

School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

Executive Summary School Accountability Report Card, 2009-10

Chrysalis Charter School

Address:	21945 Old Forty-Four Dr. , Palo Cedro CA 96073-9760	Phone:	530-547- 9726
Administrator:	Paul Krafel	Grade Span:	K - 8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2009-10 school year, except the School Finances and School Completion data that are reported for the 2007-08 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school administrator or the school office.

About This School

Chrysalis was the first charter school in Shasta County, opening in 1996. Thanks to our history and reputation, the Shasta County Board of Education sponsored us on March 22, 2006 , making us Shasta's first county-wide charter school.

Chrysalis is a kind, intellectual community that emphasizes understanding and service. In 2010, we now have nine credentialed staff teachers, 145 students, eight aides, several contract teachers teaching specialty classes, and a host of parent volunteers so many classes are small. In July of 2008, we moved to our current site at the former Bishop Quinn High School campus in Palo Cedro.

Because of our emphasis on understanding, the school offers a unique program that emphasizes direct interaction with the world rather than a textbook approach. We blend regular classroom instruction with options classes, service opportunities, and natural sciences field study. Options include art, music, video, jujitsu, and hiking. Parents, students, and teachers work together to design the students' educational programs. There are two school wide family camping trips each year, and

numerous field trips and community service activities.

We offer bus transportation, an independent study option, and a free after-school daycare program.

The business of our school is to nurture a learning community whose members contribute to the well being of both the natural world and human culture and the interactions between our community and the world at large. The school provides an environment where families can thrive academically, creatively, emotionally, ethically, and socially, and where students can experience the joys of learning.

Student Enrollment

Group	Percent
African American	0%
American Indian or Alaska Native	2.4 %
Asian	0 %
Filipino	0%
Hispanic or Latino	12 %
Pacific Islander	0%
White (not Hispanic)	81.6 %
Multiple or No Response	3.2 %
Eligible for free or reduced lunch	56.8 %
English Learners	0%
Students with Disabilities	4.00 %
Total Number of Students - in 2009/10	125

Teachers

Indicator	Teachers
Teachers with full credential	9
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language	69

Arts	
Mathematics	75
Science	96
History-Social Science	73

Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	846 *
Statewide Rank (from 2008 Base API Report)	n/a
2009-10 Program Improvement Status (PI Year)	Not in PI

School Facilities

Summary of Most Recent Site Inspection

We moved into the less than 15 year old facilities on the Bishop Quinn High School spacious 40 acre campus. We have six full-sized classrooms, a science lab, and two resource rooms as well as three small tutorial classrooms, and administrative space.	
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Repairs Needed

None. Facilities in excellent condition.
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Corrective Actions Taken or Planned

N/A

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	N/A

Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0% We are a science school

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	This table does not really fit the charter school model.
District	N/A
State	\$5,512

These next four tables are rather cryptic in that they do not refer to Chrysalis in any way.

They refer to state and national results from a test that Chrysalis students have never taken yet.

They are also from 2008/09.

NAEP Reading, Grade 4

Level	Result
Average Scale Score - State	209
Average Scale Score - National	220
Achievement Level - Basic	30%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

NAEP Reading, Grade 8

Level	Result
Average Scale Score - State	251
Average Scale Score - National	261
Achievement Level - Basic	41%
Achievement Level - Proficient	20%
Achievement Level - Advanced	2%

NAEP Mathematics, Grade 4

Level	Result
Average Scale Score - State	232

Average Scale Score - National	239
Achievement Level - Basic	72%
Achievement Level - Proficient	30%
Achievement Level - Advanced	5%

NAEP Mathematics, Grade 8

Level	Result
Average Scale Score - State	270
Average Scale Score - National	282
Achievement Level - Basic	59%
Achievement Level - Proficient	23%
Achievement Level - Advanced	5%

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The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) [SARC](#) Web page. For additional information about the school, parents and community members should contact the school administrator or the school office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE [DataQuest](#) Web page 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., Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, 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 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.

II. About This School

Contact Information (School Year 2009-10)

This section provides the schools contact information.

School		District	
School Name	Chrysalis Charter	District Name	Shasta County Office of Education
Street	21945 Old Forty-Four Dr.	Phone Number	530-225-0200
City, State,	Palo Cedro , CA 96073-9760	Web Site	www.shastacoe.org

Zip			
Phone Number	530-547-9726	Superintendent	Tom Armelino
Administrator	Paul Krafel	E-mail Address	rbeeson@shastacoe.org
E-mail Address	paul@chrysalisarterschool.com	CDS Code	45- 10454- 0111674

School Description and Mission Statement (School Year 2008-09)

School Description and Mission Statement (School Year 2008-09)

Mission: A community of kindness, respect, and love of learning, encouraging the light within each student to shine brighter.

