

Chrysalis Charter

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.



Ms. Irene Salter, Administrator

Principal, Chrysalis Charter

About Our School

Welcome to Chrysalis's "report card"!

We are unique in many ways. For example, I am not the principal, I am the administrator of a teacher-powered school. Rather than teachers being contracted employees under my direction, teachers oversee the budget, select and mentor fellow teachers, develop school policies, set the calendar and schedule, and much more. I am a facilitator — one who supports the teachers, staff, and students in solving problems, clearing barriers, and securing resources so that they might focus their energies on teaching and learning. Teachers have far greater creative autonomy in the classroom than in most schools, and thus can teach for true understanding, follow their own passions, and cultivate the "light" in each student.

Much information about our school is on-line at www.chrysalischarterschool.com

Contact

*Chrysalis Charter
21945 Old Forty-Four Dr.
Palo Cedro, CA 96073-9760*

*Phone: 530-547-9726
E-mail: irene@chrysalischarter.org*

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Shasta County Office of Education
Phone Number	(530) 225-0200
Superintendent	Judy Flores
E-mail Address	jflores@shastacoe.org
Web Site	www.shastacoe.org

School Contact Information (School Year 2017-18)	
School Name	Chrysalis Charter
Street	21945 Old Forty-Four Dr.
City, State, Zip	Palo Cedro, Ca, 96073-9760
Phone Number	530-547-9726
Principal	Ms. Irene Salter, Administrator
E-mail Address	irene@chrysalischarter.org
Web Site	www.chrysalischarterschool.com
County-District-School (CDS) Code	45104540111674

Last updated: 1/10/2018

School Description and Mission Statement (School Year 2017-18)

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

Our mission statement arose from a literature class taught by Paul Krafel (Mr. Paul) on Ralph Waldo Emerson in the school's ninth year. As the students read Emerson's words, Mr. Paul asked them to give voice to the words, not just read them. They did so, with increasing energy, going around the circle until it came back to Mr. Paul. Then he too went around the room, looking each student in their eyes as he recited a quote from Emerson ("Trust thyself." "Every heart vibrates to that iron string." "Never intimidate."), and saw the light within their eyes shining back out at him. Over the next few weeks, the class frequently came back to the idea of "eye shine" and their exultant class call of "My beacon fire is lit!" When these classroom stories were shared with fellow teachers, the phrase, "Encouraging the light within each student to shine brighter," was developed as a part of a display for Public School Week in the local mall. A month later, the school realized that this was our mission statement.

It is notable that "encouraging the light" emerged in a bottom-up manner over many months in response to the children who are the reason for the school. In fact, this student-centered, bottom-up organization is central to Chrysalis' identity as a teacher powered school. One of the founding principles of Chrysalis comes from the book, Complexity, by Michael Waldrop: "Use local control instead of global control. Let the behavior emerge from the bottom up, instead of being specified from the top down. And while you're at it, focus on ongoing behavior instead of the final result.... living systems never really settle down." As much as our mission statement is central to who we are, so too is our bottom-up organization.

Our mission statement shapes every aspect of Chrysalis - from the small size of our school, to the way we teach, to the close relationships we form with families. At Chrysalis, we believe in sparking creativity, helping students make connections, and cultivating a true understanding of the academic material. Learning at Chrysalis is student centered and grounded in direct experience with the real world. Classes are small so that we can be responsive to teachable moments and delve deeper into the material. Students are placed in core subject classes by ability level so that students experience understanding rather than boredom or failure.

Nowhere is our interactive approach more visible than in our science program. Instead of saying, "I don't know" or "Here's the answer to memorize," we encourage students to ask, "How can I figure it out?" and give them the tools they need to do so. Field study is a central part of our science curriculum. Every week you will find students out in nature exploring Palo Cedro, Turtle Bay, the Sacramento River, Clear Creek, and other beautiful locations. We believe that the outdoors is the perfect subject for developing sensitivity and fluency in thinking about complex subjects. Twice a year, the whole school embarks on a family camping trip to introduce our students and their families to locations ranging from Mount Lassen, Lava Beds National Monument, Yosemite, Point Reyes, and the redwood coast.

