

Cinnabar Charter School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

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.

2022-23 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
County-District-School (CDS) Code	49-70649-6051635

2022-23 District Contact Information

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

2022-23 School Overview

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 charter school, elementary school and district is a single school district and charter. Cinnabar Charter School serves about 190 students in grades TK-8. The district serves approximately 210 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. 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. There is an active parent and community foundation called Cinnabar Education Foundation (CEF), which we are working on revitalizing after Covid. We have a School Site Council (SSC), and an English Language Parent Advisory Committee (ELPAC).

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	11
Grade 1	21
Grade 2	20
Grade 3	20
Grade 4	25
Grade 5	24
Grade 6	32
Grade 7	27
Grade 8	26
Total Enrollment	206

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.0
Male	50.0
American Indian or Alaska Native	0.0
Asian	0.0
Black or African American	1.5
Filipino	0.0
Hispanic or Latino	71.8
Native Hawaiian or Pacific Islander	0.0
Two or More Races	2.4
White	24.3
English Learners	57.3
Foster Youth	0.5
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	75.2
Students with Disabilities	14.1

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

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)	11.40	100.00	12.40	100.00	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
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	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 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	September 3, 2019
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own

		Adoption ?	Assigned Copy
Reading/Language Arts	McGraw Hill Reading Wonders	Yes	0
Mathematics	Pearson Envision Mathematics with STAR Math and Freckle as supplemental materials	Yes	0
Science	McMillan-McGraw Hill California Science and Inspire Science	Yes	0
History-Social Science	McMillan-McGraw Hill California Vistas	Yes	0

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.

Year and month of the most recent FIT report

January 10, 2021

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in 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.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	34	N/A	34	N/A	47
Mathematics (grades 3-8 and 11)	N/A	20	N/A	20	N/A	33

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	154	153	99.35	0.65	33.99
Female	76	75	98.68	1.32	34.67
Male	78	78	100.00	0.00	33.33
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	109	109	100.00	0.00	28.44
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	42	41	97.62	2.38	48.78
English Learners	85	85	100.00	0.00	24.71
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	113	112	99.12	0.88	34.82
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	23	23	100.00	0.00	17.39

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	154	152	98.70	1.30	19.74
Female	76	74	97.37	2.63	13.51
Male	78	78	100.00	0.00	25.64
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	109	108	99.08	0.92	16.67
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	42	41	97.62	2.38	26.83
English Learners	85	84	98.82	1.18	11.90
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	113	111	98.23	1.77	17.12
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	23	23	100.00	0.00	4.35

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	13.73			28.5	29.47

2021-22 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
All Students	52	51	98.08	1.92	13.73
Female	28	27	96.43	3.57	14.81
Male	24	24	100	0	12.5
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	35	35	100	0	5.71
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	16	15	93.75	6.25	26.67
English Learners	28	28	100	0	7.14
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	39	38	97.44	2.56	18.42
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, only participation results are required 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	92	100	75	96
Grade 7	100	96.3	100	96.3	100
Grade 9	N/A	N/A	N/A	N/A	N/A

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.

2022-23 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.

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 is also revitalizing 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

2022-23 Opportunities for Parental Involvement

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:

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

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.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	227	219	59	26.9
Female	111	108	30	27.8
Male	116	111	29	26.1
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	4	4	1	25.0
Filipino	0	0	0	0.0
Hispanic or Latino	165	158	38	24.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	5	5	2	40.0
White	53	52	18	34.6
English Learners	129	127	28	22.0
Foster Youth	1	1	1	100.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	175	170	49	28.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	37	36	14	38.9

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 and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	0.00	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. 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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.88	0.00	0.83	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.88	0.00
Female	0.90	0.00
Male	0.86	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	0.61	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.89	0.00
English Learners	0.78	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.14	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 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 last approved by School Board in April of 2022.

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.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	6	3		
1	13	2		
2	13	2		
3	23		1	
4	18	1	1	
5	19	1	1	
6	30		1	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	4	3		
1	11	2		
2	24		1	
3	26		1	
4	21		1	
5	17	1	1	
6	19	1	1	

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		

2021-22 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

2021-22 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.

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	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$74,006
Percent Difference - School Site and District	N/A	N/A	0.0	-1.0
State	N/A	N/A	\$6,594	\$74,053
Percent Difference - School Site and State	N/A	N/A	25.6	-1.1

2021-22 Types of Services Funded

Cinnabar Charter School services funded for the 2021-2022 school year to support student learning are as follows: Fully credentialed Math intervention teacher. Fully credentialed ELD and reading intervention teacher. 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 BPST and Wonders assessments. Student grades 2-5 use Lexia Core 5 and Lexia power up for literacy skills. 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. Seven 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$50,862	\$46,844
Mid-Range Teacher Salary	\$67,619	\$73,398
Highest Teacher Salary	\$94,602	\$93,345
Average Principal Salary (Elementary)		\$116,457
Average Principal Salary (Middle)		\$122,115
Average Principal Salary (High)		
Superintendent Salary	\$135,000	\$136,296
Percent of Budget for Teacher Salaries	26%	30%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

Cinnabar Charter School & District's school-wide staff development is Academic & Behavioral RtI2 (Response to Instruction & Intervention). 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. 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,. In 2022-23 they will continue that staff development and visit classrooms to observe instruction to learn hands-on. 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.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3