



Crossroads Charter Academy



School Profile

Crossroads Charter Academy is an Independent Study Program provided by Armona Union Elementary School District. Crossroads offers a unique and innovative program for students in Kindergarten through 12th grade.

Our program goals include:

- Offering students and parents a quality educational alternative
- Providing students with opportunities for academic ownership
- Developing activities for students to learn self-respect, community respect and respect for others
- Focusing teaching and learning on California Content Standards, CST, CAT/6 and the CAHSEE
- Promoting reading and math growth
- Involving students in maintaining a safe and orderly learning environment
- Utilizing the latest technology to deliver an outstanding curriculum

Student Enrollment by Ethnic Group	
2006-07	
	Percentage
African American	2.3%
American Indian	1.1%
Asian	1.1%
Caucasian	52.3%
Filipino	1.1%
Hispanic	41.5%
Pacific Islander	0.0%
Multiple or No Response	0.6%

Enrollment By Program

During the 2006-07 school year, 176 students were enrolled at Crossroads Charter, of which 4.0% were students with disabilities, 6.8% were English Learners, and 47.7% were socioeconomically disadvantaged.

Discipline & Climate for Learning

Students at Crossroads Charter Academy are guided by specific rules and learning center expectations that promote respect, cooperation, courtesy and acceptance of others. Parents and students are informed of school rules and discipline policies through the Parent/Student handbook, and through orientations that every student and parent must attend prior to beginning the program.

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	0	0	0	387	309	333
Suspension Rate	0.00%	0.00%	0.00%	37.83%	27.30%	22.27%
Expulsions	0	0	0	29	13	17
Expulsion Rate	0.00%	0.00%	0.00%	2.83%	1.15%	1.14%

School Facilities

Crossroads Charter Academy is an Independent Study Program that currently has three learning centers available for students to come into and use the computers, printers, and other necessary technology. The centers are in Armona, Hanford, and Lemoore. Hanford and Lemoore sites are storefronts, and the Armona site is a portable classroom. Each facility also offers daily tutorial assistance. Each center is clean, well lighted, safe and well furnished.

The facility strongly supports teaching and learning through its ample classroom and playground space. Facility information was current as of February 15, 2008.

Maintenance and Repair

Crossroads Charter Academy is well maintained and safety is stressed continually. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

Cleaning Process and Schedule

The district has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district office. Currently all schools are on a daily cleaning schedule. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2007-08 school year, the district budgeted \$76,925 for the deferred maintenance program. This represents 0.9% of the district's general fund budget.

Deferred Maintenance Projects

There were no deferred maintenance projects scheduled for this school for the 2007-08 school year. The district's complete deferred maintenance plan is available at the district office.

Safe School Plan

Safety of students and staff is a primary concern of Crossroads Charter School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. A committee of staff and community members worked together to put together a District Safety Manual which covers general safety and emergency procedures. It also includes injury and illness prevention and pest management, and has some standard forms to complete for various safety and training documentation purposes.

In 1998, the Comprehensive Safety Plan was developed by the District in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and dress code guidelines. The plan was last updated and reviewed with school staff in May 2007. A copy of the plan is available to the public at the school and district offices.

School Facility Conditions

Date of Last Inspection: 08/13/2007

Overall Summary of School Facility Conditions: Exemplary

Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

Teacher Assignment

Armona Union Elementary School District and Crossroads Charter Academy recruit and employ the most qualified credentialed teachers. For the 2006-07 school year, Crossroads Charter had 17 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status

	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	4	9	17	82
Without Full Credentials	0	0	1	3
Working Outside Subject	0	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies

	05-06	06-07	07-08
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified." Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	76.20%	23.80%
District	92.00%	8.00%
High-Poverty Schools in District	96.00%	5.00%
Low-Poverty Schools in District	0.00%	0.00%

Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district dedicates five days to staff development annually.

Class Size

Since we are an Independent Study Program, and the majority of our teachers only have 10 students each, class size reduction does not impact us.

Due to the nature of independent study, complete teaching load distribution data by subject was not available.

