

Cimarron 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 | Cimarron Elementary School |
| Street | 36940 45th Street East |
| City, State, Zip | Palmdale, CA 93552-5201 |
| Phone Number | (661) 285-9780 |
| Principal | Kathy Wehunt |
| E-mail Address | kmwehunt@palmdalesd.org |
| Web Site | http://www.palmdalesd.org/ |
| Grades Served | K-6 |
| CDS Code | 19648576113906 |

| District Contact Information | |
|------------------------------|-------------------------------------|
| District Name | Palmdale Elementary School District |
| Phone Number | (661) 947-7191 |
| Superintendent | Raul Maldonado |
| E-mail Address | DJNardi@palmdalesd.org |
| Web Site | www.palmdalesd.org |

School Description and Mission Statement (Most Recent Year)

Cimarron Mission Statement:

The Cimarron staff works together to ensure students leave Cimarron as independent learners who are socially sensitive, well-rounded, and respectful of themselves and others, and who mature into problem solving citizens who contribute to and compete in the 21st century.

School Profile:

Cimarron Elementary School is in Program Improvement year 1.

Cimarron Elementary School is a TK through sixth grade school located in Palmdale, California. It is a school with 750 students, 32 teachers, and ancillary support staff. Cimarron has been in operation for 19 years. Of the current enrollment, 34% of the student population has been identified as Limited English Proficient. Native languages spoken by our bilingual students are Spanish, Armenian and Tagalog. All of our teachers have their CLAD or SDAIE certification. Cimarron's ethnic population is composed of 14% African American students, 77% Hispanic students, 7% Caucasian students, 2% of the students come from other ethnic backgrounds. 88% percent of the students receive free and reduced lunch.

Our campus also houses three Special Day Classes (SDC). We have students with special needs in TK, K and first grades. There is a full-time speech therapist and one half-time school psychologist assigned to Cimarron. In addition, we have one full-time and one half-time resource teachers who work with general education students (with IEPs) in need of academic remediation.

The school consists of thirty-six classrooms. Cimarron also has two computer labs, a library, a multipurpose room and two playgrounds - one of which is a self-contained kindergarten playground.

Cimarron prepares students for the "21st Century." We ensure that students acquire the skills for accessing, processing, and communicating information that enables and inspires them to become life-long learners with the ability to adjust to a rapidly changing world. Cimarron is a technologically advanced school that integrates technology into the curriculum. Technology is as common to the process of education as pencil and paper. Students, staff, parents, and the community contribute and utilize their combined talents and resources to implement this integration. Technology is a tool that supports and enhances curriculum and student achievement.

Our Motto: Cimarron....Bright Stars, Bright Futures!

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

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 138 |
| Grade 1 | 115 |
| Grade 2 | 87 |
| Grade 3 | 99 |
| Grade 4 | 120 |
| Grade 5 | 111 |
| Grade 6 | 116 |
| Total Enrollment | 786 |

Student Enrollment by Group (School Year 2014-15)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 13.9 |
| American Indian or Alaska Native | 0.6 |
| Asian | 0.4 |
| Filipino | 0.8 |
| Hispanic or Latino | 76.6 |
| Native Hawaiian or Pacific Islander | 0.3 |
| White | 7.1 |
| Two or More Races | 0.1 |
| Socioeconomically Disadvantaged | 86.8 |
| English Learners | 31.9 |
| Students with Disabilities | 11.2 |
| Foster Youth | 4.3 |

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 | 34 | 32 | 32 | 664 |
| Without Full Credential | 0 | 1 | 2 | 22 |
| 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 | 89.3 | 10.7 |
| All Schools in District | 76.4 | 23.6 |
| High-Poverty Schools in District | 76.4 | 23.6 |
| 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: September 2015

All students are provided with appropriate textbooks in each curriculum area.

