

# CASTAIC UNION SCHOOL DISTRICT

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

### LIVE OAK ELEMENTARY SCHOOL

**Address:** 27715 Saddleridge Rd  
**Principal:** Cynthia Seamands

**Phone:** 661-257-4540  
**Grade Span:** K-5

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

Live Oak Elementary School is a suburban school located in the northwestern corner of Los Angeles County. The population is a diverse collection of families. With about 730 students and 40 teachers, we service the needs of students from a wide variety of backgrounds. Through funds such as Title I, Economic Impact Aid, and Drug, Alcohol and Tobacco Education we support student development academically as well as socially. It is our mission to assure every student has access to the core curriculum, and for those who faced challenges we tap into resources to fill any gaps with supplemental activities. With the help of school support personnel like the school psychologist, the nurse, nine instructional assistants, an At-Risk counselor, and Library/Media technicians, we strive for success with each student. In addition our school is proud of the extensive support we have from our community. The School Site Council is very involved in decision making and goal setting; our PTA provides enormous support to teachers and students through fundraising efforts as well as services to help needier families, and the local Lions' Club is a regular supporter too. Additionally the professional organizations of the employees (CSEA and CTA) work to promote student success, and the Castaic Education Foundation raises money to fund teacher programs through grants they award each fall. The sense of community is strong at Live Oak Elementary, and through diligent efforts on behalf of all stakeholders we are preparing students for success.

#### Student Enrollment

Group	Enrollment
Number of students	682
Black or African American	3%
American Indian or Alaska Native	0%
Asian	2%
Filipino	5%
Hispanic or Latino	42%
Native Hawaiian/Pacific Islander	0%
White (not of Hispanic origin)	43%
Two or More Races	5%
Socioeconomically Disadvantaged	32%
English Learners	17%
Students with Disabilities	7.5%

#### Teachers

Indicator	Teachers
Teachers with full credential	40
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	1
Total Teacher Misassignments	1

## Student Performance

Subject	Students Proficient and Above on STAR <sup>1</sup> Program Results
English-Language Arts	59.4%
Mathematics	61%
Science	68%
History-Social Science	0

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

Indicator	Result
2010 Growth API Score (from 2010 Growth API Report)	813
Statewide Rank (from 2009 Base API Report)	6
Met All 2010 AYP Requirements	No
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 19 of 21
2010–11 Program Improvement Status (PI Year)	2

## School Facilities

### Summary of Most Recent Site Inspection

Live Oak Elementary School was completed in 1989 and is the oldest facility in the district. The week of April 3, 2010 an inspection of building and grounds was performed. It was noted that cracks were found throughout the play ground. The accordion door in the MPR was damaged and in need of repair. Additionally, one door in the MPR needed to be replaced. Overall, the school is maintained in good repair with non-critical deficiencies noted. These deficiencies are isolated, and result from minor wear and tear and have mitigated or in the process of being corrected.

### Repairs Needed

No repairs needed at this time.

### Corrective Actions Taken or Planned

Playground cracks were sealed and recoated. Accordion door and MPR door were repaired.

<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>	Live Oak Elementary	<b>District Name</b>	Castaic Union Elementary
<b>Street</b>	27715 Saddleridge Rd	<b>Phone Number</b>	661-257-4500
<b>City, State, Zip</b>	Castaic, CA 91384	<b>Web Site</b>	<a href="http://www.castaic.k12.ca.us">www.castaic.k12.ca.us</a>
<b>Phone Number</b>	661-257-4540	<b>Superintendent</b>	James Gibson
<b>Principal</b>	Cynthia Seamands	<b>E-mail Address</b>	<a href="mailto:jjgibson@castaic.k12.ca.us">jjgibson@castaic.k12.ca.us</a>
<b>E-mail Address</b>	cseamands@castaic.k12.ca.us	<b>CDS Code</b>	19- 64345- 6107353

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

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

The vision of Live Oak Elementary School is to provide each and every student with a firm foundation of academic excellence balanced with personal character development. We will accomplish this through our dedication to:

