

Crystal Middle School 2012-13 SCHOOL ACCOUNTABILITY REPORT CARD

Published During 2013-14

Crystal Middle

Contact Information (School Year 2013-14)

400 Whispering Bay Ln.

Suisun City, CA 94585-2862

(707) 435-5800

Principal:

Ms. Kristin Witt, Principal

Contact E-mail Address:

kristenw@fsusd.org

County-District-School (CDS) Code: 48705406051114

Fairfield-Suisun Unified

Contact Information (School Year 2013-14)

(707) 399-5000

www.fsusd.org

Superintendent:

Kris Corey

Contact E-mail Address:

krisc@fsusd.org



Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.

- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

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

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

District Contact Information (School Year 2013-14)

Name	Fairfield-Suisun Unified
Phone Number	(707) 399-5000
Web Site	www.fsusd.org
Superintendent	Kris Corey
E-mail Address	krisc@fsusd.org
CDS Code	48705406051114

School Contact Information (School Year 2013-14)

Name	Crystal Middle
Street	400 Whispering Bay Ln.
City, State, Zip	Suisun City, CA 94585-2862
Phone Number	(707) 435-5800
Principal	Ms. Kristin Witt, Principal
E-mail Address	kristenw@fsusd.org

School Description and Mission Statement (School Year 2012-13)

DESCRIPTION: Crystal Middle School is located in historic Suisun City. The school consists of grades 6th through 8th with about 960 students of diverse ethnic and socio-economic backgrounds. The school's population consists of English Learners (9.1%), Socio-economically Disadvantaged Students (71.7%), and Students with Disabilities (15.3%), as well as African-American (28%), Hispanic (34%), White (20%), Filipino (11%), Pacific Islander (1%), Asian (5%), and American Indian (1%) students. Crystal operates on a traditional calendar which includes both progress reports and semester grading periods. The sixth graders are double blocked in their math and English classes. The seventh and eighth grade students transition each period to core academic classes, physical education, and daily intervention classes if needed. Students found in need of additional academic support are scheduled in math and English Language Arts intervention classes. Students not needing additional support are able to take elective classes in the areas of art and music. The Crystal staff is composed of 38 full time teachers, two administrators, 14 support staff, a part-time psychologist, speech therapist, nurse, and librarian.

No Excuses University Philosophy: It is our goal to have 100% of our students proficient or advanced in the areas of reading, writing, and math. Through a culture of universal achievement, collaboration, standards alignment, assessment, data analysis, and interventions we will develop exceptional systems that will provide the foundation for ALL of our students to become college ready.

Opportunities for Parental Involvement (School Year 2012-13)

Our Parent Teacher Organization is always looking for more members. Our meetings are held regularly on the third Thursday of the month at 3:15. Crystal has several opportunities for parental involvement including School Site Council, Music Boosters, Parent Teacher Organization (PTO), and Science Olympiad. Also, our school wide reading campaign (Accelerated Reader) and homework policy encourage parent support. We have many opportunities for parent volunteers, such as classroom helpers, library helpers, chaperones for field trips and dances, and volunteers who wish to help with our fundraisers. Please contact our Principal's Secretary, Heidi Stefanski at 707-435-5800 if you have any questions or suggestions

III. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	47%	56%	50%	53%	56%	56%	54%	56%	55%
Mathematics	33%	43%	37%	48%	50%	51%	49%	50%	50%
Science	61%	66%	61%	52%	55%	56%	57%	60%	59%
History-Social Science	45%	43%	39%	46%	45%	47%	48%	49%	49%

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

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	56%	51%	56%	47%
All Students at the School	50%	37%	62%	39%
Male	44%	37%	65%	44%
Female	56%	37%	59%	34%
Black or African American	40%	24%	54%	27%
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	61%	56%	55%	55%
Filipino	69%	52%	80%	63%
Hispanic or Latino	44%	33%	58%	39%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	58%	47%	78%	35%
Two or More Races	63%	54%	60%	38%
Socioeconomically Disadvantaged	45%	33%	58%	35%
English Learners	7%	14%	16%	8%
Students with Disabilities	38%	28%	51%	22%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	20.4%	20.4%	33.7%
9	N/A	N/A	N/A

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

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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 Rank	2010	2011	2012
Statewide	4	3	4
Similar Schools	4	3	4

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	7	35	-21
Black or African American	-19	70	-26
American Indian or Alaska Native			
Asian			
Filipino			-13
Hispanic or Latino	13	32	-11
Native Hawaiian or Pacific Islander			
White			-39
Two or More Races		8	
Socioeconomically Disadvantaged	25	25	-7
English Learners	2	15	-33
Students with Disabilities			

