



Crossroads Charter School

2015-2016 School Accountability Report Card

Armona Union Elementary School District

**Laurie K. Blue,
Principal**

lblue@armona.k12.ca.us

**School Address:
418 West 8th Street
Hanford, CA 93230
(559) 585-7295**

**CDS Code:
16-63875-0000000**

**Xavier Pina,
Superintendent
xpina@armona.k12.ca.us**

**District Address:
11115 C St.
Armona, CA 93202
(559) 583-5000**

www.auesd.com

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. 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 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents 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, the county, and the state. 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).

School Profile (School Year 2015-16)

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, CAASPP and the NWEA (We will continue to focus on the Common Core State Standards and CAASPP)
- Promoting reading and math growth
- Involving students in maintaining a safe and orderly learning environment
- Utilizing the latest technology to deliver an outstanding curriculum

Offering Vocational Education classes for our students to explore career interests.

Enrollment By Grade (School Year 2015-16)

This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment Trend by Grade Level

	2013-14	2014-15	2015-16
K	1	-	1
1st	1	-	1
2nd	1	1	3
3rd	2	2	2
4th	-	2	4
5th	2	2	2
6th	6	2	1
7th	7	5	5
8th	19	16	9
9th	22	17	13
10th	27	22	16
11th	41	28	22
12th	65	43	40

Enrollment By Ethnicity Or Student Group (School Year 2015-16)

This chart illustrates the enrollment trend by ethnicity or student group.

Enrollment by Student Group

	2015-16
	Percentage
Black or African American	0.8%
American Indian or Alaska Native	5.0%
Asian	-
Filipino	-
Hispanic or Latino	56.3%
Native Hawaiian or Pacific Islander	-
White	37.0%
Two or More Races	0.8%
EL Students	10.1%
Socioeconomically Disadvantaged	69.7%
Students with Disabilities	10.1%
Foster Youth	-

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Highly Qualified Teachers (School Year 2015-16)

Federal law 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.

For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.

Highly Qualified Teachers

	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	96.2%	3.9%
All Schools in District	97.8%	2.3%
High-Poverty Schools in District	97.8%	2.3%
Low-Poverty Schools in District	N/A	N/A

Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

Teacher Credential Status

	School			District
	14-15	15-16	16-17	16-17
Fully Credentialed	36	28	13	57
Without Full Credentials	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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

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

	14-15	15-16	16-17
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

School Facilities (School Year 2016-17)

Crossroads Charter Academy is an Independent Study Program that currently has a learning center available for students to come into and use the computers, printers, and other necessary technology as well as receive academic assistance if necessary. We are currently located within two spacious buildings within walking distance of each other in the heart of downtown Hanford. Our facility is clean, well lighted, safe and well furnished.

The facility strongly supports teaching and learning through its ample classroom space. Facility information was current as of August 1, 2016.

Science Lab Equipment

The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.

Instructional Materials (School Year 2016-17)

Armona Union Elementary held a public hearing on September 8, 2015, and determined that each school within the district had 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 California 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.

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 eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. The paper-pencil assessments include the Science assessments for grades five, eight, and ten: the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

School Facility Conditions				
Date of Last Inspection: 08/01/2012				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

This table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11) for the past two school years and Science for the last three years.

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
English Language Arts/Literacy (Grades 3-8 and 11)	--	24	21	--	25	26	--	44	48
Mathematics (Grades 3-8 and 11)	--	8	9	--	13	16	--	34	36
Science (Grades 5, 8, and 10)	29	28	25	27	26	32	60	56	54

The following table displays school-wide data for all students who took the Science assessment in grades five, eight, and and/or ten, broken down by student group.

The following tables display information on student achievement by student groups for the school in ELA and Mathematics for grades three through eight and eleven.

Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. 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 on the CAAs divided by the total number of students who participated in both assessments.

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.

