Cimarron Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

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 https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://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 https://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) https://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.

2023-24 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	Christine O'Neill
Email Address	coneill@palmdalesd.org
School Website	https://www.palmdalesd.org/Page/4456
County-District-School (CDS) Code	19648576113906

2023-24 District Contact Information

District Name	Palmdale Elementary School District
Phone Number	661-947-7191
Superintendent	Raul Maldonado
Email Address	DJNardi@palmdalesd.org
District Website	www.palmdalesd.org

2023-24 School Description and Mission Statement

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 fifth grade school located in Palmdale, California. It is a school with 490 students, 23 teachers, and ancillary support staff. Cimarron has been in operation for 31 years. Of the current enrollment, 21% of the student population has been identified as Limited English Proficient. Native languages spoken by our bilingual students are Spanish, Armenian and Tagalog. 91% of our teachers have their CLAD certification. The remaining teachers without CLAD are currently in university intern programs. Cimarron's ethnic population is composed of 10.86% Black or African American students, 85.14% Hispanic students, 5.10% Caucasian students, 4.88% of the students come from other ethnic backgrounds. 100% percent of the students receive free and reduced lunch. All Palmdale School District students are provided free lunch at every Palmdale school through the Community Eligibility Provisions program. In addition all Palmdale School District students are provided free breakfast though the Breakfast in the Classroom program.

Our campus also houses three Special Day Classes (SDC). We have students with special needs in TK, K, first and second grades. There is a full-time Speech-Language Pathologist who shares one aide with a half time Speech-Language pathologist. We have a full time school psychologist assigned to Cimarron. In addition, we have one full-time resource teacher with an aide, who work with students in general education classes, with IEPs in need of academic intervention..
The school consists of thirty-six classrooms. Cimarron has a library, a multipurpose room and two playgrounds - one of which is a self-contained kindergarten playground. Construction has been completed on our 21st century MakerSpace for students to take part in hands on Science, Technology, Art, Social Studies learning opportunities. Five classrooms have been renovated into Future Learning Environments including flexible seating and modernized classroom environments.
Cimarron has a full time Physical Education teacher with one aide that supports the district initiative of building healthy, active children while implementing a research based Physical Education curriculum.
Cimarron has .75 Student Interventionist who works with students on behavioral interventions and social skills. Cimarron also has an SELS Intern who works with students in crisis or have any emotional needs,

2023-24 School Description and Mission Statement

Cimarron houses the Boys & Girls Club after school program where students are given a hot meal, homework help, and other activities to support families with parents that work. This program is offered at no cost through an ACES grant.

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. There is a ratio of 1:1 devices in every classroom from grades TK through fifth. 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!

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	94
Grade 1	85
Grade 2	79
Grade 3	79
Grade 4	66
Grade 5	95
Total Enrollment	498

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49%
Male	51%
American Indian or Alaska Native	1.6%
Asian	0.2%
Black or African American	12.9%
Filipino	0.8%
Hispanic or Latino	77.1%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	2.2%
White	5%
English Learners	21.5%
Foster Youth	2.8%
Homeless	1.2%
Socioeconomically Disadvantaged	87.6%
Students with Disabilities	16.9%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.20	87.72	740.50	82.02	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	11.50	1.28	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	26.70	2.97	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	73.80	8.18	12115.80	4.41
Unknown	2.70	12.28	50.10	5.56	18854.30	6.86
Total Teaching Positions	21.90	100.00	902.80	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.70	81.85	738.10	81.83	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	16.90	1.88	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.90	14.59	61.30	6.80	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	58.20	6.46	11953.10	4.28
Unknown	0.70	3.46	27.30	3.03	15831.90	5.67
Total Teaching Positions	20.50	100.00	902.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	2.00
Misassignments	0.00	0.90
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	2.90

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	4.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All students are provided with appropriate textbooks and materials in each curriculum area.
Supplemental materials include: Zearn, Newsela(K-8), Heggerty (TK-2), Mastery Guides - Phonics (K-3)