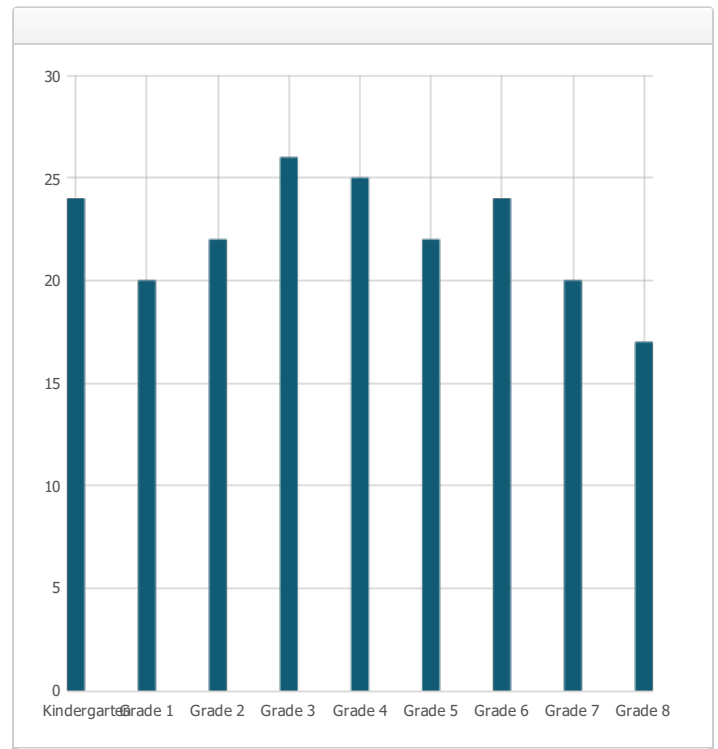
Chrysalis is more than a school; it is a community, a family. Students, parents, and teachers become partners working together toward a common goal. Parents experience the school as a dynamic, learning environment for the entire family. We work hard to maintain our culture of kindness and respect so that students can come to school trusting that they won't be bullied or teased. Students report that they are free to be who they really are at Chrysalis.

We offer bus transportation, an independent study "homeschool" option, a wide variety of electives, and a free after-school daycare program.

Last updated: 1/10/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	24
Grade 1	20
Grade 2	22
Grade 3	26
Grade 4	25
Grade 5	22
Grade 6	24
Grade 7	20
Grade 8	17
Total Enrollment	200

*Last updated: 1/10/2018***Student Enrollment by Student Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	0.5 %
Asian	1.0 %
Filipino	0.0 %
Hispanic or Latino	10.5 %
Native Hawaiian or Pacific Islander	0.0 %
White	77.5 %
Two or More Races	9.0 %
Other	1.5 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	49.5 %
English Learners	0.0 %
Students with Disabilities	11.0 %
Foster Youth	0.0 %

Last updated: 1/10/2018

A. Conditions of Learning

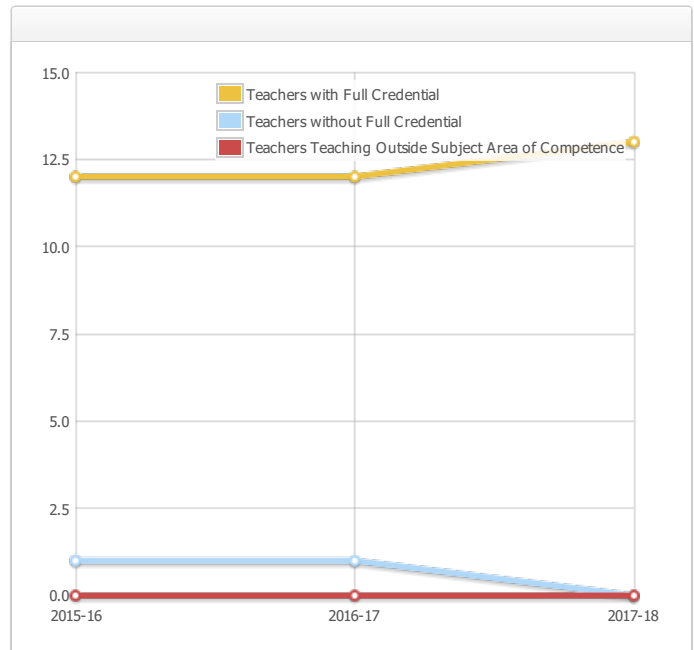
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