Chrysalis contains all three of the characteristics that Ted Kolderie, one of the national leaders of the charter school movement, listed as being successfully pioneered by innovative charter schools and that have the potential to reform public education in a way that is different from the traditional "school reform". Those three characteristics are:

1. Small size - Chrysalis is an intentionally small school of around 125 students.
2. Teacher ownership - We operate as a teachers' co-op. Rather than being employees of the school, our teachers run the school. This nourishes dedication, innovation, and commitment.
3. Individualized learning rather than a standardized curriculum for all students. We place students in the classes where they can experience understanding, independent of age. We try to create opportunities for a student's passion to integrate with their academics.

Opportunities for Parental Involvement (School Year 2008-09)

Opportunities for Parental Involvement (School Year 2008-09)

Parents are an integral part of the school's operation, including instruction, governance, and maintenance. One of the reasons our parents are very loyal is because they feel very welcome. The strongest symbol of this is the presence of infants and toddlers in the classroom because their mothers are volunteering. Many Chrysalis students have literally begun coming to Chrysalis while in the womb.

We welcome parents into the classroom to do one-on-one reading and helping the class in many ways. Community members (parents and staff) provide instruction in

areas of special interest to them. Every person on the staff (teachers, administrative staff, aides, bus driver, custodian) except for three people is the parent of either a current or former student so the school culture is strong.

Families and staff take two camping trips per year (optional), each lasting up to 3 or 4 days. Locations include the redwoods, beaches, desert, and public forest and park campgrounds. Hiking and camping skills and field studies are emphasized.

Students and parents volunteer for Turtle Bay Exploration Park events and other community agency programs. We do not ask our students to sell things as fund-raisers for the school.

Families are required to give at least 40 hours of community support to Chrysalis each year.

Five parent representatives serve on our Chrysalis Council.

Student Enrollment by Grade Level (School Year 2009-10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	16
Grade 1	13
Grade 2	8
Grade 3	23
Grade 4	11
Grade 5	13
Grade 6	10
Grade 7	14
Grade 8	17
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	125

Student Enrollment by Group (School Year 200-10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	0%
American Indian or Alaska Native	2.4 %
Asian	0 %
Filipino	0%
Hispanic or Latino	12 %
Pacific Islander	0%
White (not Hispanic)	81.6 %
Multiple or No Response	3.2 %
Eligible for free or reduced lunch	56.8 %
English Learners	0%
Students with Disabilities	4.00 %

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	16.0	1			11.0	1			14.0	1		
1												
2												
3												
4												
5												
6												
K-3	15.5	2			16.0	2			20.0	1		
3-4									19.0	1		
4-8	15.5	1	1		14.0	2			17.7	2	1	
Other	23.0		1		22.0		1					

III. School Climate

School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan.

Our School Safety Plan's key elements are the school's dress code, control over how students enter and leave the school grounds, disaster procedures, child abuse reporting, emergency procedures, intruders on campus procedures, natural and environmental hazards and emergencies, parental code of behavior, and field trip guidelines. Safety and accidents are a topic at each weekly staff meeting. We are currently working with the Shasta County Sheriff's office to revise our safety plan for our new campus.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	.13	.02	.03	76.7	75.9	28.9
Expulsions	0	0	0	0.0	0.0	0.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Our current facilities are spacious and in fine condition.

School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status				Repair Needed and Action Taken or
	Exemplary	Good	Fair	Poor	

					Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				N/A
Interior: Interior Surfaces	X				N/A
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				N/A
Electrical: Electrical	X				N/A
Restrooms/Fountains: Restrooms, Sinks/ Fountains					N/A
Safety: Fire Safety, Hazardous Materials	X				N/A
Structural: Structural Damage, Roofs	X				N/A
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				N/A
Overall Rating	Facility is relatively young and in excellent repair.				N/A

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE [DataQuest](#) Web page.

Teachers	School		
	2007-08	2008-09	2009-10
With Full Credential	8	7	8
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	96.6	3.4

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	Teachers develop close relationships to our students.