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|-------------------------------|---|----------------------------|---|
| Reading/Language Arts | K-6 ELA/ELD: Houghton Mifflin Medallions 2010 7-8 ELA: Pearson Literature California 2010 7-8 ELD: Pearson Language Central 2010 4-8 Core Replacement: Cambium Learning Group - Language! 2010 | Yes | 0 |
| Mathematics | Math K-5: Engage New York Math 2015 Math 6 – 8: Houghton Mifflin Math Big Ideas 2015 | Yes | 0 |
| Science | K-6: Harcourt California Edition Science 2007 7-8: Holt, Rinehart, & Winston 2007 | Yes | 0 |
| History-Social Science | K-6: Macmillan McGraw Hill 2007 7-8: McDougal Littell 2006 | Yes | 0 |
| Foreign Language | 7-8: Pearson Learning 2011 | Yes | 0 |

School Facility Conditions and Planned Improvements (Most Recent Year)

Cimarron pays for part-time campus supervision. Gates are secure during the school day and visitors must come through the school office in order to get onto the campus. All classrooms, offices and restrooms are cleaned daily. Cimarron remains exceptionally clean because of excellent custodial services.

School Facility Good Repair Status (Most Recent Year)

| School Facility Good Repair Status (Most Recent Year) | | | | |
|---|---------------|------|------|---|
| Year and month in which data were collected: March 2015 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | |
| Electrical: 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 Rating (Most Recent Year)

| Year and month in which data were collected: March 2015 | | | | |
|---|-----------|------|------|------|
| 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | |
|---------------------------------------|--|----------|-------|
| | School | District | State |
| English Language Arts/Literacy | 36 | 30 | 44 |
| Mathematics | 23 | 19 | 33 |

Note: 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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|-------------------------------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| All Students | 3 | 101 | 99 | 98.0 | 58 | 17 | 14 | 10 |
| | 4 | 117 | 116 | 99.1 | 42 | 26 | 16 | 16 |
| | 5 | 110 | 107 | 97.3 | 34 | 30 | 27 | 9 |
| | 6 | 116 | 114 | 98.3 | 19 | 28 | 45 | 7 |
| Male | 3 | | 51 | 50.5 | 65 | 16 | 12 | 6 |
| | 4 | | 64 | 54.7 | 47 | 22 | 14 | 17 |
| | 5 | | 58 | 52.7 | 45 | 26 | 22 | 7 |
| | 6 | | 50 | 43.1 | 26 | 36 | 32 | 4 |
| Female | 3 | | 48 | 47.5 | 50 | 19 | 17 | 15 |
| | 4 | | 52 | 44.4 | 37 | 31 | 19 | 13 |
| | 5 | | 49 | 44.5 | 20 | 35 | 33 | 12 |
| | 6 | | 64 | 55.2 | 14 | 22 | 55 | 9 |
| Black or African American | 3 | | 12 | 11.9 | 58 | 33 | 0 | 8 |
| | 4 | | 17 | 14.5 | 53 | 18 | 18 | 12 |
| | 5 | | 13 | 11.8 | 54 | 31 | 15 | 0 |
| | 6 | | 18 | 15.5 | 33 | 22 | 44 | 0 |
| American Indian or Alaska Native | 3 | | 1 | 1.0 | -- | -- | -- | -- |
| | 4 | | 1 | 0.9 | -- | -- | -- | -- |
| | 5 | | 2 | 1.8 | -- | -- | -- | -- |
| Asian | 4 | | 1 | 0.9 | -- | -- | -- | -- |
| Filipino | 3 | | 1 | 1.0 | -- | -- | -- | -- |
| | 4 | | 1 | 0.9 | -- | -- | -- | -- |
| | 6 | | 2 | 1.7 | -- | -- | -- | -- |
| Hispanic or Latino | 3 | | 74 | 73.3 | 59 | 15 | 14 | 11 |
| | 4 | | 88 | 75.2 | 44 | 28 | 16 | 11 |
| | 5 | | 78 | 70.9 | 33 | 27 | 31 | 9 |
| | 6 | | 89 | 76.7 | 18 | 29 | 44 | 8 |
| Native Hawaiian or Pacific Islander | 3 | | 1 | 1.0 | -- | -- | -- | -- |
| White | 3 | | 9 | 8.9 | -- | -- | -- | -- |
| | 4 | | 8 | 6.8 | -- | -- | -- | -- |
| | 5 | | 12 | 10.9 | 17 | 42 | 17 | 25 |
| | 6 | | 5 | 4.3 | -- | -- | -- | -- |
| Two or More Races | 5 | | 1 | 0.9 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 3 | | 89 | 88.1 | 62 | 15 | 12 | 11 |
| | 4 | | 103 | 88.0 | 44 | 27 | 17 | 12 |

