



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

2007-08

	Percentage
African American	1.7%
American Indian	1.3%
Caucasian	54.5%
Hispanic or Latino	41.1%
Pacific Islander	0.4%
Multiple or No Response	0.9%

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 four years, leadership duties were assumed by Principal Laurie Blue. Principal Blue has 17 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.



Teacher Assignment

Armona Union Elementary School District recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Crossroads Charter Academy had 35 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	9	17	35	109
Without Full Credentials	0	1	0	4
Working Outside Subject	0	0	0	4

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 year.

Misassignments/Vacancies	06-07	07-08	08-09
	Misassignments of Teachers of English Learners	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	100.0%	0.0%
District	97.8%	2.2%
High-Poverty Schools in District	96.7%	3.3%
Low-Poverty Schools in District	N/A	N/A



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.

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 1:231.

	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 25, 2008, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, visual and performing arts textbooks, 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.

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.

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.

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.

	Suspensions & Expulsions					
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	0	0	0	309	333	242
Suspension Rate	0.0%	0.0%	0.0%	27.3%	22.3%	14.4%
Expulsions	0	0	0	13	17	22
Expulsion Rate	0.0%	0.0%	0.0%	1.1%	1.1%	1.3%

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 2008. A copy of the plan is available to the public at the school and district offices.

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 Armona site closed in the summer of 2008. The school now has two centers in Hanford, and one in Lemoore. The Hanford and Lemoore sites are storefronts. 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 January 9, 2009.

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 2008-09 school year, the District budgeted \$96,004 for the deferred maintenance program. This represents 1.0% of the District's general fund budget.

Deferred Maintenance Projects

For the 2008-09 school year, the district's governing board approved deferred maintenance projects for this school that will result in new wall systems, new HVAC systems, new paint, and electrical upgrades. The district's complete deferred maintenance plan is available at the district office.

School Facility Conditions				
Date of Last Inspection: 08/18/2008				
Overall Summary of School Facility Conditions: Good				
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			

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, 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	No	No
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	In PI
First Year in PI	-	2008-2009
Year in PI (2008-09)	-	Year 1
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	20.00%

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800.

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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 School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	1	1	B	
Similar Schools Rank	N/A	N/A	B	
All Students				
Actual Growth	44	-48	-51	524
Caucasian				
Actual Growth	-	-	-	516

B - This is an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law.

N/A - Means a number is not applicable or not available due to missing data.

Alternative Schools Accountability Model (ASAM)

Crossroads Charter Academy participates in the Alternative Schools Accountability Model (ASAM) for reporting school performance. Alternative schools, like all schools, must seek to meet State standards of learning and achievement. The PSAA Advisory Committee finds that the accountability model for alternative schools directly acknowledges the fact that schools serving a majority of students who are at high risk for behavioral or educational failure, expelled or under disciplinary sanction, wards of the court, pregnant and/or parenting, or recovered dropouts must also meet the challenge of addressing personal and social issues that confront these students and interfere with their abilities to reach grade-level standards. ASAM accurately reflects the growth of students enrolled in alternative schools based on multiple indicators of progress reflecting academic performance as well as other aspects of growth. ASAM schools do not currently receive target information or state-wide or similar schools rankings in recognition of their markedly different educational missions and populations served.

California Standards Test

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at <http://star.cde.ca.gov>.

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

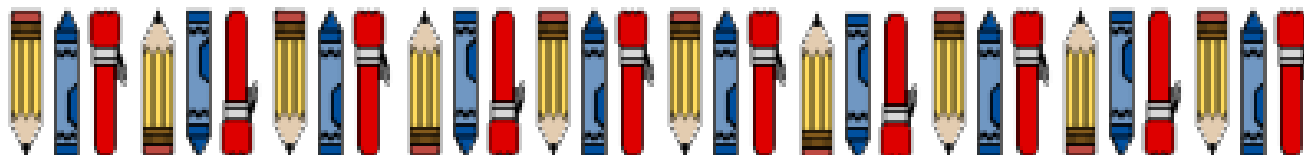
California Standards Test									
Subject	School			District			State		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
English/Language Arts	20	17	20	25	32	33	42	43	46
Mathematics	12	2	3	27	28	27	40	40	43
Science	7	8	9	11	19	27	35	38	46
History/Social Science	4	5	4	8	16	19	33	33	36

**When fewer than 10 students are tested in a grade level or subgroup, scores are not disclosed.*

The table below 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.

