

# CASTAIC UNION SCHOOL DISTRICT

## Executive Summary School Accountability Report Card, 2009–10 *Published During 2010–11*

### CASTAIC MIDDLE SCHOOL

Address: 28900 Hillcrest Parkway Castaic CA 91384-3363  
Principal: Ellen Edeburn

Phone: 661-257-4550  
Grade Span: 6 - 8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. The data presented in this report are reported for the 2009–10 school year, except the School Finances and School Completion data that are reported for the 2008–09 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

#### About This School

Castaic Middle School is proud to be a nationally recognized California School to Watch-Taking Center Stage model site. Students are engaged in a relevant and rigorous standards based curriculum taught by an interdisciplinary team of teachers, who share the same students and collaborate on a regular basis. Castaic Middle School students have access to a curriculum including a flexible schedule where appropriate interventions and extra-curricular extension activities are available to all. Castaic Middle School expects all students to meet high academic standards while sensitive to the unique developmental challenges of early adolescence. We are especially proud of our Visual and Performing Arts Program, including CMS TV, our nationally recognized video production program.

#### Student Enrollment

Group	Enrollment
Number of students	1146
Black or African American	4%
American Indian or Alaska Native	0%
Asian	5%
Filipino	5%
Hispanic or Latino	27%
Native Hawaiian/Pacific Islander	0%
White (not of Hispanic origin)	56%
Two or More Races	3%
Socioeconomically Disadvantaged	22%
English Learners	6%
Students with Disabilities	4%

#### Teachers

Indicator	Teachers
Teachers with full credential	47
Teachers without full credential	1
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	5
Total Teacher Misassignments	5

## Student Performance

Subject	Students Proficient and Above on STAR <sup>1</sup> Program Results
English-Language Arts	66.9%
Mathematics	58.3%
Science	76%
History-Social Science	64.5%

## Academic Progress<sup>2</sup>

Indicator	Result
2010 Growth API Score (from 2010 Growth API Report)	831
Statewide Rank (from 2009 Base API Report)	8
Met All 2010 AYP Requirements	No
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	21 Met of 25
2010–11 Program Improvement Status (PI Year)	N/A

## School Facilities

### Summary of Most Recent Site Inspection

Castaic Middle School opened in the fall of 1995. On April 3 through 5, 2010 a site inspection was conducted. Although the school is widely used for school and community activities, the school is in very good condition. There were signs of minor wear and tear, but overall the school is in very good condition with no critical deficiencies noticed.

### Repairs Needed

Carpet repairs, patching and repair of asphalt from damage caused by water valve repair. There still appears to be needed roof repairs for the gym.

### Corrective Actions Taken or Planned

Carpet installed in various classrooms. Asphalt repaired and sealed. Ongoing roof repairs.

## Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$5,309
District	\$5,294
State	\$5,512

<sup>1</sup> Standardized Testing and Reporting Program assessments include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

<sup>2</sup> The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

# School Accountability Report Card

## Reported Using Data from 2009–10 School Year

*Published During 2010–11*

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### **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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

## II. About This School

### **Contact Information (School Year 2010–11)**

This section provides the school's contact information.

School		District	
<b>School Name</b>	Castaic Middle School	<b>District Name</b>	Castaic Union Elementary
<b>Street</b>	28900 Hillcrest Parkway	<b>Phone Number</b>	661-257-4500
<b>City, State, Zip</b>	Castaic, CA 91384-3363	<b>Web Site</b>	<a href="http://www.castaic.k12.ca.us">www.castaic.k12.ca.us</a>
<b>Phone Number</b>	661-257-4550	<b>Superintendent</b>	James Gibson
<b>Principal</b>	Ellen Edeburn	<b>E-mail Address</b>	<a href="mailto:jgibson@castaic.k12.ca.us">jgibson@castaic.k12.ca.us</a>
<b>E-mail Address</b>	eedeburn@castaic.k12.ca.us	<b>CDS Code</b>	19- 64345- 6106215

## School Description and Mission Statement (School Year 2009–10)

This section provides information about the school, its programs, and its goals.

Our mission at Castaic Middle School is to help all students become confident problem solvers and collaborative thinkers with the necessary skills for success as life long learners. This includes the vision that all students will become responsible, ethical citizens and positive contributors to our democratic society while maintaining respect for our diverse community.

