

SARC 2016-17

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2017-18



Live Oak Elementary

Address: 27715 Saddleridge Rd. Castaic, CA 91384-3528

Principal: Cynthia Seamands, Principal

Phone: (661) 257-4540

Email: cseamands@castaicusd.com

Web Site: www.castaic.k12.ca.us/los/

CDS Code: 19643456107353

Castaic Union

Superintendent: Steven Doyle

Phone: (661) 257-4500

Email: sdoyle@castaicusd.com

Web Site: www.castaicusd.com



I DATA AND ACCESS

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II ABOUT THIS SCHOOL

District Contact Information Most Recent Year

District Name: Castaic Union
 Phone Number: (661) 257-4500
 Superintendent: Steven Doyle
 E-mail Address: sdoyle@castaicusd.com
 Web Site: www.castaicusd.com

School Contact Information Most Recent Year

School Name: Live Oak Elementary
 Street: 27715 Saddleridge Rd.
 City, State, Zip: Castaic, CA 91384-3528
 Phone Number: (661) 257-4540
 Principal: Cynthia Seamands, Principal
 E-mail Address: cseamands@castaicusd.com
 Web Site: www.castaic.k12.ca.us/los/
 County-District-School
 (CDS) Code: 19643456107353

School Description and Mission Statement (School Year 2017-18)

Live Oak Elementary School, a Visual and Performing Arts School, is a suburban school located in the northwestern corner of Los Angeles County. Live Oak has increased students' access to technology significantly this year. We now have one-to-one chromebooks for our fourth, fifth and sixth grade students and one-to-two chromebooks for K - 3 students at Live Oak. Our population is a diverse collection of families with 518 students and 19 teachers. We service the needs of students from a wide variety of backgrounds. We support students' academic and social development. It is our mission to assure every student has access to the core curriculum, and for those who face challenges we tap into resources to fill any gaps so that our students are 21st century learners. With the help of school support personnel like the school psychologist, the nurse, 3 instructional assistants, a DIS counselor, a Computer Lab Technician, a Library/Media Technician, an Adaptive Physical Education teacher, an Occupational Therapist, and a teacher for the Visually Impaired we strive for success with each student. In addition, our school is proud of the extensive support we have from our community. The School's English Language Advisory Committee and School Site Council are called upon to give input in decision making and goal setting, our PTA provides enormous support to teachers and students through fundraising efforts, 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 grants they award each spring. 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 by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Transitional Kindergarten	0
Kindergarten	95
Grade 1	61
Grade 2	70
Grade 3	68
Grade 4	75
Grade 5	94
Grade 6	104
Total Enrollment	567

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.9%
American Indian or Alaska Native	0%
Asian	1.9%
Filipino	1.9%
Hispanic or Latino	51.5%
Native Hawaiian/Pacific Islander	0%
White	39.7%
Two or More Races	3%
Socioeconomically Disadvantaged	33.9%
English Learners	16.8%
Students with Disabilities	8.3%
Foster Youth	0.7%

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.

Teacher Credentials

Teachers	School 2015-16	School 2016-17	School 2017-18	District 2017-18
With Full Credential	22	21	21	89
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

NOTE: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: January 2018

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	National Geographic "Reach for Reading" 2017	Yes	0%
Mathematics	Houghton Mifflin Harcourt Math/2015	Yes	0%
Science	Harcourt Brace/2000	No	0%
History-Social Science	Harcourt School Publishers/2006	Yes	0%
Foreign Language	N/A	N/A	0%
Health	N/A	N/A	0%
Visual and Performing Arts	SRA/McGraw Hill	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

Live Oak Elementary School was completed in 1989 and occupied that same year. It is the oldest facility in the District. The grounds and buildings are in good repair. Recently, all new air conditioning and heating units were installed. In addition, the multi-purpose room (MPR) flooring was replaced and new restroom partitions were installed. In the summer of 2017, we replaced the MPR lunch tables. For the summer of 2018, the District has plans to repair/replace countertops as needed.