- Delivering a sequential, comprehensive curriculum aligned with established State Standards of Instruction, and a commitment to measurable academic progress.
- Establishing an environment that is safe, caring and supportive of all, where everyone is valued, encouraged, and treated with dignity and respect.
- Pledging our support to the efforts of all students as they grow and participate within the Castaic community.
- Recognizing that learning takes place on multiple levels and providing opportunities for every child to meet his maximum potential.
- Attracting highly qualified teachers who put forth their best effort and promote leadership and a passion for learning.
- Understanding the importance of parent participation, making every effort to provide effective communication and well-planned activities to involve our community.
- Sustaining a collaborative organization that is open, honest and believes in shared decision-making.

Accomplishing this vision ensures that our students become responsible, productive and ethical citizens who will make positive contributions to their community. Our students will gain the skills necessary for academic, interpersonal and technological success in higher education.

## 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 school is proud of the extensive support we have from our community. The School Site Council is very involved in decision making and goal setting. The council meets every other month, and the members work to assure our actions are in sync with the goals set forth in the school plan. The bilingual Advisory Committee is another means to help assure communication with parents and provide strategies to help their students succeed. The PTA provides enormous support to teachers and students through fundraising efforts and services to help needy families. Fundraisers generate moneys that are used to supplement activities in the classrooms. Food drives help those in our community who are experiencing difficult times. An invaluable aspect is the more than 6,000 service hours the PTA provides in classrooms and around campus. The local Lions' Club is a regular supporter too. They provide vision care for students in need, and they are a regular supporter of school events. Even parents who are not formally members in campus and community organizations are included in our school family. Math Nights, Parent Conferences, and other evening activities are well attended events. Communication is also maintained through teacher newsletters, homework sheets, and the monthly newsletter from the PTA. Live Oak Elementary works hard to include the community in the success of all of our students. It is our vision to advance students who are ready learners and capable leaders, and this goal requires input and backing from all members of our community.

## 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 Level	Number of Students
Kindergarten	117	Grade 8	
Grade 1	118	Ungraded Elementary	
Grade 2	99	Grade 9	
Grade 3	114	Grade 10	
Grade 4	113	Grade 11	
Grade 5	121	Grade 12	
Grade 6		Ungraded Secondary	
Grade 7		Total Enrollment	682

## 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	3	White	43
American Indian or Alaska Native	0	Two or More Races	5
Asian	2	Socioeconomically Disadvantaged	32
Filipino	5	English Learners	17
Hispanic or Latino	42	Students with Disabilities	7.5
Native Hawaiian/Pacific Islander	0		

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

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

Grade Level	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.5	6			19.9	7			20.7	4	2	
1	19.2	6			19.6	5			20.2	6		
2	19.0	7			20.3	5	1		20.9	3	2	
3	18.8	6			17.4	7			19.2	6		
4	29.4		5		30.5		4		29.2		4	
5	28.8		4		32.3		1	3	29.2		4	
6												
K-3					18	1						
3-4												
4-8												
Other												

### III. School Climate

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

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

Live Oak Elementary School and the Castaic Union School District works collaboratively to develop a school safety plan under the SEMS guidelines. This plan is submitted to the School Board annually for review and approval.

#### 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
Suspensions	0	.4	.01	6	7.9	7.4
Expulsions	0	.1	0	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.

Live Oak Elementary School was completed in 1989 and is the oldest facility in the district. The week of April 3, 2010 an inspection of building and grounds was performed. It was noted that cracks were found throughout the play ground. The accordion door in the MPR was damaged and in need of repair. Additionally, one door in the MPR needed to be replaced. Overall, the school is maintained in good repair with non-critical deficiencies noted. These deficiencies are isolated, and result from minor wear and tear and have mitigated or in the process of being corrected.