Class Size Distribution													
Average Class Size	Classrooms Containing:												
	1-20 Students			21-32 Students			33+ Students						
05 06 07	05 06 07	05 06 07	05 06 07	05 06 07	05 06 07	05 06 07	05 06 07	05 06 07	05 06 07	05 06 07	05 06 07	05 06 07	
By Grade Level													
K-3	13	1	0	1	1	0	0	0	0	0	0	0	0
4th-8th	1	21	12	1	0	1	0	1	0	0	0	0	0

Dropout & Graduation Rates

Crossroads Charter believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. Due to the nature of independent study, our staff offers support in many ways, but all students must be self-motivated to complete coursework and attend meetings.

Please note: There were no dropouts or graduates in the 2003-04 school year, and no dropouts in the 2004-05 school year.

Graduation & Dropout Rates			
	03-04	04-05	05-06
Dropout Rate	0%	0%	7.50%
Graduation Rate	0%	88.50%	80.00%

Counseling & Support Staff

It is the goal of Crossroads Charter to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The academic counselor to pupil ratio is 1:176.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	2	1.0
Instructional Aides	1	0.5
Nurse	1	0.5
Special Education Coordinator	1	0.5
Special Education Teacher	3	1.5

Instructional Materials

Armona Union Elementary School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. Armona Union Elementary School District held a Public Hearing on September 12, 2007, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment, pursuant to the settlement of *Williams vs. the State of California*.

All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available.

Crossroads Charter Academy uses the Learning Springs® curriculum, a "virtual," online curriculum that has been aligned with the California state standards. Students do assignments on an Independent Study schedule at home, accessing these materials online. A list of textbooks is available online.

Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Additional Internet Access/Public Libraries

AUESD shares a satellite library with the County of Kings. The library is used by Parkview Middle School during the day and is kept open until 4 o'clock three days per week and until 6 o'clock two days per week. The library is accessible to both school children and the public. It has 13 computers of which all are connected to the Internet.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014.

Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (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).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	No	Yes	Yes
API School Results	No		Yes	
Graduation Rate	No		No	

Federal Intervention Program

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 (English/Language Arts 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.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2007-08)	-	-
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	25.00%

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	2	1	1	
Similar Schools Rank	N/A	N/A	N/A	
All Students				
Actual Growth	-47	44	-48	575
N/A - Means a number is not applicable or not available due to missing data.				