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|----------------------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| | 5 | | 90 | 81.8 | 36 | 32 | 26 | 7 |
| | 6 | | 96 | 82.8 | 18 | 30 | 46 | 5 |
| English Learners | 3 | | 39 | 38.6 | 74 | 13 | 10 | 3 |
| | 4 | | 36 | 30.8 | 58 | 31 | 6 | 6 |
| | 5 | | 28 | 25.5 | 46 | 39 | 14 | 0 |
| | 6 | | 20 | 17.2 | 45 | 50 | 5 | 0 |
| Students with Disabilities | 3 | | 6 | 5.9 | -- | -- | -- | -- |
| | 4 | | 5 | 4.3 | -- | -- | -- | -- |
| | 5 | | 7 | 6.4 | -- | -- | -- | -- |
| | 6 | | 12 | 10.3 | 58 | 33 | 8 | 0 |
| Foster Youth | 3 | | -- | -- | -- | -- | -- | -- |
| | 4 | | -- | -- | -- | -- | -- | -- |
| | 5 | | -- | -- | -- | -- | -- | -- |
| | 6 | | -- | -- | -- | -- | -- | -- |

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|---------------------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| All Students | 3 | 101 | 99 | 98.0 | 45 | 35 | 10 | 8 |
| | 4 | 117 | 115 | 98.3 | 30 | 37 | 22 | 11 |
| | 5 | 110 | 108 | 98.2 | 51 | 37 | 9 | 3 |
| | 6 | 116 | 115 | 99.1 | 31 | 39 | 18 | 10 |
| Male | 3 | | 51 | 50.5 | 51 | 29 | 8 | 10 |
| | 4 | | 63 | 53.8 | 30 | 32 | 29 | 10 |
| | 5 | | 58 | 52.7 | 47 | 41 | 9 | 3 |
| | 6 | | 51 | 44.0 | 41 | 33 | 16 | 8 |
| Female | 3 | | 48 | 47.5 | 40 | 42 | 13 | 6 |
| | 4 | | 52 | 44.4 | 29 | 44 | 13 | 13 |
| | 5 | | 50 | 45.5 | 56 | 32 | 10 | 2 |
| | 6 | | 64 | 55.2 | 23 | 44 | 20 | 13 |
| Black or African American | 3 | | 12 | 11.9 | 50 | 42 | 8 | 0 |
| | 4 | | 17 | 14.5 | 24 | 53 | 12 | 12 |
| | 5 | | 13 | 11.8 | 77 | 23 | 0 | 0 |
| | 6 | | 18 | 15.5 | 50 | 44 | 6 | 0 |

