

Armona Union Elementary School District

Crossroads Charter School

2008-2009 School Accountability Report Card

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Principal**

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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

2008-09

	Percentage
African American	3.0%
American Indian	0.4%
Asian	0.4%
Caucasian	46.5%
Filipino	0.4%
Hispanic or Latino	42.6%
Pacific Islander	0.0%
Multiple or No Response	6.5%

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		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	0	0	0	333	242	219
Suspension Rate	0.0%	0.0%	0.0%	22.3%	14.4%	12.3%
Expulsions	0	0	0	17	22	7
Expulsion Rate	0.0%	0.0%	0.0%	1.1%	1.3%	0.4%

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					
	07	08	09	07	08	09	07	08	09			
Mathematics	-	14	21	-	6	3	-	2	4	-	-	-

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 seven days to staff development annually.

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	4	2

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			District
	School			
	06-07	07-08	08-09	08-09
Fully Credentialed	17	35	36	164
Without Full Credentials	1	0	1	5
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 year.

	Misassignments/Vacancies		
	06-07	07-08	08-09
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	98.1%	1.9%
District	99.2%	0.8%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

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.

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.

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.

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 two 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 open for student drop in use, and one in Lemoore for testing and weekly meetings. The Hanford sites are storefronts and the Lemoore site is housed in the Kings County of Education Lemoore campus. Each Hanford 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.

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

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.

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 (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	17	20	28	32	33	40	43	46	50
Mathematics	2	3	6	28	27	32	40	43	46
Science	8	9	32	19	27	41	38	46	50
History/Social Science	5	4	23	16	19	35	33	36	41

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)				
Subject	Subgroups			
	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	*	*	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	22	10	17	20
Pacific Islander	*	*	*	*
Caucasian	33	6	46	24
Males	25	5	33	27
Females	31	7	31	19
Socioeconomically Disadvantaged	24	9	22	14
English Learners	*	*	*	*
Students with Disabilities	*	*	*	*
Migrant Education	*	*	*	*

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

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				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	1	B	B	
Similar Schools Rank	N/A	B	B	
All Students				
Actual Growth	-48	-51	136	658
Caucasian				
Actual Growth	-	-	-	658

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. Growth, target, and rank information are not applicable to LEAs.

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

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students

	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students

	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

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 (2009-10)	-	Year 2
# of Schools Currently in PI	-	2
% of Schools Identified for PI	-	40.00%

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)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	Yes
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	No	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	No		N/A	

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.

California High School Exit Exam (CAHSEE)

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. The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period.

CAHSEE By Subject									
	2006-07			2007-08			2008-09		
	School	District	State	School	District	State	School	District	State
English	-	-	-	20.0	20.0	52.9	50.0	50.0	52.0
Mathematics	-	-	-	10.5	10.5	51.3	26.1	26.1	53.3

CAHSEE By Student Group						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	50.0	25.0	25.0	75.0	20.8	4.2
Females	42.9	28.6	28.6	71.4	21.4	7.1
Hispanic or Latino	58.3	33.3	8.3	75.0	25.0	-
Caucasian	36.4	18.2	45.5	72.7	18.2	9.1

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	66.1%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	-

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

Advanced Placement Classes

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.

	# of Courses	Enrollment
Fine and Performing Arts		
Computer Science		
English		
Foreign Language		
Mathematics		
Music		
Science		
Social Science		
Totals		
Percent of Students in AP Courses		

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	48.0%	48.0%	*
Socioeconomically Disadvantaged	100.0%	100.0%	*
African American	0.0%	0.0%	*
Hispanic or Latino	46.0%	46.0%	*
Caucasian	54.0%	54.0%	*
English Learners	100.0%	100.0%	*
Multiple or No Response	67.0%	67.0%	*

* Data was not available at the time of publication.

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			
	05-06	06-07	07-08
Dropout Rate	7.50%	16.00%	29.30%
Graduation Rate	80.00%	69.00%	58.50%

Career Technical Education Participation

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

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.

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	\$44,435
District	\$61,500
Percentage of Variation	27.75%
School & State	
All Elementary School Districts	\$56,284
Percentage of Variation	21.06%

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		
2007-08		
	District	State
Beginning Teachers	\$41,934	\$38,481
Mid-Range Teachers	\$59,975	\$55,789
Highest Teachers	\$72,763	\$70,849
Elementary School Principals	\$92,234	\$88,862
Middle School Principals	\$81,994	\$94,015
High School Principals	-	\$97,594
Superintendent	\$112,314	\$110,994
Salaries as a Percentage of Total Budget		
Teacher Salaries	29.6%	37.2%
Administrative Salaries	5.9%	6.6%

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.

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 Musi Block Grant
- CAHSEE Intensive Instruction
- High Priority School Grant
- Discretionary Block Grant

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,009
From Restricted Sources	\$657
From Unrestricted Sources	\$6,352
District	
From Unrestricted Sources	\$8,381
Percentage of Variation between School & District	24.21%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	15.24%

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.