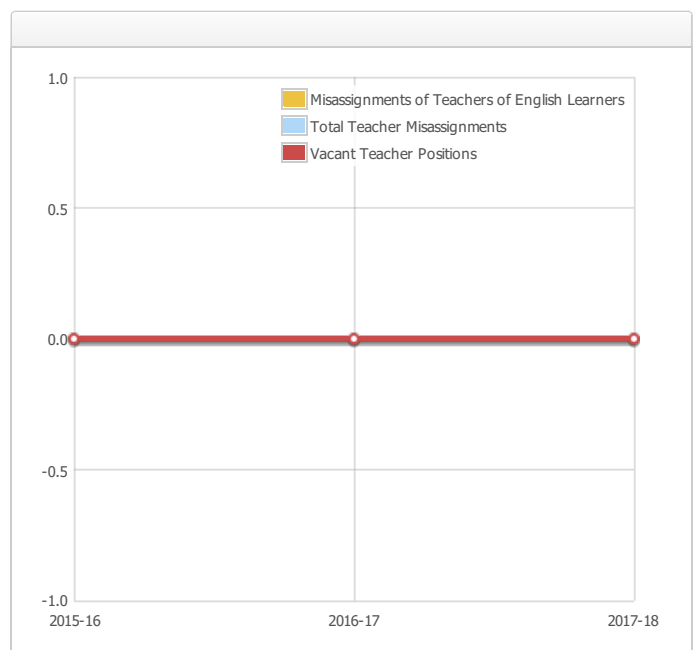
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	12	12	13	13
Without Full Credential	1	1	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/10/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	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.