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|-------------------------------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| American Indian or Alaska Native | 3 | | 1 | 1.0 | -- | -- | -- | -- |
| | 4 | | 1 | 0.9 | -- | -- | -- | -- |
| | 5 | | 2 | 1.8 | -- | -- | -- | -- |
| Asian | 4 | | 1 | 0.9 | -- | -- | -- | -- |
| Filipino | 3 | | 1 | 1.0 | -- | -- | -- | -- |
| | 4 | | 1 | 0.9 | -- | -- | -- | -- |
| | 6 | | 2 | 1.7 | -- | -- | -- | -- |
| Hispanic or Latino | 3 | | 74 | 73.3 | 45 | 35 | 9 | 9 |
| | 4 | | 87 | 74.4 | 33 | 38 | 22 | 7 |
| | 5 | | 79 | 71.8 | 48 | 43 | 6 | 3 |
| | 6 | | 90 | 77.6 | 30 | 38 | 21 | 10 |
| Native Hawaiian or Pacific Islander | 3 | | 1 | 1.0 | -- | -- | -- | -- |
| White | 3 | | 9 | 8.9 | -- | -- | -- | -- |
| | 4 | | 8 | 6.8 | -- | -- | -- | -- |
| | 5 | | 12 | 10.9 | 42 | 17 | 33 | 8 |
| | 6 | | 5 | 4.3 | -- | -- | -- | -- |
| Two or More Races | 5 | | 1 | 0.9 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 3 | | 89 | 88.1 | 49 | 33 | 10 | 8 |
| | 4 | | 102 | 87.2 | 32 | 38 | 21 | 9 |
| | 5 | | 90 | 81.8 | 54 | 38 | 4 | 3 |
| | 6 | | 97 | 83.6 | 33 | 41 | 14 | 10 |
| English Learners | 3 | | 39 | 38.6 | 56 | 31 | 10 | 3 |
| | 4 | | 36 | 30.8 | 47 | 39 | 14 | 0 |
| | 5 | | 28 | 25.5 | 64 | 36 | 0 | 0 |
| | 6 | | 21 | 18.1 | 67 | 33 | 0 | 0 |
| Students with Disabilities | 3 | | 6 | 5.9 | -- | -- | -- | -- |
| | 4 | | 4 | 3.4 | -- | -- | -- | -- |
| | 5 | | 7 | 6.4 | -- | -- | -- | -- |
| | 6 | | 12 | 10.3 | 75 | 17 | 8 | 0 |
| Foster Youth | 3 | | -- | -- | -- | -- | -- | -- |
| | 4 | | -- | -- | -- | -- | -- | -- |
| | 5 | | -- | -- | -- | -- | -- | -- |
| | 6 | | -- | -- | -- | -- | -- | -- |

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|--------------------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Science (grades 5, 8, and 10) | 62 | 51 | 48 | 48 | 48 | 49 | 59 | 60 | 56 |

Note: Scores are not shown 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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

| Student Group | Percent of Students Scoring at Proficient or Advanced |
|----------------------------------|---|
| All Students in the LEA | 49 |
| All Students at the School | 48 |
| Male | 48 |
| Female | 48 |
| Black or African American | 36 |
| American Indian or Alaska Native | -- |
| Hispanic or Latino | 46 |
| White | 90 |
| Two or More Races | -- |
| Socioeconomically Disadvantaged | -- |
| English Learners | 19 |
| Students with Disabilities | 42 |
| Foster Youth | -- |

Note: Scores are not shown 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.

California Physical Fitness Test Results (School Year 2014-15)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 19.60 | 22.40 | 25.20 |

Note: 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.

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)

Grade level teacher teams provide parent nights throughout the year to introduce grade level standards, curriculum and provide strategies for parents to work effectively with students at home and support classroom learning. Administrators provide Title I Parent Information nights. Cimarron holds 6 Parent Academies throughout the year that focus on a specific PSD program and encourage parent involvement. In addition, parents may participate in the 8-week Parenting Partners Program. The Cimarron PTA holds Family Fun Nights such as a Fall Festival, Movie Nights, Bingo, etc. Cimarron offers two ESL class for parents and a computer skills class. This year parents attended a Health Class and Nutrition Night. Cimarron has a School Site Council and English Language Advisory Committee. These groups meet once a month to develop/revise the school plan and budget. Parent volunteers are welcomed and encouraged to help in their child's classroom. Our annual Volunteer Tea is held in May to thank our parent volunteers for their help and support throughout the year.

Cimarron PTA Parent Volunteer Coordinator –Lorena Guzman – 661-285-9780

Cimarron ELAC Parent Volunteer Coordinator – Jeanette Castellanos– 661-285-9780

School Site Council – Ann Johns – 661-285-9780

English Language Advisory Committee (ELAC) – Ruth Mejia -661-285-9780

District English Language Advisory Committee (DELAC) Parent Workshops – Geoff Brown – 661-947-7191

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 | 3.29 | 1.72 | 3.36 | 7.14 | 6.41 | 5.58 | 5.07 | 4.36 | 3.80 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.05 | 0.05 | 0.04 | 0.13 | 0.10 | 0.09 |

School Safety Plan (Most Recent Year)

A School Safety Plan and Emergency Preparedness Plan updated for the 2015-16 school year in Sept. 2015, includes plans for earthquakes, fire, suspicious trespassers, bomb threats, chemical spills, fallen aircraft and air pollution are in effect. Evacuation plans have been updated and staff responsibility flowcharts have been distributed to all staff members. In October of 2015 a comprehensive disaster drill, "The Great Shakeout," was completed in coordination with the district and local emergency response agencies. Fire drills are held monthly throughout the year. Lockdown drills are held twice per year.