California Assessment of Student Performance and Progress - Science

Science				
Student Groups	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	53	44	83.02	25
Male	31	26	83.87	30.77
Female	22	18	81.82	16.67
Hispanic or Latino	35	30	85.71	16.67
White	17	14	82.35	42.86
Socioeconomically Disadvantaged	38	32	84.21	18.75

California Assessment of Student Performance and Progress - Grade 8

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	23	21	91.3	23.81	21	91.3	9.52
Male	17	15	88.24	20	15	88.24	13.33
Hispanic or Latino	16	15	93.75	20	15	93.75	13.33
Socioeconomically Disadvantaged	15	14	93.33	21.43	14	93.33	--

California Assessment of Student Performance and Progress - Grade 11

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	29	23	79.31	26.09	23	79.31	8.7
Male	16	12	75	8.33	12	75	--
Female	13	11	84.62	45.45	11	84.62	18.18
Hispanic or Latino	15	11	73.33	9.09	11	73.33	--
Socioeconomically Disadvantaged	17	13	76.47	23.08	13	76.47	7.69

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'.

Career Technical Education (CTE) Programs (School Year 2015-16)

In addition to our on-site CTE Elective offerings, Crossroads Charter career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at Crossroads Charter have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. Advisors/Guidance Counselors offer additional support through various programs, including work experience courses and working on "soft skills" across all curricular areas.

Career Technical Education Participation (School Year 2015-16)

Students at Crossroads Charter Academy have the opportunity to participate in Career Technical Education (CTE) courses in the area(s) of either Building Skills or Health Science Careers (or both.) These are offered as on site vocational education introductory classes that provide students with a taste of several occupations within the designated field. We are working towards expanding course offerings in these pathways to create increased opportunities for our students, as it our goal to produce career and/or college ready students.

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)

Question	Response
How many of the school's pupils participated in CTE programs?	33
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	31.0%
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	0.0%

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2015-16)

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.

C. Engagement

State Priority: Parental Involvement

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

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

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) 583-5060.

Parent Involvement (School Year 2015-16)

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.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout & Graduation Rates (Four-Year Cohort Rate)

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.

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in the table.

	Graduation & Dropout Rates					
	Dropout			Graduation		
	12-13	13-14	14-15	12-13	13-14	14-15
School	24.7%	19.2%	18.4%	65.6%	65.4%	50.0%
District	24.7%	19.2%	18.4%	65.6%	65.4%	50.0%
State	11.4%	11.5%	10.7%	80.4%	81.0%	82.3%

Completion of High School Graduation Requirements

To receive a high school diploma, students must fulfill state and district graduation requirements. The minimum state course requirements for graduation include:

- Three years of English
- Two years of mathematics (including Algebra I)
- Three years of social science (including U.S. history and geography; world history, culture, and geography; one semester of American government; and one semester of economics)
- Two years of science (including biology and physical science)

- Two years of physical education

• The choice of: one year of foreign language; visual and performing arts; or career technical education. For purpose of satisfying the minimum course requirement, a course in American Sign Language shall be deemed a course in foreign language

Students who successfully complete Algebra I in middle school must still complete a minimum of two years of mathematics in high school. Recognizing that these 13 courses of preparation are state minimum requirements, local school boards often set local graduation requirements that exceed the state-mandated requirements

For students who began the school year in the 12th grade, the table displays the percent of students who met all state and local graduation requirements.

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

Completion of High School Graduation Requirements

	School	District	State
All Students	41.5%	39.6%	85.7%
African American/Black	50%	38.5%	76.9%
American Indian or Alaska Native	500%	125%	74.9%
Asian	0%	14.3%	92.8%
Filipino	0%	100%	96.8%
Hispanic or Latino	37.1%	31.5%	84.5%
Native Hawaiian or Pacific Islander	0%	0%	84.9%
White	25%	48.9%	87.2%
Two or More Races	100%	66.7%	91.4%
English Learners	33.3%	2.9%	50.9%
Socioeconomically Disadvantaged	40.4%	20.3%	76.6%
Students with Disabilities	66.7%	66.7%	68.4%

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates and expulsion rates; and
- Other local measures on the sense of safety.