Last updated: 1/10/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: January 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>The district does not adopt any textbooks or instructional materials to stay true to the nature of our unique program and respect the nature of this teacher powered school. Unlike traditional public schools, the LCAP guidelines state that "charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated." The nature of our program emphasizes teaching for understanding; responsive teaching; and fostering curiosity, initiative and an inquiry-mindset. Thus, while we use the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS) as a general guide, teachers frequently deviate from these in order to follow the passions of their students and to encourage curiosity and initiative. Thus, teachers are given the autonomy to select their own textbooks and instructional materials so long as 100% of students have access to grade appropriate instructional materials and 100% of students have their own assigned copies of required texts.</p> <p>In the summer of 2016, the teachers purchased the Journeys, ELA curriculum for grades K-6. This is not considered a district adoption since the teachers have the discretion to deviate from this text, and adapt it to best fit the needs of the students. The Journeys curriculum forms the core of our K-6 ELA instructional materials, but are supplemented by many teacher selected resources.</p> <p>The fact that we rank twelfth in the county on the 2017 ELA Smarter Balanced tests, well outstripping the county average (53.54% standard met or exceeded compared to 47.95% countywide) demonstrate that a textbook and standards-based approach is not the only model for successful education as measured by the standards-based metric. Fortunately, the guiding principles behind the CCSS and NGSS are well aligned with a central tenant of our educational philosophy – to teach for understanding. While the nature of our program allows us the flexibility to deviate from the state standards and select our own textbooks and instructional materials, we believe that our emphasis on student-directed learning and teaching for understanding closely aligns with the current state standards and will be reflected in our standardized test scores.</p>	Yes	0.0 %
Mathematics	<p>As with ELA, the district does not adopt any textbooks or instructional materials to stay true to the nature of our unique program and respect the nature of this teacher powered school. Teachers are given the autonomy to select their own textbooks and instructional materials so long as 100% of students have access to grade appropriate instructional materials and 100% of students have their own assigned copies of required texts. Currently, grades K-2 are using Bridges in Mathematics, second edition, published by the Math Learning Center (first used in 2014). Grades 3-5 are using Patterns in Arithmetic, published by Pattern Press (first used in 1996 and continually improved upon since that time). Grades 6-8 are using College Preparatory Mathematics, Core Connections, published by CPM Educational Foundation (first used in 2012). Of these, College Preparatory Mathematics is the only one that is part of the 2014 Mathematics Instructional Materials Adoption (K–8). Both Bridges in Mathematics and Patterns in Arithmetic are Common Core aligned, but fit better with the nature of our program than any other SBE adopted materials, particularly our desire to teach for understanding; respond to student ideas; and foster curiosity, initiative and an inquiry-mindset.</p> <p>These texts form the core of our instructional materials, but are supplemented by many teacher selected resources. Our students rank seventh in the county on the 2016 math Smarter Balanced tests, well outstripping the county average (50.39% standard met or exceeded compared to 38.19% countywide).</p>	Yes	0.0 %
Science	<p>As with ELA, the district does not adopt any textbooks or instructional materials to stay true to the nature of our unique program and respect the nature of this teacher powered school. Teachers are given the autonomy to select their own textbooks and instructional materials so long as 100% of students have access to grade appropriate instructional materials and 100% of students have their own assigned copies of required texts. Many teachers use materials from Great Explorations in Mathematics and Science (GEMS) and the Full Option Science System (FOSS), both from the Lawrence Hall of Science. Of these, FOSS is part of the 2009 Science Instructional Materials Adoption (K–8). Some of these are NGSS aligned while others are not. In all cases, teachers have the freedom to make significant adaptations to these instructional materials to better meet the nature of our program -- in particular, teaching for understanding; responding to student ideas; and fostering curiosity, initiative and an inquiry-mindset. In addition, they supplement these units with many teacher selected resources.</p>	Yes	0.0 %
History-Social Science	<p>As with ELA, the district does not adopt any textbooks or instructional materials to stay true to the nature of our unique program and respect the nature of this teacher powered school. Teachers are given the autonomy to select their own textbooks and instructional materials so long as 100% of students have access to grade appropriate instructional materials and 100% of students have their own assigned copies of required texts.</p>	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %

Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/10/2018

School Facility Conditions and Planned Improvements

We lease facilities that are approximately 30 years old. They are well maintained and in good repair. We conduct monthly facility inspections and our insurance company inspects annually to ensure the buildings and ground are maintained safely. At this time, there are no necessary maintenance tasks. The roof on the classroom building was replaced in 2015. The roof on the administration building was replaced in 2017.

We recently completed several facility improvements through the use of Proposition 39 funding. First, we installed smart thermostats and sealed the heating and air ductwork in both the classroom and the administration building to increase our energy efficiency. Secondly, we installed a 22.2 kW(CEC) photovoltaic system that meets 50% of our electricity needs. Another 23.4 kW(CEC) photovoltaic system is in the permitting process and will be installed this spring. Finally, we anticipate re-insulating both of our buildings to increase the energy efficiency of our buildings.

Last updated: 1/10/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2018

Overall Rating	Good
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Last updated: 1/10/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	58%	54%	36%	43%	48%	48%
Mathematics (grades 3-8 and 11)	58%	50%	31%	37%	36%	37%

Note: Percentages are not calculated 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.

Last updated: 1/10/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	135	127	94.07%	53.54%
Male	74	71	95.95%	52.11%
Female	61	56	91.80%	55.36%
Black or African American				
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino	16	15	93.75%	73.33%
Native Hawaiian or Pacific Islander				
White	103	98	95.15%	50.00%
Two or More Races	13	12	92.31%	50.00%
Socioeconomically Disadvantaged	71	65	91.55%	56.92%
English Learners				
Students with Disabilities	22	20	90.91%	35.00%
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/10/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	135	127	94.07%	50.39%
Male	74	71	95.95%	49.30%
Female	61	56	91.80%	51.79%
Black or African American				
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino	16	15	93.75%	60.00%
Native Hawaiian or Pacific Islander				
White	103	98	95.15%	48.98%
Two or More Races	13	12	92.31%	41.67%
Socioeconomically Disadvantaged	71	65	91.55%	55.38%
English Learners				
Students with Disabilities	22	20	90.91%	35.00%
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/10/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	83.0%	84.0%	20.0%	52.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/10/2018

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 1/10/2018

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	36.4%	9.1%	27.3%
7	26.3%	21.1%	31.6%

Note: Percentages are not calculated 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.