## Opportunities for Parental Involvement (School Year 2009–10)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

Our Parents are integral team partners with Castaic Middle School. Helping teachers in the classroom, being members of our School Site Council, Bilingual Advisory Committee, PTSA, volunteering with fundraisers, summer check-in, and promotion are a few of the many connections. Parents are valued and their voices are important.

## Student Enrollment by Grade Level (School Year 2009–10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 6	381
Grade 7	376
Grade 8	389
<b>Total Enrollment</b>	<b>1146</b>

## Student Enrollment by Group (School Year 2009–10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	4	White	56
American Indian or Alaska Native	0	Two or More Races	3
Asian	5	Socioeconomically Disadvantaged	22
Filipino	5	English Learners	6
Hispanic or Latino	27	Students with Disabilities	4
Native Hawaiian/Pacific Islander	0		

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

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007–08				2008–09				2009–10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26.2	9	12	11	22.1	12	8	3	31.5	4	23	11
Mathematics	31.4	2	17	22	29.7	4	20	14	30.6	3	24	11
Science	31.9	1	14	20	29.9	3	20	13	32.5	2	22	14
Social Science	31.2	1	16	20	30.8	3	22	15	31.7	2	33	0

### III. School Climate

#### School Safety Plan (School Year 2009–10)

This section provides information about the school's comprehensive safety plan.

Castaic Middle School with the assistance of the Castaic Union School District has developed an extensive school safety plan. Fire and earthquake drills enable our faculty, staff and students necessary evacuation practice. Castaic Middle School participates in the annual California Disaster Shake Out Drill. Our School Safety plan utilizes a team of campus supervisors, administrators and the assistance of a school resource officer to monitor student behavior and safety. All visitors must enter through the main Administrative Building, where permission must be granted to enter our closed campus.

#### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
<b>Suspensions</b>	14.0	20.5	14	6	7.9	7.4
<b>Expulsions</b>	.1	.2	.1	0	.2	3

### IV. School Facilities

#### School Facility Conditions and Planned Improvements (School Year 2010–11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Castaic Middle School opened in the fall of 1995. On April 3 through 5, 2010 a site inspection was conducted. Although the school is widely used for school and community activities, the school is in very good condition. There were signs of minor wear and tear, but overall the school is in very good condition with no critical deficiencies.

#### School Facility Good Repair Status (School Year 2010–11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	n/a	X			
<b>Interior:</b> Interior Surfaces	n/a		X		
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	n/a	X			
<b>Electrical:</b> Electrical	n/a	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	n/a	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	n/a	X			
<b>Structural:</b> Structural Damage, Roofs	n/a	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	n/a	X			
<b>Overall Rating</b>		<b>GOOD</b>			n/a

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007–08	2008–09	2009–10	2009–10
<b>With Full Credential</b>	54	53	47	167
<b>Without Full Credential</b>	2	1	1	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2008–09	2009–10	2010–11
<b>Misassignments of Teachers of English Learners</b>	1	5	4
<b>Total Teacher Misassignments</b>	1	5	4
<b>Vacant Teacher Positions</b>	0	0	0

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009–10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. 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 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	99.04%	.06%
<b>All Schools in District</b>	99.04%	.06%
<b>High-Poverty Schools in District</b>		
<b>Low-Poverty Schools in District</b>	100	0

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2009–10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.5	500
Counselor (Social/Behavioral or Career Development)	0	n/a
Library Media Teacher (librarian)	0.5	n/a
Library Media Services Staff (paraprofessional)	1.5	n/a
Psychologist	1.0	n/a
Social Worker	0	n/a
Nurse	1	n/a
Speech/Language/Hearing Specialist	1	n/a
Resource Specialist (non-teaching)	3	n/a
Other		n/a