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 | Yes | Yes | Yes |
| Met Graduation Rate | N/A | N/A | Yes |

Federal Intervention Program (School Year 2015-16)

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2013-2014 | 2004-2005 |
| Year in Program Improvement* | Year 1 | Year 3 |
| Number of Schools Currently in Program Improvement | N/A | 24 |
| Percent of Schools Currently in Program Improvement | N/A | 88.9 |

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 | 20 | 2 | 4 | | 25 | 2 | 5 | | 23 | 4 | 8 | |
| 1 | 26 | 1 | 4 | | 17 | 2 | 3 | | 25 | 2 | 6 | |
| 2 | 29 | | 4 | | 30 | | 4 | | 26 | | 8 | |
| 3 | 30 | | 4 | | 29 | | 4 | | 25 | | 8 | |
| 4 | 31 | | 4 | | 26 | 1 | 4 | | 30 | | 8 | |
| 5 | 32 | | 4 | | 31 | | 4 | | 34 | | | 6 |
| 6 | 30 | | 4 | | 29 | | 5 | | 32 | | 6 | 2 |

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 | | |
| Counselor (Social/Behavioral or Career Development) | | N/A |
| Library Media Teacher (Librarian) | .5 | N/A |
| Library Media Services Staff (Paraprofessional) | | N/A |
| Psychologist | .5 | N/A |
| Social Worker | | N/A |
| Nurse | | N/A |
| Speech/Language/Hearing Specialist | 1 | N/A |
| Resource Specialist | | 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 | \$339.41 | \$270.58 | \$68.83 | \$63,075.83 |
| District | N/A | N/A | \$85.08 | \$67,409 |
| Percent Difference: School Site and District | N/A | N/A | -19.1 | -4.9 |
| State | N/A | N/A | \$5,348 | \$72,993 |
| Percent Difference: School Site and State | N/A | N/A | -98.5 | -10.9 |

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

Types of Services Funded (Fiscal Year 2014-15)

Title I, Gifted and Talented Education, Limited English Proficiency Instructional Support, Special Day Classes – Gr. K and 1, Adaptive PE, Speech, Resource, and Language! are programs available to Cimarron to support/assist students. Cimarron offers afterschool programs two days per week to support students in ELA, Math and ELD. Morning computer lab is offered to students in grades 2-6 daily.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$35,620 | \$43,091 |
| Mid-Range Teacher Salary | \$64,831 | \$70,247 |
| Highest Teacher Salary | \$77,482 | \$89,152 |
| Average Principal Salary (Elementary) | \$106,769 | \$112,492 |
| Average Principal Salary (Middle) | \$104,400 | \$116,021 |
| Average Principal Salary (High) | | \$117,511 |
| Superintendent Salary | \$195,000 | \$192,072 |
| Percent of Budget for Teacher Salaries | 36% | 41% |
| Percent of Budget for Administrative Salaries | 5% | 6% |

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)

Teachers meet frequently within and across grade levels in lesson studies and grade specific institutes to plan and discuss what they are teaching and how to coordinate instruction. A teacher survey is taken at the end of the school year that guides site professional development and in-service selection decisions. Student data is also used to determine professional development offerings. Sites design specific professional development based on academic content standards, the California State Standards, and research-based practices. The Cimarron Learning Support Teacher meets with grade level teams in lesson studies and learning walks. Math consultant, Michele Douglass, worked with grade level teacher teams for 4 days focusing on Engage New York math strategies.

Educational Services, Special Education, English Learners, Student Assessment and Accountability, and Teacher Support departments participate in the planning and implementation of District staff development activities. Courses are offered throughout the year afterschool and Saturdays.

Trainings are also offered during the summer months on content specific and professional areas such as ELD standards, Teacher Leaders, English Language Arts, mathematics workshops, and intervention programs. Administration training focuses on the development of professional learning communities and state standards.

Conference attendance, book studies and staff collaboration offers additional opportunities for professional growth. Teachers observe other educators and plan with grade level colleagues.