School Facility Good Repair Status

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

Month and year in which data were collected: January 2018

System Inspected	Repair Needed and Action Taken or Planned		
	Good	Fair	Poor
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	-	-
Interior: Interior Surfaces	-	✓	-
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✓	-	-
Electrical: Electrical	✓	-	-
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✓	-	-
Safety: Fire Safety, Hazardous Materials	✓	-	-
Structural: Structural Damage, Roofs	✓	-	-
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓	-	-

Overall Facility Rate

Month and year in which data were collected: January 2018

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

B. PUPIL OUTCOMES

STATE PRIORITY: PUPIL ACHIEVEMENT

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/ Literacy (grades 3-8 and 11)	50%	52%	58%	62%	48%	48%
Mathematics (grades 3-8 and 11)	34%	42%	43%	43%	36%	37%

NOTE: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016–17)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	347	339	97.69%	52.21%
Male	179	174	97.21%	47.70%
Female	168	165	98.21%	56.97%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	176	173	98.30%	42.77%
Native Hawaiian or Pacific Islander				
White	144	139	96.53%	63.31%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	121	121	100.00%	28.93%
English Learners	67	67	100.00%	23.88%
Students with Disabilities	35	33	94.29%	21.21%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	348	340	97.70%	42.06%
Male	180	175	97.22%	41.14%
Female	168	165	98.21%	43.03%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	177	174	98.31%	31.61%
Native Hawaiian or Pacific Islander				
White	144	139	96.53%	51.80%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	121	121	100.00%	21.49%
English Learners	67	67	100.00%	19.40%
Students with Disabilities	35	33	94.29%	21.21%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	71%	67%	77%	77%	56%	54%

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.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	15.10%	30.10%	31.20%

NOTE: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. ENGAGEMENT

STATE PRIORITY: PARENTAL INVOLVEMENT

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement - (School Year 2017-18)

Our school is proud of the extensive support we have from our community. The school stakeholder groups are very involved in decision making and goal setting. The English Language Advisory Committee (ELAC) 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. Fundraisers generate monies 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 7,000 service hours the PTA provides in classrooms and around the 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 assignments, and the PTA newsletter. Live Oak Elementary works hard to include the community in the success of all of our students. Our students participate in community service through "Live Oak Serves" projects. 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. Additionally, parents representing a variety of student subgroups participated in our LCAP meetings held during the 2017-2018 school year.

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

Rate*	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.20	1.08	1.64	2.48	1.38	1.28	3.79	3.65	3.65
Expulsions	0.00	0.00	0.00	0.00	0.04	0.00	0.09	0.09	0.09

School Safety Plan – Most Recent Year

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

D. OTHER SARC INFORMATION

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		Not in PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0%

NOTE: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*			Avg. Class Size	2016-17 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19	3	2		26	1	2		24	1	3	
1	18	4			26		3		31		2	
2	25		3		31		2		26	1	2	
3	25		4		29		3		28	1	2	
4	31		3		29		3		25		3	
5	31		4		30		4		31		3	
6					34			3	35			3
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	.05	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	.40	N/A
Social Worker	0	N/A
Nurse	.20	N/A
Speech/Language/Hearing Specialist	.80	N/A
Resource Specialist (non - teaching)	1	N/A
Other		N/A

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

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (UnRestricted)	Average Teacher Salary
School Site	\$4436	\$12	\$4424	\$75531
District	N/A	N/A		\$71568
Percent Difference – School Site and District	N/A	N/A		5.54%
State	N/A	N/A	\$6574	\$74194
Percent Difference – School Site and State	N/A	N/A	-32.70%	1.80%

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

Types of Services Funded (Fiscal Year 2016-17)

Economic Impact Aid and Title III funds have allowed us to provide a variety of services and programs for our students. We provide three part-time Bilingual Instructional Assistants. We offer a homework/tutorial program for our English Language Learners after school three days a week.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39352	\$47034
Mid-Range Teacher Salary	\$63776	\$73126
Highest Teacher Salary	\$78313	\$91838
Average Principal Salary (Elementary)	\$106931	\$116119
Average Principal Salary (Middle)	\$118691	\$119610
Average Principal Salary (High)	\$0	\$115194
Superintendent Salary	\$175000	\$178388
Percent of Budget for Teacher Salaries	38%	37%
Percent of Budget for Administrative Salaries	7%	6%

NOTE: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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 a minimum of two full school days to staff development each year. Additional professional development is provided as needed TK-8.