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 50 students with valid scores.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)																											
Combined % of Students Scoring at Proficient and Advanced Levels																											
	California Standards Test (CST)																										
	Language Arts				Math				Science																		
	2			3			4			5			5														
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07									
All Students																											
School	*	27	0	*	18	0	58	9	0	18	45	0	*	26	0	*	18	0	41	18	0	6	17	0	18	23	0
District	19	34	29	20	33	37	28	23	25	19	20	20	39	52	46	44	47	57	27	26	30	13	19	19	7	13	9
State	42	47	48	31	36	37	47	49	51	43	43	44	56	59	59	54	58	58	50	54	56	44	48	49	28	32	37
Males																											
School	*	*	*	*	*	*	*	*	*	46	*	*	*	*	*	*	*	*	*	*	*	*	15	*	*	15	*
District	15	26	30	13	31	36	34	21	19	19	20	17	46	50	47	37	45	55	29	31	29	9	14	16	9	17	14
State	39	43	44	29	33	33	44	46	48	39	40	41	58	59	59	56	58	58	50	54	56	43	48	48	32	34	38
Females																											
School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
District	23	44	28	28	36	39	21	24	32	20	18	23	31	56	44	51	50	58	25	22	32	17	24	21	5	7	4
State	45	50	53	35	39	41	52	54	55	46	47	48	55	57	58	54	56	57	51	55	58	45	48	49	26	30	35
Socioeconomically Disadvantaged																											
School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
District	18	34	30	20	36	33	22	20	19	16	13	17	40	58	48	46	50	56	24	26	28	12	15	17	6	10	8
State	28	33	35	17	22	23	32	35	36	28	28	29	45	48	48	44	46	47	38	42	45	32	35	36	14	18	22
Hispanic																											
School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
District	15	38	27	19	31	38	25	15	17	16	10	21	41	60	47	41	51	62	24	20	25	12	10	13	5	9	7
State	28	33	35	17	22	23	32	35	37	27	29	30	44	47	48	43	46	48	38	43	46	33	36	37	14	18	23
Caucasian																											
School	*	33	*	*	*	*	*	*	*	54	*	*	33	*	*	*	*	*	*	*	*	15	*	*	23	*	
District	29	33	39	30	44	34	45	38	57	29	43	17	42	46	52	58	50	45	32	42	43	16	34	33	14	23	17
State	61	65	66	51	55	56	68	69	71	63	63	64	73	74	74	70	73	72	65	68	70	58	64	63	49	52	58
Language Arts																											
Math																											
Science																											
Social Science																											
	6			7			8			6			7			8			8								
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07						
All Students																											
School		28	36	0	21	33	13	24	29	6	15	21	0	11	15	0		6	9	8	11	9					
District		16	24	19	28	32	33	23	23	16	11	19	15	14	19	19		12	18	14	11	18					
State		38	41	42	43	43	46	39	41	41	40	41	42	37	41	39		38	42	31	34	35					
Males																											
School		18	*	*	21	20	*	21	29	6	9	*	*	14	15	*		5	6	8	14	6					
District		14	18	18	23	32	29	22	23	12	15	19	14	10	21	23		14	17	14	12	20					
State		35	38	40	38	38	42	34	37	37	41	42	42	37	41	39		41	45	33	36	36					
Females																											
School		*	*	*	*	*	*	27	31	6	*	*	*	*	*	*		6	11	9	6	11					
District		18	30	20	32	32	36	24	24	18	9	20	15	18	16	17		10	18	14	10	17					
State		41	44	45	49	48	51	43	45	46	39	41	41	37	41	38		34	41	30	31	33					
Socioeconomically Disadvantaged																											
School		*	*	*	*	*	*	25	4		*	*	*	*	*	*		10	8	*	5	8					
District		16	24	17	26	28	32	22	20	14	12	17	14	10	18	18		13	15	8	8	15					
State		22	26	27	28	28	31	22	25	26	26	28	28	23	27	27		23	29	17	19	20					
Hispanic																											
School		*	*	*	*	*	*	20	21	6	*	*	*	*	*	*		0	6	7	0	13					
District		16	19	14	22	22	34	18	14	11	6	16	9	12	14	19		8	14	7	8	16					
State		22	26	28	28	28	32	23	25	26	26	29	29	23	28	27		23	28	17	20	21					
Caucasian																											
School		31	*	*	31	38	*	36	6	19	*	*	*	15	19	*		9	13	*	18	6					
District		21	33	40	43	50	22	35	43	21	19	25	23	14	29	17		15	25	33	21	22					
State		58	61	61	61	63	66	58	62	62	58	58	58	52	58	54		55	60	47	51	52					

CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country.

In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics.

The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

CAT/6 Norm Referenced Test												
% At or Above 50th Percentile												
	Reading						Math					
	3			7			3			7		
	05	06	07	05	06	07	05	06	07	05	06	07
All Students												
School	*	18	*	32	37	33	*	36	*	16	22	33
District	30	28	43	31	37	32	47	45	64	28	37	32
State	36	37	38	46	46	47	55	55	56	49	50	47
Males												
School	*	*	*	36	30	*	*	*	*	14	25	*
Caucasian												
School	*	*	*	46	50	*	*	*	*	23	31	*

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Physical Fitness

In the spring of each year, Crossroads Charter is required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test. **Due to the moderate number of students tested, results for this school are unavailable.**

Percentage of Students in Healthy Fitness Zone		
2006-07 Test Results		
	5th Grade	7th Grade
School		
School Overall	*	*
School (Boys)	*	*
School (Girls)	N/A	*
District		
District Overall	28.4%	29.2%
District (Boys)	32.6%	34.0%
District (Girls)	24.4%	24.5%
State		
State Overall	24.6%	29.4%
State (Boys)	22.4%	27.2%
State (Girls)	26.9%	31.8%

Completion of High School Graduation

Requirements

Students in California public schools must pass both the English/language arts and mathematics portions of the California High School Exit Exam (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, the table displays the percent of students who met all State and local graduation requirements, including having passed both portions of the CAHSEE or received a local waiver or State exemption. Detailed information about the CAHSEE can be found at the CDE website at <http://www.cde.ca.gov/ta/tg/hs>.