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010–11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	2004 6-8 McDougal Littel	0	No – Waiver
Mathematics	2008 6-8 Pearson/Prentice Hall	0	Y
Science	2007 6-8 Holt	0	Y
History-Social Science	2006 6-8 Glencoe/McGrw-Hill	0	Y
Foreign Language	EMC Paradigm Publisher	0	Y
Health	6-8 Decision for Health	0	Y
Visual and Performing Arts	SRA McGraw Hill	0	Y
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008–09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7,668	\$2,359	\$5,309	\$63,723
District	n/a	n/a	\$5,294	\$64,675
Percent Difference – School Site and District	n/a	n/a	+0.28%	-1.5%
State	n/a	n/a	\$5,512	\$63,421
Percent Difference – School Site and State	n/a	n/a	-3.7%	+0.4%

### Types of Services Funded (Fiscal Year 2009–10)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

Parent Teacher Student Association (PTSA) support, along with the Castaic Education Foundation and Santa Clarita Education Foundation grants enable Castaic Middle School to provide Arts Extravaganza, After School Homework Club/Academic Interventions, Pyramid of Success Character Ed, Peer Assisting with Solutions (PAWS), and athletic and academic enrichment activities.

### Teacher and Administrative Salaries (Fiscal Year 2008–09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated 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	\$39,352	
Mid-Range Teacher Salary	\$63,776	
Highest Teacher Salary	\$78,313	
Average Principal Salary (Elementary)	\$108,741	
Average Principal Salary (Middle)	\$115,441	
Average Principal Salary (High)	n/a	
Superintendent Salary	\$155,000	
Percent of Budget for Teacher Salaries	46.8%	
Percent of Budget for Administrative Salaries	6.80%	

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

*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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	65	67	66.9	61	64	66.4	46	50	54
Mathematics	55	58	58.3	59	63	63.4	43	46	56.4
Science	74	70	76	68	65	75	46	50	57.03
History-Social Science	52	53	64.5	52	53	64	36	41	47

### Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	66.4	63.4	75	64
All Students at the School	66.9	58.3	76	64.5
Male	65	58.7	79	69
Female	71.7	59	71	60
Black or African American	65.8	50	59	59
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	80.4	73.9	87	73
Filipino	82.4	76.5	91	83

<b>Hispanic or Latino</b>	50.5	44.1	53	48
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A
<b>White</b>	72.5	62.3	85	72
<b>Two or More Races</b>	84.6	84.6	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	46	43.6	64	43
<b>English Learners</b>	31.6	28.2	0	4
<b>Students with Disabilities</b>	32.8	34.5	47	19
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A

### California Physical Fitness Test Results (School Year 2009–10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5			
7			
9			

**Scores coming at a later date per CDE.**

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
<b>Statewide</b>	8	8	8
<b>Similar Schools</b>	7	7	5

## Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years. *Note: "N/A" means that the student group is not numerically significant or data were not available.*

Group	Actual API Change		
	2007–08	2008–09	2009–10
All Students at the School	15	5	8
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	14	0	13
Native Hawaiian/Pacific Islander			
White	13	8	5
Two or More Races	N/A	N/A	
Socioeconomically Disadvantaged	-2	-14	35
English Learners			
Students with Disabilities		-15	12

## Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	8	11	N/A
Black or African American			16
American Indian or Alaska Native			13
Asian			13
Filipino		-8	14
Hispanic or Latino	13	22	17
Native Hawaiian/Pacific Islander			11
White	5	9	11
Two or More Races			15
Socioeconomically Disadvantaged	35	29	16
English Learners		22	16
Students with Disabilities	12	-3	13

## Adequate Yearly Progress

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2009–10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

AYP Criteria	School	District
<b>Overall</b>	N	N
<b>Participation Rate - English-Language Arts</b>	100	100
<b>Participation Rate - Mathematics</b>	100	100
<b>Percent Proficient - English-Language Arts</b>	66.9	66.4
<b>Percent Proficient - Mathematics</b>	58.3	66.4
<b>API</b>	831	840
<b>Graduation Rate</b>	N/A	N/A

### Federal Intervention Program (School Year 2010–11)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
<b>Program Improvement Status</b>	N/A	Y
<b>First Year of Program Improvement</b>	N/A	04/05
<b>Year in Program Improvement</b>	N/A	3
<b>Number of Schools Currently in Program Improvement</b>	n/a	1
<b>Percent of Schools Currently in Program Improvement</b>	n/a	25%

## XI. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The Castaic Union School District dedicates three full school days to staff development each year.
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