/A	0.0	-2.7
State	N/A	N/A	\$10,771	\$79,413
Percent Difference - School Site and State	N/A	N/A	-23.3	-8.1

## Fiscal Year 2023-24 Types of Services Funded

Cinnabar Charter School services funded for the 2023-2024 school year to support student learning are as follows: Fully credentialed intervention teacher who works with two designated aides to provide reading intervention, writing intervention, math intervention and ELD instruction.

L A computer-based supplemental reading program called Reading Eggs and Reading Eggs Express for pre-reading and reading practice using iPad mini tablets and Chromebooks for grades TK-2. 1st and 2nd grade students are assessed for reading skills using STAR, Wonders assessments and DIBELS. Student grades 2-5 use Lexia Core 5 and Lexia power up for literacy skills and also get assessed through STAR, Wonders and Dibels. Grades TK-2 students use MathSeeds as their supplemental math program for extra practice with state standards. The supplemental reading and math program for grades 2-8 for fluency and comprehension practice is Renaissance Learning. Nine instructional aides support student learning in grades TK-8. A full time reading intervention teacher targets student learning with small group ELA/ELD instruction to accelerate student ELA proficiency.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$54,483	\$51,352
Mid-Range Teacher Salary	\$72,433	\$80,424
Highest Teacher Salary	\$101,289	\$103,442
Average Principal Salary (Elementary)	\$0	\$124,852
Average Principal Salary (Middle)	\$0	\$135,030
Average Principal Salary (High)	\$0	
Superintendent Salary	\$145,000	\$145,237
Percent of Budget for Teacher Salaries	22.77	26.17
Percent of Budget for Administrative Salaries	3.18	6.29

## Professional Development

Cinnabar Charter School & District's school-wide staff development is held at the beginning of the year with on-going staff development weekly on Wednesdays. All staff members are trained in building a solid foundation for student learning for both academics and pro-social skill development using state standards aligned curriculum with rigor and fidelity. Our early grade staff TK-3 went through Pyramid training for emotional and academic strategies in 23-24 and another set of employees took the training in 24-25. Explicit Direct Instruction is the method used for delivery for great, first, whole-group instruction followed by differentiation and small group universal access to support all learners in mastering state standards. The staff received a refresher training throughout the year. Staff receives on-going training for three full days at the start of the school year and every Wednesday for 1.5 hours during the school year. Experts come to the school to train staff throughout the school year on RtI2, PBIS integrating Positive Behavior Intervention & Supports into our educational programs and practices) and Step-up-to-Writing. Teachers also receive training in EDI methods. We also added instruction on social emotional items from a pair of train school psychologist.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3