Library Media Teacher (Librarian)	0	Each classroom has its library.
Psychologist		The following five positions are made available through our county's charter school special education consortium on an as-needed basis.
Social Worker		
Nurse		
Speech/Language/Hearing Specialist		
Resource Specialist (non-teaching)		
Other		

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	We use a variety of materials that allow us to respond to student interest. Lots of full-length, age-appropriate novels.	0
Mathematics	We use <i>Math Their Way</i> and our own curriculum at the lower grades. <i>College Preparatory Mathematics</i> in the middle school.	0
Science	With our nature focus, we develop much of our science from studying the world around us as well as hands-on science curriculum.	0
History-Social Science	Field trips and simulations at the lower grades (textbooks are not a very effective way to teach history to younger children) and a combination	0

	of textbooks, internet resources, and simulations at upper grades.	
Foreign Language	not taught	N/A
Health	Taught as part of science	0
Visual and Performing Arts	Integrated with other subjects plus option classes	0
Science Laboratory Equipment (grades 9-12)	As a science school, even young students use a variety of equipment.	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	This table does not make sense in our charter school model.			Our teachers' co-op handles salaries in a way that doesn't fit this model.
District	N/A	N/A		
Percent Difference – School Site and District	N/A	N/A		N/A
State	N/A	N/A	\$5,512	
Percent Difference – School Site and State	N/A	N/A		N/A

Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

We receive Title 1 funding to provide extra instruction in language arts and math for students who need the extra help. Our special education consortium provides many supplemental services. The kind environment and the close, long-term relations between students and teachers is a very special "service" of Chrysalis.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

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 a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	N/A	This table is inappropriate for our school.
Mid-Range Teacher Salary	N/A	We are sponsored by the county, not a district.
Highest Teacher Salary	N/A	The county operates a wide variety of schools with a wide variety of salaries and expenses.
Average Principal Salary (Elementary)	N/A	Also, Chrysalis operates as a teachers' co-op.
Average Principal Salary (Middle)	N/A	Our salaries are determined in a way very different than most schools.
Average Principal Salary (High)	N/A	Our administrator also teaches.
Superintendent Salary	N/A	
Percent of Budget for Teacher Salaries	N/A	
Percent of Budget for Administrative Salaries	N/A	

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The 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 two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for 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 CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. 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. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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

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

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	49	56	74	13	18	29	43	46	50
Mathematics	45	55	72	15	22	28	40	43	46
Science	68	74	80	12	17	23	38	46	50
History-Social Science	*	18	27	6	6	12	33	36	41

Note: Scores are not shown when the number of students tested is 10 or less because

the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

This table 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.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American				
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino				
Hispanic or Latino	*	*	*	*
Pacific Islander				
White (not Hispanic)	76	73	80	*
Male	74	78	*	*
Female	75	66	64	*
Economically Disadvantaged	80	72	*	*
English Learners				
Students with Disabilities	*	*	*	
Students Receiving Migrant Education Services	*	*		

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding

this test, and comparisons of a school’s test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	Less than 10 students	Less than 10 students	Less than 10 students
7	26.7	20.0	13.3
9	N/A	N/A	N/A

X. Accountability

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. Detailed information about the API can be found on the CDE [Academic Performance Index \(API\)](#) Web page.

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 one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten 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 one 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 ten means that the school’s academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide		5 *	6 *
Similar Schools		N/A	N/A

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or 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.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

" * " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

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

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	10	20	84	871 *
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				879
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

Adequate Yearly Progress

The federal NCLB Act 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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

This table displays an indication of whether the school made AYP overall and met each of the AYP criteria.

AYP Criteria	School
Overall	Yes
Participation Rate - English-Language Arts	Yes
Participation Rate - Mathematics	Yes
Percent Proficient - English-Language Arts	Yes
Percent Proficient - Mathematics	Yes
API	Yes

"Yes" Met 2009 AYP Criteria

"No" Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

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. Detailed information about PI identification can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Indicator	School
Program Improvement Status	Not in PI
First Year of Program Improvement	

Year in Program Improvement	
Number of Schools Currently in Program Improvement	N/A
Percent of Schools Currently in Program Improvement	N/A

XI. School Completion and Postsecondary Preparation

Inapplicable since we are a K-8 school, not a high school.

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.

Chrysalis staff is highly trained in specialized areas such as GEMS, GLOBE, CSIN, and SIRC. In addition, the staff attends charter school leadership conferences and educational workshops to maintain and improve their skills. Three of our teachers currently participate in the Project SMART inservice project. One teacher was selected to participate in state-wide On My Honor Civics Institute summer inservice.

Because we are a small school, we do not schedule professional development days. Instead, individual teachers attend classes whenever they are scheduled and the rest of the staff or substitutes cover during that time. However, we have two hour staff meetings every week where we work together to schedule and plan school activities.

Experienced staff provides individual mentoring for new and less experienced teachers, as well as conducting workshops for parents and other school staff.

Each new employee goes thorough orientation with their immediate supervisor, and is provided with guidelines for educational, legal, and ethical requirements for working with students.

XIII. National Assessment of Educational Progress

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 and English language learners 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 (Outside Source).

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. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

Subject and Grade Level	Average Scale Score		State Percent at 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
Mathematics 2009, Grade 4	232	239	41	25	5

Mathematics 2009, Grade 8	270	282	36	18	5
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National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

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

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92