Completion of High School Graduation Requirements

	School	District	State
All Students	48.8%	48.8%	*
Socioeconomically Disadvantaged	100.0%	100.0%	*
African American	100.0%	100.0%	*
Hispanic	52.9%	52.9%	*
Caucasian	45.5%	45.5%	*
English Learners	75.0%	75.0%	*
Students with Disabilities	100.0%	100.0%	*

* Statewide data was not available at the time of publication.

Crossroads Charter Academy offers supplemental instruction for high school students in the form of evening and Saturday workshops, workbooks, and small tutorial opportunities.

California High School Exit Exam (CAHSEE) Results

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. Note: To protect student privacy, scores are not shown when the number of students is 10 or less. **Due to the moderate number of students tested, CAHSEE scores for this school are not disclosed.**

College Entrance Info

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit www.ucop.edu/pathways. To prepare for entrance to a CSU school, visit www.csumentor.edu.

UC/CSU Course Completion

Students at Crossroads Charter are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Enrollment

% of Student Enrollment in Courses Required for UC/CSU Admission	% of Graduates Who Completed All Courses Required for UC/CSU Admission
0.0%	100.0%

* Duplicated Count (one student can be enrolled in several courses).

Advanced Placement Classes

Crossroads Charter Academy encourages students to continue their education past high school. Crossroads Charter Academy offers several AP courses through the Learning Springs Curriculum, including English, Social Sciences, Science, and Math. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Career Technical Education Participation

Currently, no students at Crossroads Charter Academy participates in Career Technical Education (CTE) programs.

School Leadership

Leadership at Crossroads Charter is a responsibility shared among district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards.

For the past three years, leadership duties were assumed by Principal Laurie Blue. Principal Blue has 16 years of experience in education with positions as Lead teacher, Master Teacher, and Assistant Principal.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals.

Parent Involvement

Crossroads Charter Academy relies on parent involvement to help achieve academic success for all students. At Crossroads, our parents are truly partners in the education of their children.

Parents are required to attend weekly Teacher-Parent-Student conferences to review student progress. Parents have 24/7 access to all student work records to review grades, missed lessons or check on units completed. There are no secrets at Crossroads, no surprises at the end of the semester.

Parents also have a mandatory orientation that must be attended with the student to understand the program and hear the program expectations. Crossroads features Open Houses and booths at the community street fair to share our program with community members.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Principal at Crossroads Charter Academy at (559) 585-7295.

District Expenditures

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2005-06 school year. The "Expenditures Per Pupil" table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the State.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$3,262
From Restricted Sources	\$246
From Unrestricted Sources	\$3,016
District	
From Unrestricted Sources	\$4,205
Percentage of Variation between School & District	28.28%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	38.98%

District Revenue Sources

In addition to general fund State funding, Armona Union Elementary School District receives state and federal categorical funding for special programs.

For the 2005-06 school year, the district received approximately \$2,148 per student in federal and state aid for the following categorical, special education, and support programs:

- Lottery/Prop 20
- Migrant Education
- Title II, A
- Title II, D
- Title III, LEP
- California Beginning English Tutoring
- School Safety and Violence
- Special Education
- EIA/LEP
- School Improvement
- BTSA/PAR
- Family Resource Center
- Charter Schools Grant
- CAHSEE Intensive Instruction & Services
- Instructional Materials
- Categorical Block Grant



Teacher & Administrative Salaries as a Percentage of Total Budget

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 the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

School Site Teacher Salaries

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2005-06 school year.

Average Salary Information		
Teachers - Principal - Superintendent		
2005-06		
	District	State
Beginning Teachers	\$37,846	\$36,760
Mid-Range Teachers	\$54,128	\$52,816
Highest Teachers	\$65,670	\$64,666
Elementary School Principals	\$83,242	\$83,075
Middle School Principals	\$83,242	\$86,138
High School Principals	-	-
Superintendent	\$101,365	\$98,053
Salaries as a Percentage of Total Budget		
Teacher Salaries	40.3%	38.5%
Administrative Salaries	7.0%	6.4%

The "Average Teacher Salaries" table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

Average Teacher Salaries	
School & District	
School	\$51,465
District	\$54,600
Percentage of Variation	5.75%
School & State	
All Elementary School Districts	\$54,130
Percentage of Variation	4.93%

Data Sources

Data within the SARC was provided by Armona Union Elementary School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community members may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.