Year and month in which the data were collected	November 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 ELA Benchmark Universe/ 2017 (& 6th - Dual Immersion schools) 6-8 ELA/ELD: Study Sync, McGraw Hill/ 2017 (ELD - SDC only) TK - On My Way - Scholastic/2023 K-5 ELD: Benchmark Advance/2017 6-8 ELD: English3D/ 2017	Yes	0
Mathematics	Math K-5: Eureka/Engage New York Math 2015 Math 6 – 8: Houghton Mifflin Math Big Ideas 2015 TK - On My Way - Scholastic/2023	Yes	0
Science	K-8: Amplify Science 2020	Yes	0
History-Social Science	K-8: TCI (Teachers Curriculum Institute) 2019	Yes	0

School Facility Conditions and Planned Improvements

Cimarron gates are secure during the school day and visitors must come through the school office in order to have access to the campus. The Raptor System is used to screen and identify all visitors. All classrooms, offices and restrooms are cleaned daily. Any classroom used during the day is thoroughly cleaned. Cimarron remains exceptionally clean because of our custodial services. Site Inspection reports are done weekly by custodial staff and noon duty campus supervisors. Currently construction is complete on our MakerSpace. This space is used for hands on STEAM activities. Our playground equipment was replaced and a shade covering was added to protect students from the desert sun. Future Learning Environments were completed. Construction/Renovation on our Northwest wing will begin in December 2023 to be completed by Summer of 2024.

Year and month of the most recent FIT report	June 2023		

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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 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). **College and Career Ready** 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.

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.

ELA and 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	20	20	29	28	47	46
Mathematics (grades 3-8 and 11)	20	22	14	16	33	34

2022-23 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.

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 (i.e., achieved Level 3-Alternate) 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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	238	234	98.32	1.68	20.09
Female	113	111	98.23	1.77	18.02
Male	125	123	98.40	1.60	21.95
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	27	27	100.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	185	184	99.46	0.54	22.28
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	11	9	81.82	18.18	--
English Learners	55	54	98.18	1.82	7.41
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	211	207	98.10	1.90	18.36
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	29	100.00	0.00	13.79

2022-23 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.

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 (i.e., achieved Level 3-Alternate) 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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	238	235	98.74	1.26	22.13
Female	113	112	99.12	0.88	14.29
Male	125	123	98.40	1.60	29.27
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	27	27	100.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	185	185	100.00	0.00	25.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	11	9	81.82	18.18	--
English Learners	55	55	100.00	0.00	12.73
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	211	208	98.58	1.42	21.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	29	100.00	0.00	17.24

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.

Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	11.24	18.95	13.34	13.64	29.47	30.29

2022-23 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	97	95	97.94	2.06	18.95
Female	52	51	98.08	1.92	13.73
Male	45	44	97.78	2.22	25.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	11	11	100.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	73	73	100.00	0.00	19.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	21	21	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	90	88	97.78	2.22	19.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98	97	97	97	97

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.

2023-24 Opportunities for Parental Involvement

Grade level teacher teams plan to 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 has a School Site Council, African American Advisory Council, and English Language Advisory Committee. These groups meet once a month to develop/revise/advise the School Site Council, School Plan for Student Achievement and the school budget. Parent volunteers are welcomed and encouraged to help in their child's classroom.

Cimarron Parent Volunteer Coordinator – Diana Sanchez– 661-285-9780

School Site Council –Chris O'Neill/Holly Davison – 661-285-9780

English Language Advisory Committee (ELAC) – Mendy Hampton -661-285-9780

African American Parent Advisory Committee (AAPAC) - Mendy Hampton - 661-285-9780

District Access and Equity Director -Gerald Luke - 661- 223 - 3303
District English Language Advisory Committee (DELAC) Parent Workshops – Sonia Salcedo – 661-223- 3306

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	554	536	174	32.5
Female	272	264	93	35.2
Male	282	272	81	29.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	9	8	2	25.0
Asian	3	3	1	33.3
Black or African American	74	71	21	29.6
Filipino	4	4	0	0.0
Hispanic or Latino	425	411	134	32.6
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	11	11	8	72.7
White	27	27	8	29.6
English Learners	120	116	28	24.1
Foster Youth	25	19	9	47.4
Homeless	7	7	3	42.9
Socioeconomically Disadvantaged	496	479	161	33.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	119	111	46	41.4

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.56	1.62	0.06	5.41	5.27	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.11	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.62	0
Female	0.37	0
Male	2.84	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	6.76	0
Filipino	0	0
Hispanic or Latino	0.71	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	9.09	0
White	0	0
English Learners	0	0
Foster Youth	4	0
Homeless	0	0
Socioeconomically Disadvantaged	1.61	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	4.2	0

