

# Cimarron Elementary School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

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, 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 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).

#### **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 (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Cimarron Elementary School
<b>Street</b>	36940 45th Street East
<b>City, State, Zip</b>	Palmdale, CA 93552-5201
<b>Phone Number</b>	(661) 285-9780
<b>Principal</b>	Chris O'Neill
<b>E-mail Address</b>	coneill@palmdalesd.org
<b>Web Site</b>	<a href="http://www.palmdalesd.org/">http://www.palmdalesd.org/</a>
<b>CDS Code</b>	19648576113906

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

### **School Description and Mission Statement (School Year 2016-17)**

#### 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 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-Language Pathologist with one aide and one full time school psychologist assigned to Cimarron. In addition, we have two full-time resource teachers who share one aide, 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 shares a full time Physical Education teacher and two aides, with another school that supports the district initiative of building healthy, active children while implementing a research based Physical Education curriculum.

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 2015-16)

Grade Level	Number of Students
Kindergarten	138
Grade 1	100
Grade 2	99
Grade 3	92
Grade 4	93
Grade 5	114
Grade 6	105
<b>Total Enrollment</b>	<b>741</b>

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	16.2
American Indian or Alaska Native	0.7
Asian	0.1
Filipino	0.5
Hispanic or Latino	74.6
Native Hawaiian or Pacific Islander	0.1
White	7.2
Two or More Races	0.5
Socioeconomically Disadvantaged	86.5
English Learners	29.6
Students with Disabilities	13.2
Foster Youth	3.6

## 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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	32	32	27	810
Without Full Credential	1	2	2	31
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2014-15	2015-16	2016-17
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 2015-16)**

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	88.8	11.2
High-Poverty Schools in District	89.0	11.0
Low-Poverty Schools in District	61.9	38.1

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 2016-17)**

Year and month in which data were collected: September 2016

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

Subject	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: Eureka/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 gates are secure during the school day and visitors must come through the school office in order to have access to 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 of the most recent FIT report: July 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<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> Electrical	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 Rating (Most Recent Year)**

Year and month of the most recent FIT report: July 2016				
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] System, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	37	28	29	31	44	48
Mathematics	23	24	19	19	34	36

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 Test Results in ELA by Student Group

##### Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	92	91	98.9	20.9
	4	90	90	100.0	33.3
	5	109	107	98.2	29.0
	6	103	102	99.0	30.4
Male	3	49	48	98.0	18.8
	4	47	47	100.0	29.8
	5	57	56	98.3	23.2
	6	59	58	98.3	22.4
Female	3	43	43	100.0	23.3
	4	43	43	100.0	37.2
	5	52	51	98.1	35.3
	6	44	44	100.0	40.9
Black or African American	3	16	15	93.8	6.7
	5	17	17	100.0	29.4
	6	16	16	100.0	12.5
Hispanic or Latino	3	69	69	100.0	23.2
	4	70	70	100.0	32.9
	5	80	79	98.8	26.6

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	70	70	100.0	30.0
White	6	14	13	92.9	61.5
Socioeconomically Disadvantaged	3	80	79	98.8	16.5
	4	79	79	100.0	31.6
	5	100	98	98.0	26.5
	6	87	86	98.8	25.6
English Learners	3	23	23	100.0	8.7
	4	29	29	100.0	6.9
	5	14	13	92.9	
Students with Disabilities	3	14	14	100.0	

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

#### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	92	91	98.9	25.3
	4	90	90	100.0	31.1
	5	109	108	99.1	13.0
	6	103	102	99.0	28.4
Male	3	49	48	98.0	22.9
	4	47	47	100.0	31.9
	5	57	57	100.0	14.0
	6	59	58	98.3	20.7
Female	3	43	43	100.0	27.9
	4	43	43	100.0	30.2
	5	52	51	98.1	11.8
	6	44	44	100.0	38.6
Black or African American	3	16	15	93.8	13.3
	5	17	17	100.0	11.8
	6	16	16	100.0	6.3
Hispanic or Latino	3	69	69	100.0	26.1
	4	70	70	100.0	31.4

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	80	80	100.0	11.3
	6	70	70	100.0	30.0
<b>White</b>	6	14	13	92.9	53.9
<b>Socioeconomically Disadvantaged</b>	3	80	79	98.8	21.5
	4	79	79	100.0	27.9
	5	100	99	99.0	10.1
	6	87	86	98.8	23.3
<b>English Learners</b>	3	23	23	100.0	13.0
	4	29	29	100.0	6.9
	5	14	14	100.0	
<b>Students with Disabilities</b>	3	14	14	100.0	7.1

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

#### CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	51	48	36	48	49	40	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.



**CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	109	108	99.1	36.1
Male	57	57	100.0	36.8
Female	52	51	98.1	35.3
Black or African American	17	17	100.0	29.4
Hispanic or Latino	80	80	100.0	33.8
Socioeconomically Disadvantaged	100	99	99.0	33.3
English Learners	14	14	100.0	

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2015-16)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.1	22.9	24.8

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 (School Year 2016-17)**

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 –Evelyn Amador – 661-285-9780

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

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

**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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	1.7	3.4	1.7	6.4	5.6	5.3	4.4	3.8	3.7
<b>Expulsions</b>	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1	0.1

**School Safety Plan (School Year 2016-17)**

A School Safety Plan and Emergency Preparedness Plan updated for the 2016-17 school year in Sept. 2016, 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 2016 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.

**Federal Intervention Program (School Year 2016-17)**

Indicator	School	District
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement</b>	2013-2014	2004-2005
<b>Year in Program Improvement*</b>	Year 1	Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	23
<b>Percent of Schools Currently in Program Improvement</b>	N/A	88.5

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	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	25	2	5		23	4	8		29	0	3	0
1	17	2	3		25	2	6		31	0	3	0
2	30		4		26		8		25	0	4	0
3	29		4		25		8		30	0	3	0
4	26	1	4		30		8		30	0	3	0
5	31		4		34			6	28	0	4	0
6	29		5		32		6	2	26	0	4	0
Other									10	3	0	0

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 2015-16)

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)	1.0	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	.5	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist	2.0	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 2014-15)

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	\$71,737
Percent Difference: School Site and District	N/A	N/A	-19.1	-6.4
State	N/A	N/A	\$5,677	\$75,137
Percent Difference: School Site and State	N/A	N/A	-98.7	-13.6

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

### Types of Services Funded (Fiscal Year 2015-16)

Title I, Gifted and Talented Education, Limited English Proficiency Instructional Support, Special Day Classes – Gr. TK/K and 1, Adaptive PE, Speech, Resource, and Language! are programs available to Cimarron to support/assist students. Cimarron offers after school 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 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,935	\$44,573
Mid-Range Teacher Salary	\$69,045	\$72,868
Highest Teacher Salary	\$82,275	\$92,972
Average Principal Salary (Elementary)	\$110,473	\$116,229
Average Principal Salary (Middle)	\$108,565	\$119,596
Average Principal Salary (High)		\$121,883
Superintendent Salary	\$200,850	\$201,784
Percent of Budget for Teacher Salaries	34%	39%
Percent of Budget for Administrative Salaries	5%	5%

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 Professional Learning Communities 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.

Thinking Maps training will be offered this school year.

Cimarron is working with Innovate ED on building leadership capacity and The Howard Group on unconscious bias and race and culture in school.

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, after school, 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.