Cinnabar Elementary School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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 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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at 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 http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Cinnabar Elementary School
Street	286 Skillman Lane
City, State, Zip	Petaluma, CA. 94952
Phone Number	707-765-4345
Principal	Tracie Kern
E-mail Address	tkern@cinnabar.k12.ca.us
Web Site	http://www.cinnabar.k12.ca.us
Grades Served	K
CDS Code	49-70649-0125724

District Contact Information	
District Name	Cinnabar Elementary School District
Phone Number	707 765-4345
Superintendent	Tracie Kern
E-mail Address	tkern@cinnabar.k12.ca.us
Web Site	www.cinnabar.k12.ca.us

School Description and Mission Statement (Most Recent Year)

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. Cinnabar Elementary School serves about 20 students in grade K. The school and charter together serve approximately 270 students in grades TK-8 in the district. Cinnabar Elementary 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 School is a STEAMM School integrating Science-Technology-Engineering-Arts-Music-Math in our core curriculum and academic programs so learning is meaningful and worthwhile. We accomplish this by having a very rigorous program that allows teachers to differentiate when additional 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 Advisory Committee (ELAC).

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	21
Total Enrollment	21

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	4.8
Hispanic or Latino	71.4
Native Hawaiian or Pacific Islander	4.8
White	19
Socioeconomically Disadvantaged	76.2
English Learners	71.4

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	13	13	1	15
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: 9/2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Reading Wonders	Yes	0
Mathematics	Pearson Envision Mathematics	Yes	0
Science	McMillan-McGraw Hill California Science	Yes	0
History-Social Science	McMillan-McGraw Hill California Vistas	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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. The modernization plan for summer of 2016 is to replace roofs on the 1950s buildings, added parking lot lighting, expand the kindergarten playground, upgrade office windows and upgrade drainage and septic lines districtwide.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) **Year and month in which data were collected:** 5/12/15				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		Replaced and installed new furnace for the office and kindergarten classroom on 1/21/15; HVAC and Sewer lines will be upgraded in the summer of 2016.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			New electrical transformer installed summer of 2015
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		Roofs and gutters will be replaced in our modernization project for the summer of 2016.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Windows will be replaced to increase energy efficiency and playground upgrades are part of our 2016-2017 summer modernization project.

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 5/12/15				
Overall Rating	**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], Science California Standards Tests); and
- The percentage of pupils 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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

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 whatever language is spoken in the home, 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 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.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.00	0.00	0.00	0.00	0.00	0.35	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Cinnabar 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 - February; review and approve the safety plan with the school board in February.

Cinnabar 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 Cinnabar School rules - be safe, respectful, and responsible. We positively reinforce students following the school's rules and explicitly teach behavior expectations so students can be successful. 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.

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	8	1			8	2			21		1	

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.6	N/A
Library Media Teacher (Librarian)	.3	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.3	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist	1	N/A
Other		N/A

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	10575	1694	8881	61238
District	N/A	N/A	8881	
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	$5,348	$59,180
Percent Difference: School Site and State	N/A	N/A	66.1	3.5

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

Types of Services Funded (Fiscal Year 2014-15)

Cinnabar Elementary School services funded for the 2014-2015 school year to support student learning is as follows: A computer-based supplemental reading program called Reading Eggs for pre-reading and reading practice using ipad mini tablets; using Imagine Learning for extra student practice with ELA on listening, speaking, and reading skills on ipad mini tablets; ESGI common core aligned assessments to monitor student mastering state standards; and an instructional assistant in the classroom to support student learning.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$42,210	$39,948
Mid-Range Teacher Salary	$57,437	$57,401
Highest Teacher Salary	$72,663	$73,183
Average Principal Salary (Elementary)		$94,578
Average Principal Salary (Middle)		$97,400
Average Principal Salary (High)		
Superintendent Salary	$117,700	$112,657
Percent of Budget for Teacher Salaries	39%	35%
Percent of Budget for Administrative Salaries	6%	7%

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

Professional Development (Most Recent Three Years)

Cinnabar 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. Cinnabar School is a PBIS School integrating Positive Behavior Intervention & Supports into our educational programs and practices.