Last updated: 1/10/2018

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

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, run math or language arts groups, and helping the class in many ways. We also encourage many forms of out-of-classroom participation ranging from correcting homework, graphic design, website assistance, weekend work days, and organizing evening events. Two parent representatives serve on our Chrysalis Board, five serve on our Development Committee, and four serve on our Site Council. One student serves on Site Council. Many people on the staff (teachers, office staff, aides, custodian) are the parent of either a current or former student so the school culture is strong.

There are many community building events that require the participation of our entire Chrysalis family to pull off. Families and staff take two camping trips per year (voluntary), each lasting 3 to 5 days. Locations include the redwoods, beaches, desert, and mountains and park campgrounds. Hiking, environmental science, and field studies are emphasized. At these camping trips, meals prepared by parent volunteers are available from our camp kitchen. Other community events would not be possible without the support of our amazing Parent Club including the Fall Festival, Holiday Performance (with spaghetti feed and dessert silent auction), Game Night, Parents Night Out, Talent Show, Graduation, and more. We do not ask our students to sell things as fund-raisers for the school though we joyfully support their efforts to organize bake sales and other events to raise money for events and causes that matter to them. Families are expected (though not required) to provide at least 40 hours of community support to Chrysalis each year.

All families receive a weekly school newsletter that offers school and community news and information.

State Priority: Pupil Engagement

Last updated: 1/10/2018

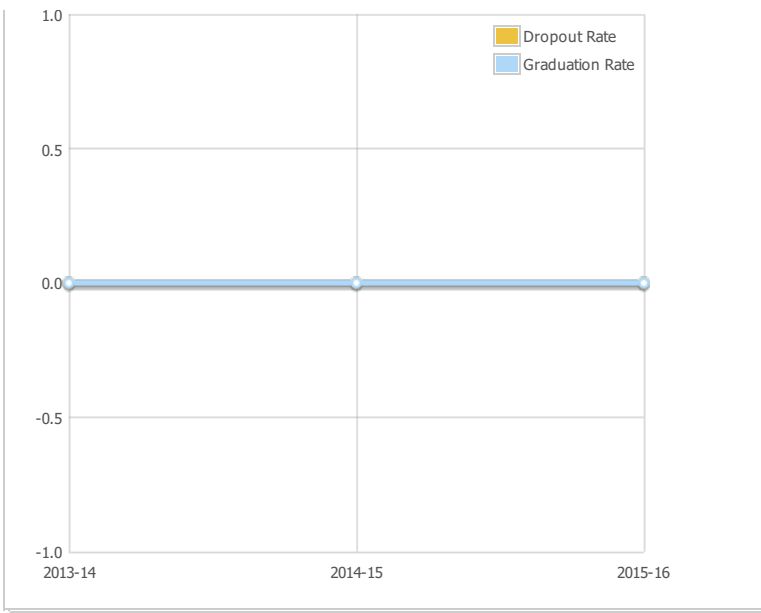
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	25.0%	33.3%	32.7%	81.0%	82.3%	83.8%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/10/2018

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

Student Group	School	District	State
All Students	--	56.5%	87.1%
Black or African American	--	0.0%	79.2%
American Indian or Alaska Native	--	0.0%	80.2%
Asian	--	0.0%	94.4%
Filipino	--	0.0%	93.8%
Hispanic or Latino	--	72.7%	84.6%
Native Hawaiian or Pacific Islander	--	0.0%	86.6%
White	--	53.9%	91.0%
Two or More Races	--	100.0%	90.6%
Socioeconomically Disadvantaged	--	52.3%	85.5%
English Learners	--	0.0%	55.4%
Students with Disabilities	--	60.0%	63.9%
Foster Youth	--	--	--