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

	Suspensions			Expulsions		
	13-14	14-15	15-16	13-14	14-15	15-16
School	0.00	0.00	0.00	0.00	0.00	0.00
District	3.43	3.08	3.91	0.47	0.13	0.00
State	4.36	3.80	3.65	0.10	0.09	0.09

Safe School Plan (School Year 2016-17)

Safety of students and staff is a primary concern at the 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 August of 2013, our school safety plan was updated and reviewed with school staff. This plan is updated annually from the original Comprehensive Safety Plan that was developed by the District in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997, in 1998. 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. A copy of the plan is available to the public at the school and district offices.

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 2016-17)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs

	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2008-2009
Year in PI	-	Year 3
# of Title I Schools Currently In PI	-	3
% of Title I Schools Currently In PI	-	100.0%

Advanced Placement Classes (School Year 2015-16)

Crossroads Charter Academy encourages students to continue their education past high school. Crossroads Charter Academy offers several AP courses through the Caliquity learning platform, 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. In addition to the Caliquity Curriculum we encourage students to concurrently enroll in the two junior colleges in the area.

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. In addition to this, CCA has monthly staff meetings, where professional development takes place. These meetings are held the 2nd Thursday of each month for a 2 hour time period. The Assistant Principal/Curriculum Coordinator is available daily to work with any teacher who requires more assistance.

Counseling & Support Staff (School Year 2015-16)

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 1:140. Note: One Full Time Equivalent (FTE) equals one staff member working full time.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Academic Counselor	1	0.5
Library Media Aide	1	1.0
Nurse	1	0.2
Psychologist	1	0.4
Speech and Language Specialist	1	0.2

Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution

	Average Class Size			Classrooms Containing:											
	14	15	16	14	15	16	14	15	16	14	15	16	14	15	16
By Subject Area															
K	1	-	4	1	-	1	-	-	-	-	-	-	-	-	-
1	1	-	5	1	-	1	-	-	-	-	-	-	-	-	-
2	1	1	4	1	1	1	-	-	-	-	-	-	-	-	-
3	-	2	4	-	1	1	-	-	-	-	-	-	-	-	-
4	3	2	8	1	1	1	-	-	-	-	-	-	-	-	-
5	1	2	7	1	1	1	-	-	-	-	-	-	-	-	-
6	3	2	9	1	1	1	-	-	-	-	-	-	-	-	-
By Subject Area															
English	4	3	8	67	76	23	-	-	-	-	-	-	-	-	-
Mathematics	4	3	8	38	47	23	-	-	-	-	-	-	-	-	-
Science	6	5	8	21	18	23	-	-	-	-	-	-	-	-	-
Social Science	5	4	8	32	23	23	-	-	-	-	-	-	-	-	-

School Site Teacher Salaries (Fiscal Year 2014-15)

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	\$69,155
District	\$67,170
Percentage of Variation	3%
School & State	
All Elementary School Districts	\$60,985
Percentage of Variation	13.4%

Teacher & Administrative Salaries (Fiscal Year 2014-15)

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 2014-15

	District	State
Beginning Teachers	\$44,691	\$41,085
Mid-Range Teachers	\$63,919	\$59,415
Highest Teachers	\$77,547	\$75,998
Elementary School Principals	\$106,320	\$100,438
Middle School Principals	\$106,320	\$101,868
High School Principals	-	-
Superintendent	\$112,000	\$116,069

Salaries as a Percentage of Total Budget

Teacher Salaries	33.0%	33.0%
Administrative Salaries	6.0%	7.0%

District Expenditures (Fiscal Year 2014-15)

The 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	\$9,951
From Supplemental/Restricted Sources	\$1,132
From Basic/Unrestricted Sources	\$5,821
District	
From Basic/Unrestricted Sources	\$2,998
Percentage of Variation between School & District	94.2%
State	
From Basic/Unrestricted Sources	\$5,677
Percentage of Variation between School & State	2.5%

District Revenue Sources (Fiscal Year 2014-15)

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
- Special Education
- CAHSEE Intensive Instruction