

# Cinnabar Elementary School

## 2021 School Accountability Report Card

### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://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 [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

<b>School Name</b>	Cinnabar Elementary School
<b>Street</b>	286 Skillman Lane
<b>City, State, Zip</b>	Petaluma, CA. 94952
<b>Phone Number</b>	707-765-4345
<b>Principal</b>	Kristina Arcuri
<b>Email Address</b>	karcuri@cinnabar.org
<b>School Website</b>	
<b>County-District-School (CDS) Code</b>	49-70649-0125724

## 2021-22 District Contact Information

<b>District Name</b>	Cinnabar Elementary School District
<b>Phone Number</b>	707 765-4345
<b>Superintendent</b>	Kristina Arcuri
<b>Email Address</b>	karcuri@cinnabar.org
<b>District Website Address</b>	<a href="https://www.cinnabar.org/">https://www.cinnabar.org/</a>

## 2021-22 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 the School:**

The Cinnabar Elementary School is part of Cinnabar Elementary School District and Charter School. The elementary school, charter school and district is a single school district and charter. The Cinnabar Elementary School classroom and charter school serves about 260 students in grades TK-8. The 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 17 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 is a STEAM School integrating Science-Technology-Engineering-Arts-Music in our core curriculum academic 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. Parent participation is valued by the staff and encouraged. There is an active parent and community foundation called Cinnabar Education Foundation (CEF), a School Site Council (SSC), and an English Language Parent Advisory Committee (ELPAC).

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	20
<b>Total Enrollment</b>	20

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50
Male	50
Black or African American	5
Hispanic or Latino	90
White	5
English Learners	50
Socioeconomically Disadvantaged	85
Students with Disabilities	15

## 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

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

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	1
<b>Intern Credential Holders Properly Assigned</b>	0
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0
<b>Unknown</b>	0
<b>Total Teaching Positions</b>	1

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	0
<b>Misassignments</b>	0
<b>Vacant Positions</b>	0
<b>Total Teachers Without Credentials and Misassignments</b>	0

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0
<b>Local Assignment Options</b>	0
<b>Total Out-of-Field Teachers</b>	0

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	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

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Principal/Superintendent reviews this data and presents it at the September School Board meeting. September 3, 2019 this was reviewed and approved by the School Board.

**Year and month in which the data were collected**

Sept. 3, 2019

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/Go Math Houghton Mifflin grades 4-5/Big Ideas grades 6-8	Yes	0
<b>Science</b>	McMillan-McGraw Hill California Science and Amplify Science	Yes	0
<b>History-Social Science</b>	McMillan-McGraw Hill California Vistas	Yes	0
<b>Foreign Language</b>			
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12)</b>			

## School Facility Conditions and Planned Improvements

Cinnabar Elementary School District (that includes Cinnabar Elementary School and Cinnabar Charter School) is currently modernizing our 1950s 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 school year we upgraded our HVAC units, added a Culinary Kitchen and added a beautiful Kindergarten playground.

Year and month of the most recent FIT report

Feb. 4, 2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<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			
<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).

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

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

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A



## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

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

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

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	NT	NT	NT	NT	NT
<b>Female</b>	NT	NT	NT	NT	NT
<b>Male</b>	NT	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	NT	NT	NT	NT	NT
<b>Asian</b>	NT	NT	NT	NT	NT
<b>Black or African American</b>	NT	NT	NT	NT	NT
<b>Filipino</b>	NT	NT	NT	NT	NT
<b>Hispanic or Latino</b>	NT	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	NT	NT	NT	NT	NT
<b>Two or More Races</b>	NT	NT	NT	NT	NT
<b>White</b>	NT	NT	NT	NT	NT
<b>English Learners</b>	NT	NT	NT	NT	NT
<b>Foster Youth</b>	NT	NT	NT	NT	NT
<b>Homeless</b>	NT	NT	NT	NT	NT
<b>Military</b>	NT	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	NT	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	NT	NT	NT	NT	NT
<b>Students with Disabilities</b>	NT	NT	NT	NT	NT

## 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	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.

#### 2021-22 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 Spanish and English, 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:

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:

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

## 2021-22 Opportunities for Parental Involvement

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.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	20	20	0	0.0
Female	10	10	0	0.0
Male	10	10	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	1	1	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	18	18	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	1	1	0	0.0
English Learners	15	15	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	17	17	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	4	4	0	0.0

## 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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	0.00	0.00	0.35	0.00	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.00	0.00	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	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	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

## 2021-22 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 the School Board in January-February with Board approval of the safety plan in February. SSC and Leadership Team approved the Safety Plan on February 4th and forwarded it to the School Board for their approval on Feb. 4, 2020.

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.

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	18	1		
1				
2				
3				
4				
5				
6				

## 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	17	1		
1				
2				
3				
4				
5				
6				

## 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	20	1		
1				
2				
3				
4				
5				
6				



## 2020-21 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
<b>Pupils to Academic Counselor</b>	

## 2020-21 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	0
<b>Social Worker</b>	0
<b>Speech/Language/Hearing Specialist</b>	0
<b>Resource Specialist (non-teaching)</b>	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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
<b>School Site</b>	\$13,817	\$5,290	\$8,527	\$73,260
<b>District</b>	N/A	N/A	\$8,527	\$68,760
<b>Percent Difference - School Site and District</b>	N/A	N/A	0.0	6.3
<b>State</b>			\$8,444	\$72,352
<b>Percent Difference - School Site and State</b>	N/A	N/A	1.0	1.2

## 2020-21 Types of Services Funded

Cinnabar Elementary School services funded for the 2019-2020 school year to support student learning is as follows: A computer-based supplemental reading program called Reading Eggs and Reading Express for pre-reading and reading practice using iPad mini tablets; common core aligned assessments to monitor student mastering state standards; and an instructional assistant in the classroom to support student learning.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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
<b>Beginning Teacher Salary</b>	\$48,440	\$47,265
<b>Mid-Range Teacher Salary</b>	\$64,399	\$69,813
<b>Highest Teacher Salary</b>	\$86,054	\$91,237
<b>Average Principal Salary (Elementary)</b>	\$0	\$113,466
<b>Average Principal Salary (Middle)</b>	\$0	\$115,186
<b>Average Principal Salary (High)</b>	\$0	\$0
<b>Superintendent Salary</b>	\$125,000	\$131,359
<b>Percent of Budget for Teacher Salaries</b>	23%	30%
<b>Percent of Budget for Administrative Salaries</b>	4%	7%

## 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. 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	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3		

# Cinnabar Elementary School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school’s local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs’ federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

<b>District Name</b>	Cinnabar Elementary School District
<b>Phone Number</b>	707 765-4345
<b>Superintendent</b>	Kristina Arcuri
<b>Email Address</b>	<a href="mailto:karcuri@cinnabar.org">karcuri@cinnabar.org</a>
<b>District Website Address</b>	<a href="https://www.cinnabar.org/">https://www.cinnabar.org/</a>

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	NT	NT	NT	NT
Female	0	0	0	0	0
Male	--	NT	NT	NT	NT
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	--	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	0	0	0	0	0
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	NT	NT	NT	NT
Female	0	0	0	0	0
Male	--	NT	NT	NT	NT
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	--	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0		0
English Learners	0	0	0	0	0
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.