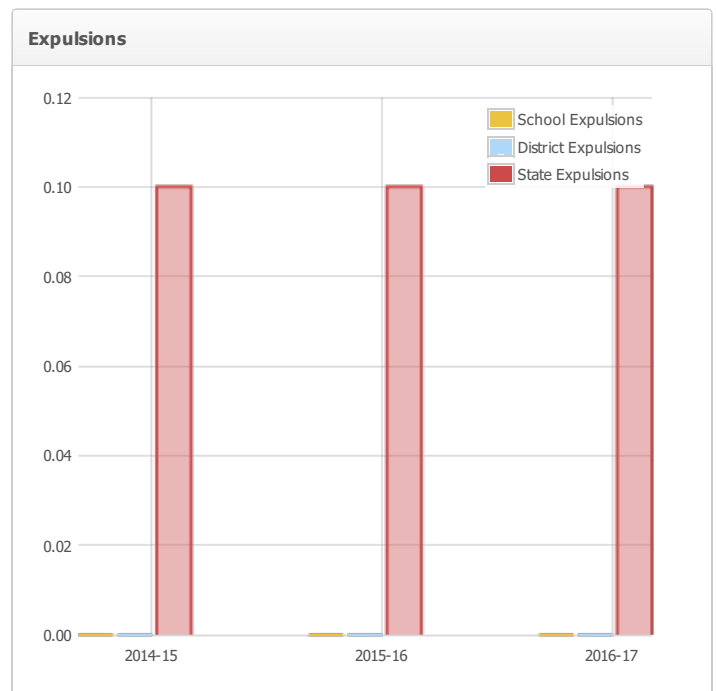
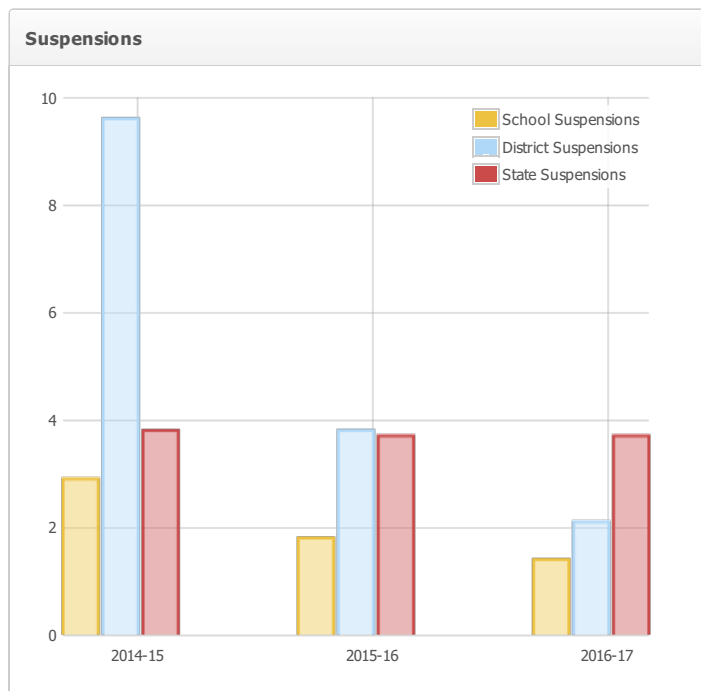
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	2.9%	1.8%	1.4%	9.6%	3.8%	2.1%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/10/2018

School Safety Plan (School Year 2017-18)

We do periodic fire drills, lockdown drills and earthquake drills. Shasta County Office of Education runs our school bus and keeps our drivers up-to-date in training and does bus evacuation drills with our children. We are connected with ShastaComm for emergency alerts. Safety topics, as they arise, are discussed at our weekly staff meetings. First aid kits accompany us on field studies. A registered nurse reviews each student's medical histories and makes sure the school is prepared for medical emergencies (such as having Epipens nearby those students known to have severe allergic reactions). The most important component of school safety is modeling and teaching kindness to our students.

The current School Safety Plan was developed by the Site Council and approved by the Board on May 17, 2017. This year's Site Council discussed the School Safety Plan at its November 29, 2017 meeting and identified several areas for further discussion -- most notably, aligning the behavior and discipline policies with the restorative practices training that the whole staff is completing this school year.