## 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>	40	40	40	167
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	n/a

### 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>	0	0	1
<b>Total Teacher Misassignments</b>	0	0	1
<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>	100%	100%
<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
<b>Academic Counselor</b>	N/A	n/a
<b>Counselor (Social/Behavioral or Career Development)</b>	N/A	n/a
<b>Library Media Teacher (librarian)</b>	1	n/a
<b>Library Media Services Staff (paraprofessional)</b>	.50	n/a
<b>Psychologist</b>	.50	n/a
<b>Social Worker</b>	N/A	n/a
<b>Nurse</b>	.25	n/a
<b>Speech/Language/Hearing Specialist</b>	.8	n/a
<b>Resource Specialist (non-teaching)</b>	1	n/a
<b>Other</b>	.6	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	Houghton Mifflin 2003	0	No – Waiver
Mathematics	Harcourt CA HSP MA 2008	0	Yes
Science	Harcourt Brace 2000	0	No
History-Social Science	Harcourt School Publishers 06	0	Yes
Foreign Language	N/A	0	N/A
Health	N/A	0	N/A
Visual and Performing Arts	SRA/McGraw-Hill	0	Yes
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	\$2,370	\$5,298	\$65,352
District	n/a	n/a	\$5,294	\$64,675
Percent Difference – School Site and District	n/a	n/a	+0.07%	+1.0%
State	n/a	n/a	\$5,512	\$63,421
Percent Difference – School Site and State	n/a	n/a	-3.9%	+3.0%

### 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.

Reading Intervention Specialists/Program 2<sup>nd</sup>-5<sup>th</sup>. EL Instructional Assistants available K-5<sup>th</sup>. Title I Instructional Assistants available K-5<sup>th</sup>. GATE Clusters 3<sup>rd</sup>-5<sup>th</sup>. Resource Specialist available K-5<sup>th</sup>. After-school tutorials and enrichment classes.

## 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	41,031
Mid-Range Teacher Salary	63,776	63,366
Highest Teacher Salary	78,313	80,596
Average Principal Salary (Elementary)	108,741	100,937
Average Principal Salary (Middle)	115,441	105,066
Average Principal Salary (High)	N/A	N/A
Superintendent Salary	155,000	147,438
Percent of Budget for Teacher Salaries	46.80	40.60
Percent of Budget for Administrative Salaries	6.80	6.10

## 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	51	57	59.4	61	64	66.4	46	50	54
Mathematics	55	59	61	59	63	63.4	43	46	56.4
Science	48	56	68	68	65	75	46	50	57.03
History-Social Science	0	0	0	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	59.4	61	68	N/A
Male	53.7	57.7	71	N/A
Female	65.1	63.6	64	N/A
Black or African American	71.4	78.6	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	73.7	78.9	N/A	N/A
Hispanic or Latino	44.4	46	51	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	70.5	71.6	80	N/A
Two or More Races	72.2	66.7	N/A	N/A
Socioeconomically Disadvantaged	36.4	41.6	50	N/A
English Learners	27.6	34.5	19	N/A
Students with Disabilities	29.4	26.5	N/A	N/A
Students Receiving Migrant Education Services				

## 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/pfi/>. *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			

*Coming later per email from the State*

## 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
Statewide	6	6	6
Similar Schools	1	2	1

### 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	12	4	12
Black or African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	19	-4	5
Native Hawaiian/Pacific Islander	N/A	N/A	N/A
White	4	7	A
Two or More Races	N/A	N/A	N/A
Socioeconomically Disadvantaged	44	-12	6
English Learners	32	-14	7
Students with Disabilities	N/A	N/A	N/A

### 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	12	11	
Black or African American	N/A	N/A	16
American Indian or Alaska Native	N/A	N/A	13
Asian	N/A	N/A	13
Filipino	N/A	-8	14
Hispanic or Latino	5	22	17
Native Hawaiian/Pacific Islander	N/A	N/A	11
White	A	9	11
Two or More Races	N/A	N/A	15
Socioeconomically Disadvantaged	6	29	16
English Learners	7	22	16
Students with Disabilities	N/A	-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>	59.4	66.4
<b>Percent Proficient - Mathematics</b>	61.0	63.4
<b>API</b>	Yes 813	Yes 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>	Y	Y
<b>First Year of Program Improvement</b>	09/10	04/05
<b>Year in Program Improvement</b>	2	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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