California Standards Test (CST) Subgroups				
	English/ Language Arts	Mathematics	Science	History/ Social Science
Male	18	6	15	3
Female	21	0	5	4
African American	*	*	*	*
American Indian	*	*	*	*
Asian	*	*		
Caucasian	24	4	12	7
Hispanic	17	0	9	0
Pacific Islander	*	*	*	*
English Learners	0	*	*	*
Students with Disabilities	*	*	*	
Students Receiving Migrant Education Services	*		*	*
Socioeconomically Disadvantaged	14	0	4	

**When fewer than 10 students are tested in a grade level or subgroup, scores are not disclosed.*



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 grades five and seven are not disclosed.



Percentage of Students in Healthy Fitness Zone

2007-08 Test Results

	5th Grade	7th Grade	9th Grade
School			
School Overall	*	*	15.0%
School (Boys)	*	*	*
School (Girls)	N/A	*	*
District			
District Overall	29.6%	30.3%	15.0%
District (Boys)	28.6%	19.0%	*
District (Girls)	30.8%	41.0%	*
State			
State Overall	28.5%	32.9%	35.6%
State (Boys)	25.5%	30.2%	36.7%
State (Girls)	31.6%	35.7%	34.5%

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

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.

CAHSEE By Subject

	2005-06			2006-07			2007-08		
	School	District	State	School	District	State	School	District	State
English	*	*	20.0	*	*	20.0	59.7	50.1	52.9
Mathematics	*	*	10.5	*	*	10.5	64.3	53.6	51.3

*Data unavailable from the California Department of Education.

CAHSEE By Student Group

	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	80.0	15.0	5.0	89.5	5.3	5.3
Male	76.9	15.4	7.7	84.6	7.7	7.7



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 2007-08 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>.

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

Completion of High School Graduation Requirements

	School	District	State
All Students	44.0%	44.0%	*
Socioeconomically Disadvantaged	8.0%	8.0%	*
American Indian	50.0%	50.0%	*
Hispanic or Latino	18.0%	18.0%	*
Caucasian	44.0%	44.0%	*
English Learners	50.0%	50.0%	*
Students with Disabilities	0.0%	0.0%	*
Multiple or No Response	0.0%	0.0%	*

* Data was not available at the time of publication.

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

	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	60.4%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

* 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.

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 3.0, 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.

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. The mobility of the students in independent study programs has caused an incline in our drop-out rate.

Graduation & Dropout Rates

	04-05	05-06	06-07
Dropout Rate	N/A	7.50%	16.03%
Graduation Rate	88.50%	80.00%	64.50%

Career Technical Education Participation

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

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.

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 2006-07 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	\$5,665
From Restricted Sources	\$409
From Unrestricted Sources	\$5,256
District	
From Unrestricted Sources	\$6,243
Percentage of Variation between School & District	15.81%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	0.83%

District Revenue Sources

For the 2006-07 school year, the district received approximately \$4,927 per student in federal and state aid for the following categorical, special education, and support programs:

- Lottery/Prop 20
- Migrant Education
- Title I
- 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
- Arts and Music Block Grant
- CAHSEE Intensive Instruction
- High Priority School Grant
- Discretionary 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 website.

Average Salary Information		
Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	\$40,117	\$37,322
Mid-Range Teachers	\$57,376	\$53,824
Highest Teachers	\$69,610	\$67,700
Elementary School Principals	\$88,237	\$85,507
Middle School Principals	\$88,237	\$91,421
Superintendent	\$107,447	\$104,993
Salaries as a Percentage of Total Budget		
Teacher Salaries	31.4%	37.6%
Administrative Salaries	5.7%	6.4%

School Site Teacher Salaries

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 state.

Average Teacher Salaries	
School & District	
School	\$49,980
District	\$58,546
Percentage of Variation	14.64%
School & State	
All Elementary School Districts	\$54,322
Percentage of Variation	8.00%

Data Sources

Data within the SARC was provided by Armona Union Elementary School District, retrieved from the 2007-08 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 may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.