Last updated: 1/10/2018

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	33.3%

Last updated: 1/10/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18.0	1	0	0	18.0	1	0	0	18.0	1	0	0
1	15.0	1	0	0	20.0	1	0	0	20.0	1	0	0
2	21.0	0	1	0	19.0	1	0	0	19.0	1	0	0
3	19.0	1	0	0	20.0	1	0	0	19.0	1	0	0
4	17.0	1	0	0	19.0	1	0	0	20.0	1	0	0
5	17.0	1	0	0	19.0	1	0	0	19.0	1	0	0
6	17.0	1	0	0	18.0	1	0	0	16.0	1	0	0
Other	0.0	0	0	0	19.0	1	1	0	16.0	2	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/10/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	8.0	4	0	0	18.0	2	0	0	16.0	2	0	0
Mathematics	8.0	4	0	0	18.0	2	0	0	16.0	2	0	0
Science	10.0	3	0	0	18.0	2	0	0	16.0	2	0	0
Social Science	14.0	2	0	0	18.0	2	0	0	16.0	2	0	0

* 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.

Last updated: 1/10/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.3	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.1	N/A
Social Worker	0.0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

Note: Cells 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.

Last updated: 1/10/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8572.0	\$1835.8	\$6736.1	\$56900.0
District	N/A	N/A	\$1835.8	\$56900.0
Percent Difference – School Site and District	N/A	N/A	114.3%	0.0%
State	N/A	N/A	\$6574.0	\$0.0
Percent Difference – School Site and State	N/A	N/A	2.4%	200.0%

Note: Cells with N/A values do not require data.

Last updated: 1/19/2018

Types of Services Funded (Fiscal Year 2016-17)

Each entering student is screened by the teacher and, taking into consideration input from the parents/guardians, is initially placed in the multi-aged math and language arts classes that seem appropriate to their academic and socioemotional development while still maintaining a normal peer group. Academic competition is de-emphasized and best efforts and movement toward goals is encouraged. The staff strives to protect individuals from teasing or put downs; thus, differences in all learning areas are validated and accepted as normal. Regular progress monitoring allows movement within and between academic classes. In the event adequate progress is not made, parents and teachers will make placement decisions based on data and teacher expertise.

Students who need extra help are provided small group or individualized interventions by special teachers, regular teachers, parents, other students, or aides. These "enhancement" periods are built into the school day 3 days each week and are reassigned at a minimum 3 times per year. If needed, student study teams are formed and special education services are added if a student is found eligible. When a student study team meets, they will discuss the strengths and struggles of that student and develop appropriate support for remediation. This is inclusive of considerations of academics, attendance, behaviors, and additional needs. The school's emphasis on experiential learning (and the de-emphasis on grades) and a strong supportive community often allows low-achieving students an opportunity to develop confidence in themselves.

