

Updated 7.21.2025

Cinnabar LCAP 2026-2027 LCAP Goals and Actions

Goal 1: Academic Achievement	Goal 2: Family Engagement	Goal 3: Climate and Culture	Goal 4: English Learner Progress
<ul style="list-style-type: none">● Professional Development/ Data Analysis● Intervention● Supplemental Materials● Extended Learning● Support Systems	<ul style="list-style-type: none">● Meetings/Events● Engagement● Communication Tools	<ul style="list-style-type: none">● Discipline Practices● Attendance Communication● Attendance Processes● Social-Emotional Support● PBIS training● Behavior Data Analysis	<ul style="list-style-type: none">● EL InterventionTeam● EL Programming● EL Interventions

*Actions to increase and improve services for English Learners, low-income and foster youth

Goal 1: Academic Achievement

All students, with an emphasis and assurance that there will be assistance for our unduplicated and struggling students, will grow academically in math and ELA as measured both on the localized and state assessment measures. Students, who are not meeting grade level standard, will be identified and given extra supports to help them meet standard. This will include making sure all students have access to instructional materials and that all teachers are properly credentialed.

1.1	Professional Development and analyzing data	<ul style="list-style-type: none"> • Training and Support for all certificated and classified staff members with a focus on math instruction and intervention, as well as ELA, Reading and Social Emotional Learning 	
1.2	Math, reading and writing intervention	<ul style="list-style-type: none"> • Hire a certificated teacher to provide math intervention in both a co-teacher and push-in, pull-out model. Supply a full kindergarten teacher and a full transitional kindergarten teacher to allow us to avoid having a combo class in (TK and K), to reduce student-to-staff ratio, allowing for more intervention. Keep PE teacher to allow prep time for teachers with a focus on math and reading. • • **LREBG Action: Learning Recovery and Emergency Block Grant (LREBG) Action (see "Reflections: Annual Performance" for more detail** 	
1.3	Supplemental and intervention math and ELA materials and implementation support for districtwide initiatives	<ul style="list-style-type: none"> • Purchase materials to supplement the current math and ELA curriculum, so that we have proper materials to intervene and help students get up to grade level. Staff development for certificated and classified staff for use of the materials and for data analysis. 	
1.4	Extended outside of classroom learning and home to school transportation	<ul style="list-style-type: none"> • Field trip opportunities for unduplicated students (specifically, Walker Creek 6th grade science camp). Also, bus transportation for students to and from school to improve attendance and learning growth 	
1.5	Implement plan for academic interventions for students who need additional support with an emphasis on English Learners, Foster, Homeless Youth, and students of low	<ul style="list-style-type: none"> • Staff development, refined academic interventions and supports, plus people to deliver them, both in the school day and in the ELOP program. This will also include implementation of programs such as Lexia and Freckle that can be done in and outside of the school day. 	

	socioeconomic status.		
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Goal 2: Family Engagement

All parents, including parents of unduplicated students (socio-economically disadvantaged, English Language Learners, students with disabilities, foster and homeless families) will be provided with appropriate opportunities to be involved in their students' education.

2.1	Advertise and host ELAC/DELAC meetings and events	<ul style="list-style-type: none"> Schedule out the ELAC/DELAC meetings prior to the start of the year, and potentially organize family events around the ELAC meetings, so that it is a community event that draws more interest. 	
2.2	Student Community Liaison	<ul style="list-style-type: none"> Our student community liaison is full-time in the office daily, works on translation of documents and interpretation in meetings. She is tasked with building strong community involvement and making sure the families are informed. 	
2.3	Maximize communication tools for school to families.	<ul style="list-style-type: none"> Utilize parent square, the school website, social media sources, advertising content and contract with a social media content provider to keep our social media current and easy to access for families. 	

Goal 3: Climate and Culture

Provide a safe and secure environment for all children including, unduplicated, and exceptional children, by increasing attendance rates, reducing suspensions, maintaining expulsion rate and improving culture and climate as measured by student surveys.

3.1	Restorative practices and alternative discipline	<ul style="list-style-type: none"> Train the staff in restorative practices (restorative circles, etc). We will start by training a team and then connecting it to our PBIS program, and from there train the rest of the staff. 	
3.2	Utilize communication tools to remind families of the importance of daily attendance	<ul style="list-style-type: none"> Include messages and reminders about attendance in the welcome back packet letter, principal's newsletter, class newsletters and morning announcements. Use student community liaison to talk with parents and students about whatever is going on and causing the issue (before going into the SARB process). 	

3.3	Improve SARB process	<ul style="list-style-type: none"> Utilize Aeries attendance system and re-write SARB letters and process and enforce it through meetings with parents, supports and programs that assist students and parents increase their attendance numbers. Contact families ahead of reaching the SARB letter and arrange parent meetings prior to the start of school with students and parents who were chronically absent the year before. 	
3.4	Counseling and SEL training	<ul style="list-style-type: none"> Maximize the use of our counseling services for students, while training staff and utilizing social emotional strategies (trauma informed practices, etc). Include the counseling services form in the registration packet, to make sure all families are aware of the opportunity. 	
3.5	PBIS training	<ul style="list-style-type: none"> Update the PBIS team, increase training opportunities both full staff and for the team. 	
3.6	Behavior Data Analysis	<ul style="list-style-type: none"> Use ELOP directors to help analyze both the in-day PBIS data and the after school behavior. Train them in the processes for both PBIS and restorative practices. 	

Goal 4: English Learner Progress (Focus Goal)

Provide the support and instruction necessary to continue the improvement of our English Language Learners, while also engaging the families and community in the education process.

4.1	Intervention team	<ul style="list-style-type: none"> Hire intervention teacher and aides to assist with EL instruction and reading and writing intervention. Provide a Certificated Class Size Reduction Teacher. Include a partial certificated ELL coordinator and provide programs and subscriptions. 	
4.2	Programs for EL students and training	<ul style="list-style-type: none"> Purchase digital programs designed to assist EL students and low reading and math students in remediation. Invest in trainings for staff in EL instruction and interventions. 	

4.3	In-class and after school interventions	<ul style="list-style-type: none"> Have ELOP club directors push into classrooms to see what our unduplicated students are working on to assist them both in class, but also to help design support in the after-school program. Also continue tutoring program and the equipment needed for students to use (Chromebooks to send home with economically disadvantaged students as needed). 	
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PREVIOUS

Goal 1: Academic Achievement	Goal 2: Family Engagement	Goal 3: Climate and Culture	Goal 4: English Learner Progress
<ul style="list-style-type: none"> Professional Development and analyzing data Math, reading and writing intervention Supplemental and intervention math and ELA materials and implementation support for districtwide initiatives Extended outside of classroom learning and home to school transportation Implement plan for academic interventions for students who need additional support with an emphasis on English Learners, Foster, Homeless Youth, and students of low socioeconomic status. 	<ul style="list-style-type: none"> Advertise and host ELAC/DELAC meetings and events Student Community Liaison Maximize communication tools for school to families. 	<ul style="list-style-type: none"> Restorative practices and alternative discipline Utilize communication tools to remind families of the importance of daily attendance Improve SARB process Counseling and SEL training PBIS training Behavior Data Analysis 	<ul style="list-style-type: none"> Intervention team Programs for EL students and training In-class and after school interventions