2023-24 School Safety Plan

A School Safety Plan and Emergency Preparedness Plan updated for the 2023-2024 school year in October 2023. The Safety Plan is reviewed at a staff meeting, and with our SSC, AAPAC and ELAC parent advisory councils. It is updated annually in the fall and includes plans for earthquakes, fire, suspicious trespassers, bomb threats, chemical spills, fallen aircraft and air pollution. Evacuation plans have been updated and staff responsibility flowcharts have been distributed to all staff members. In October of 2023, a comprehensive disaster drill, "The Great Shakeout," was completed in coordination with district and local emergency response agencies. Fire and/or emergency drills are held monthly throughout the year. Lockdown drills are held at least twice per year. Our staff participates in Target Solutions and ALICE Active Shooter training every year in conjunction with local law enforcement.

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.

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	18	14	14	
1	24	7	21	
2	19	21	7	
3	24	6	21	
4	30		21	
5	27		21	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	20	14	
1	25	7	14	
2	20	13	21	
3	31		14	
4	22	6	21	
5	28		21	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	21	13	14	0
1	21	14	14	0
2	20	14	14	0
3	26	0	21	0
4	33	0	0	0
5	32	0	21	0
6	0	0	0	0
Other	0	0	0	0

2022-23 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
Pupils to Academic Counselor	0

2022-23 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
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.5
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher 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
School Site	$11,398	$881	$10,517	$98,317
District	N/A	N/A	$4,552	$97,605
Percent Difference - School Site and District	N/A	N/A	79.2	0.7
State	N/A	N/A	$7,607	$89,574
Percent Difference - School Site and State	N/A	N/A	32.1	9.3

Fiscal Year 2022-23 Types of Services Funded

Title I, Gifted and Talented Education, Limited English Proficiency Instructional Support, Foster students, low socio-economic students, Special Day Classes in Gr. TK/K 1,and 2. Adaptive PE, Speech, Resource, and Occupational Therapy are programs available at Cimarron to support/assist students. Cimarron offers after school care provided by Boys & Girls Club daily. Other before and/or after school programs include GATE Club, CyberQuest, EL Boot Camp, Kindness Club, and Performing Arts. Cimarron is implementing Capturing Kids Hearts and is a National Showcase School. Positive Behavior Intervention Support (PBIS) to support the pillars of character is implemented and Cimarron is a Gold Medal Award School for PBIS. We have two retired teachers working with small groups of students for academic intervention.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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
Beginning Teacher Salary	$52,172	$54,215
Mid-Range Teacher Salary	$83,295	$86,843
Highest Teacher Salary	$116,624	$111,440
Average Principal Salary (Elementary)	$128,005	$140,851
Average Principal Salary (Middle)	$132,060	$147,065
Average Principal Salary (High)	$122,519	$142,189
Superintendent Salary	$251,125	$252,466
Percent of Budget for Teacher Salaries	26.83%	33.16%
Percent of Budget for Administrative Salaries	5.13%	5.15%

Professional Development

Teachers meet frequently, at least weekly, within and across grade levels in Professional Learning Communities to plan and discuss strategies, analyze data, share best practices, 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 Literacy Coach meets with grade level teams in PLCs.

Thinking Maps are being implemented schoolwide this school year.

The majority of staff, including certificated and classified employees are trained in Capturing Kids Hearts which is being implemented this school year. The remaining staff will be trained during the course of the school year. A site CKH team meets monthly to monitor implementation. Site admin meets with our CKH strategist and other admin monthly to share strategies to maintain our National Showcase status. A Cimarron Team is trained in PBIS which is being fully implemented this school year to maintain our Gold Medal recipient status. We will apply for Platinum status this year.

Cimarron's Site Leadership Team, and all teachers, is working with Collaborative EDU consulting group developing a School Implementation Plan for building capacity, teacher clarity, coherence, and leadership among our staff.

Educational Services, Tech 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 school year.

Our teachers are working with District EL Coaches who are providing BeGlad EL Strategies to support our focus on our EL students.

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, AVID and intervention programs. Administration training focuses on the development of professional learning communities and state standards.

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

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	17