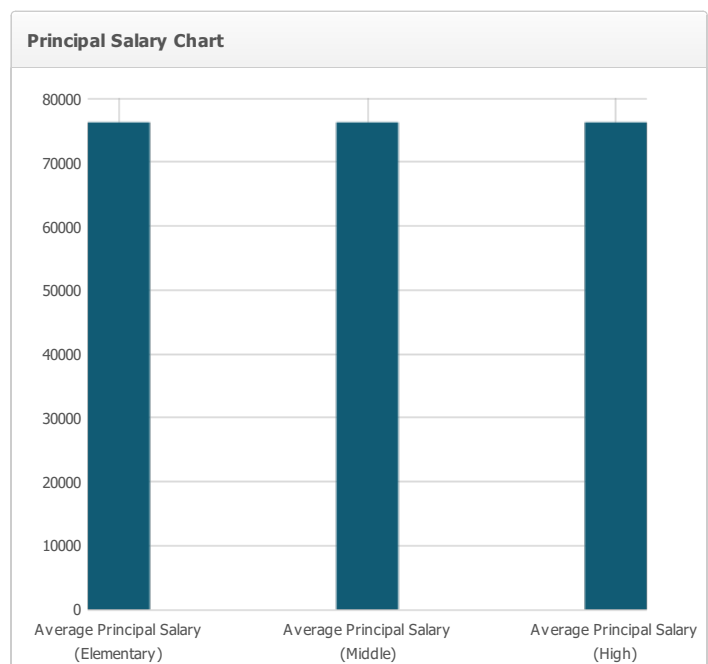
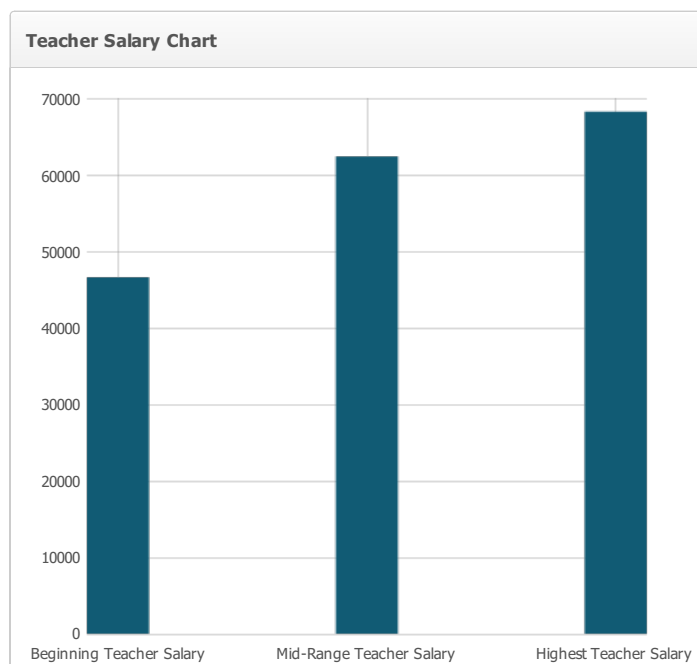
Students advanced in math or language arts may take high school level courses through an agreement with the local high school. When possible, "enhancement" periods will give advanced students opportunities to go far beyond the basic curriculum. The emphasis on intellect and understanding, the curricular focus on science and investigation, the opportunity to explore paths of interest at one's own speed, and acceptance of learning differences makes Chrysalis a school in which high-achieving students tend to bloom.

Last updated: 1/10/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,598	\$
Mid-Range Teacher Salary	\$62,385	\$
Highest Teacher Salary	\$68,230	\$
Average Principal Salary (Elementary)	\$76,211	\$
Average Principal Salary (Middle)	\$76,211	\$
Average Principal Salary (High)	\$76,211	\$
Superintendent Salary	\$76,211	\$
Percent of Budget for Teacher Salaries	44.0%	0.0%
Percent of Budget for Administrative Salaries	12.0%	0.0%

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



Last updated: 1/19/2018

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/19/2018

Professional Development

Professional development opportunities are developed through our weekly staff meetings, through personal initiative, and administrator facilitation. Example of the first our school's matching support for the California SUMS Initiative grant that is providing 3 years of support for MTSS. Other whole staff professional development includes peer coaches -- pairs of teachers/classified staff who meet periodically to share goals for the year, discuss student survey data, observe one another, and help one another improve their practice.

An example of personal initiative is individual teachers signing up for conferences and inservices that they feel they need. Many of our teachers participate in multi-year inservice programs offered through Shasta County Office of Education. For example, our middle school ELA teacher is participating in a 2-year ELA grant. Our newly hired 5th and 6th grade teacher attended the California STEM symposium, and two teachers are planning to go to the AEOE Spring Conference.

The administrator provides a facilitative role, working with individual teachers when invited, making time for collaboration, and scheduling the optional monthly workshops/discussion forums. In this teacher led school, the administrator does not observe, evaluate, and coach teachers. Rather, teachers mentor one another and ask the administrator for more intensive help and support when that is needed. In addition, the administrator schedules and organizes a full day staff retreat at the beginning of the school year and a half-day retreat mid-year for long term visioning and planning.

Last updated: 1/19/2018