Note: 'N/D' means that no data were available to the CDE or LEA to report. 'B' means the school did not have a valid API Base and there is no Growth or target information. 'C' means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	School	Growth API	LEA	Growth API	State	Growth API
All Students at the School	910	757	15,643	790	4,655,989	790
Black or African American	241	708	2,746	728	296,463	708
American Indian or Alaska Native	8		165	803	30,394	743
Asian	46	797	793	861	406,527	906
Filipino	101	861	1,425	877	121,054	867
Hispanic or Latino	305	734	5,846	754	2,438,951	744
Native Hawaiian or Pacific Islander	9		187	796	25,351	774
White	134	786	3,028	845	1,200,127	853
Two or More Races	66	804	1,453	811	125,025	824
Socioeconomically Disadvantaged	662	735	9,086	743	2,774,640	743
English Learners	194	680	3,792	714	1,482,316	721
Students with Disabilities	120	603	1,782	606	527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

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

Federal Intervention Program (School Year 2013-14)

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 (ELA 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. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	6
Percent of Schools Currently in Program Improvement	N/A	85.7%

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Grade 6	266
Grade 7	356
Grade 8	341
Total Enrollment	963

Student Enrollment by Student Group (School Year 2012-13)

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Group	Percent of Total Enrollment
Black or African American	26.4
American Indian or Alaska Native	0.9
Asian	5
Filipino	10.9
Hispanic or Latino	33.2
Native Hawaiian/Pacific Islander	0.9
White	15.7
Two or More Races	7.00
Socioeconomically Disadvantaged	71.5
English Learners	21.5
Students with Disabilities	13

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2010-11 Number of Classes*			Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.7	6	9	10	32.3	3	5	16	28	8	7	16
Mathematics	30.5	2	14	8	29.9	5	11	10	29	5	7	17
Science	32.2	1	4	10	34	0	6	10	31	2	5	12
Social Science	32.1	1	3	12	35.1	0	3	14	32	2	4	15

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

School Safety Plan (School Year 2012-13)

Crystal's School Safety Plan was revised for the 2012-2013 school year to be consistent with the district wide adopted School Safety Plan. The plan is now a truly comprehensive plan that addresses any and all potential issues and is consistent from site to site. All staff received a copy of the plan in their Crystal Handbook. The plan has also been reviewed with all members of the faculty to ensure that everyone understands their role in an emergency situation. Emergency response procedures are also practiced through out the year with staff and students during our drills.

Crystal Middle School is also on year two of a three year grant for Safe School Ambassadors. The program was created because our school has recognized that students are the most important group that influence how people feel at school. Our small group of 45 positive, out-going students work together with their teacher advisors to make improvements in the emotional climate of our school.

Crystal Middle School is on a one year grant for the No Bully Program. The No Bully Program will provide on site training to all Crystal staff and provide additional training to a team of 10 staff members.

Suspensions and Expulsions

Rate*	School 2010-11	School 2011-12	School 2012-13	District 2010-11	District 2011-12	District 2012-13
Suspensions	26.33	34.2	37.1	15.53	19.7	20.6
Expulsions	0.76	0.6	0	0.6	0.4	0.2

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

Crystal Middle School is located on Whispering Bay Lane in the City of Suisun City.

General

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available on this site. Below is more specific information on the condition of the school and the efforts made to ensure the students are provided with a clean, safe, and functional learning environment.

Age of School Buildings

In this newer location (2003), the students are able to enjoy a larger, more modern facility, which includes 32 classrooms with up to 96,000 square feet in building space centered on quad area with a built-in amphitheater. The modern library/media center has been designed with, a circulation counter wired for electronic book check out system, elaborate book shelving near several locations that allow computerized access to the Internet for electronic research and an adjacent Video Production Studio lab station. The science classrooms will include chemical resistant counter-tops, built-in student labs, with adjacent classrooms, gas burners and numerous data drops as well as shared teacher's lab with modern safety equipment. In addition, specifically designed elective classrooms have been provided in the facility. This includes an art classroom that utilizes specialized cabinetry including plan drawers and numerous sinks throughout the room, an 'Exploring Technology' classroom that has been designed to provide students with valuable skills in many areas including, Aerodynamic Principals, Robotics, Laser and Fiber Optics, and Graphic Designs utilizing separate lab stations powered with electrical outlets and data drops. The Business lab's design allows the instruction of Marketing, Economics, Business Law, and Accounting. The cafeteria includes a full service kitchen, a snack bar and student store kiosk. The Gymnasium includes full service shower/locker facilities, high quality wood flooring, regulation basketball, badminton, volleyball, and six practice courts. Administrative offices are located in a central location in the front of the campus, with easy access and ample parking for staff and visitors. Several conference rooms and offices are provided in this area for parent/student conferences. 2004 was the first year the students and staff occupied this state of the art facility.

Maintenance and Repair

District maintenance staff ensures that 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.

Cleaning Process and Schedule

The District governing board has adopted Strategic Goals, which include cleaning standards for all schools in the District. (Strategic Goal #4). These standards are available at any school site and the District Office. The District's Operations Department works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school, along with the supervision of the site principal.

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/replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Deferred Maintenance Projects

There are no Deferred Maintenance projects planned at this site during the 2013-14 school year.

Modernization Projects

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There are no modernization projects planned at this site during the 2013-14 school year. The entire campus was built and opened in 2004 and therefore does not require modernization.

New Construction Projects

There are no new construction projects planned at this site during the 2013-14 school year.

School Facility Good Repair Status (School Year 2013-14)

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

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

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		—	—	
Interior: Interior Surfaces		—	—	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		—	—	
Electrical: Electrical		—	—	
Restrooms/Fountains: Restrooms, Sinks/Fountains		—	—	
Safety: Fire Safety, Hazardous Materials		—	—	
Structural: Structural Damage, Roofs		—	—	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		—	—	North end of the bus driveway needs repair.

Overall Facility Rate (School Year 2013-14)

	Exemplary	Good	Fair	Poor
Overall Rating	—		—	—

VII. Teachers

Teacher Credentials

Teachers	School 2010-11	School 2011-12	School 2012-13	District 2012-13
Teachers with Full Credential	40	38	36	835
Teachers without Full Credential	1	1	0	34
Teachers Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	2	0	

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	
All Schools in District	96	4
High-Poverty Schools in District	96	4
Low-Poverty Schools in District	96.49	3.51

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

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

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

Note: Cells shaded in black or with N/A values do not require data.

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

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

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

Month and year in which data were collected: January 2014

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	All pupils, including English learners, have state-adopted and standards-aligned reading/language arts textbooks and instructional materials to use in class and to take home to complete required homework assignments. Textbooks are current and in good condition.	For grades 6-8: Pearson Literature CA Reading and Language, copyright date 2010, adopted by local governing agency fall 2010. Reading/Language Arts Intensive Intervention Core Replacement in grades 6-8: Steck Vaughn Gateways, adopted by local governing agency spring 2009. Reading/Language Arts ELD in grades 6-8: Heinle Cengage Milestones, adopted by local governing agency spring 2009.	0%

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Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Mathematics	All pupils, including English learners, have state-adopted and standards-aligned mathematics textbooks and instructional materials to use in class and to take home to complete required homework assignments. Textbooks are current and in good condition.	For grades 6-8: Macmillan McGraw-Hill/Glencoe CA Mathematics, copyright date 2008, adopted by local governing agency spring 2008.	0%
Science	All pupils, including English learners, have state-adopted and standards-aligned science textbooks and instructional materials to use in class and to take home to complete required homework assignments. Textbooks are current and in good condition.	For grades 6-8: Prentice Hall CA Science Explorer, copyright date 2008, adopted by local governing agency spring 2007.	0%
History-Social Science	All pupils, including English learners, have state-adopted and standards-aligned history/social science textbooks and instructional materials to use in class and to take home to complete required homework assignments. Textbooks are current and in good condition.	For grades 6-8: Holt CA Social Studies, copyright date 2006, adopted by local governing agency spring 2007.	0%
Foreign Language	All pupils, including English learners, have state-adopted and standards-aligned foreign language textbooks and instructional materials to use in class and to take home to complete required homework assignments. Textbooks are current and in good condition.	For grades 6-8: Holt, Rinehart, Winston World Languages, copyright date 2000, adopted by local governing agency spring 2000.	0%
Health	All pupils, including English learners, have state-adopted and standards-aligned health textbooks and instructional materials to use in class and to take home to complete required homework assignments. Textbooks are current and in good condition.	For grades 6-8: Macmillan McGraw-Hill Health and Wellness, copyright date 2006, adopted by local governing agency spring 2006.	0%
Science Laboratory Equipment (grades 9-12)			0%

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Visual and Performing Arts	All pupils have sufficient instructional materials to meet the standards. Programs are performance based.	All pupils have sufficient instructional materials to meet the standards. Programs are performance based.	0%

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$4,646	\$632	\$4,014	\$63,033
District	N/A	N/A	\$4,073	\$64,449
Percent Difference - School Site and District	N/A	N/A	-1.45	-2.2
State	N/A	N/A	\$5,537	\$69,704
Percent Difference - School Site and State	N/A	N/A	-27.51	-9.57

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

Crystal provides after school intervention to our ELD and General Education students that are Below Basic and Far Below Basic on the English Language Arts portion of the CST. The after school intervention is an intensive reading and writing curriculum geared to bring the ELD students and General Education students closer to grade level proficiency. Crystal also provides paraeducator support in both the ELD and general education classroom where there are ELD students present. The paraeducator assists the teacher in providing access to the core curriculum.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,281	\$41,461
Mid-Range Teacher Salary	\$63,014	\$66,132
Highest Teacher Salary	\$79,009	\$85,734
Average Principal Salary (Elementary)	\$103,907	\$107,205
Average Principal Salary (Middle)	\$110,377	\$111,640
Average Principal Salary (High)	\$121,763	\$122,627
Superintendent Salary	\$259,658	\$225,175
Percent of Budget for Teacher Salaries	0.41%	0.38%
Percent of Budget for Administrative Salaries	0.07%	0.05%

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

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Crystal is providing on site professional development for teachers in the areas of Teach For Success and English Language Literacy Acceleration. Teach For Success focuses on researched based instructional strategies that positively impact student learning. English Language Literacy Acceleration is also research based instructional strategies that focus on vocabulary development and reading strategies that impact student learning. There will be a total of 16 days of English Language Literacy Acceleration professional development for the 2012-2013 school year. There will be total of 10 days of Teach for Success professional development for the 2012-2013 school year.