

# Chrysalis Charter School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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/fg/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 at <http://dq.cde.ca.gov/dataquest/> 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.

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Chrysalis Charter School
<b>Street</b>	21945 Old Forty-Four Dr.
<b>City, State, Zip</b>	Palo Cedro, CA, 96073
<b>Phone Number</b>	530.547.9726
<b>Principal</b>	Irene Salter
<b>E-mail Address</b>	irene@chrysalischarter.org
<b>Web Site</b>	<a href="https://www.chrysalischarterschool.com/">https://www.chrysalischarterschool.com/</a>
<b>CDS Code</b>	45104540111674

District Contact Information	
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 Description and Mission Statement (School Year 2018-19)

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.

### Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	22
Grade 1	26
Grade 2	22
Grade 3	28
Grade 4	27
Grade 5	30
Grade 6	22
Grade 7	25
Grade 8	20
<b>Total Enrollment</b>	<b>222</b>

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.5
Asian	0.5
Filipino	0.0
Hispanic or Latino	12.2
Native Hawaiian or Pacific Islander	0.5
White	78.8
Socioeconomically Disadvantaged	44.1
English Learners	0.0
Students with Disabilities	14.0
Foster Youth	0.0

## 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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	12	13	13	13
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2016-17	2017-18	2018-19
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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

Year and month in which data were collected: January 2019

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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 which is part of the 2015 ELA/ELD Instructional Materials Adoption (K-8).. 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 2018 ELA Smarter Balanced tests, well outstripping the county average (52.59% standard met or exceeded compared to 49% countywide) demonstrate that a textbook and standards-based</p>	Yes	0.0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<p>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>		
<b>Mathematics</b>	<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 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 twelfth in the county on the 2016 math Smarter Balanced tests, well outstripping the county average (46.67% standard met or exceeded compared to 39.31% countywide).</p>	Yes	0.0%
<b>Science</b>	<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</p>	Yes	0.0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<p>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 2018 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>		
<b>History-Social Science</b>	<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%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

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 on the classroom building and another 23.4 kW(CEC) photovoltaic system on the administration building. Finally, both buildings were re-insulated in 2018 to increase the energy efficiency of our buildings.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** 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

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: November 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	A crack was observed in a slide tube and that slide was closed to further use. Replacement parts have been ordered and will be installed over the February break. There is a dirt pile that will be moved as soon as the ground is dry enough for a tractor to access the area.

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: November 2018	
Overall Rating	Good

## 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	54.0	53.0	43.0	43.0	48.0	50.0
<b>Mathematics (grades 3-8 and 11)</b>	50.0	47.0	37.0	36.0	37.0	38.0

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.

Note: ELA and 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.

#### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	147	135	91.84	52.59
<b>Male</b>	82	75	91.46	48.00
<b>Female</b>	65	60	92.31	58.33
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Hispanic or Latino</b>	21	19	90.48	63.16
<b>White</b>	113	104	92.04	50.96
<b>Two or More Races</b>	11	11	100.00	45.45
<b>Socioeconomically Disadvantaged</b>	77	70	90.91	57.14
<b>Students with Disabilities</b>	15	15	100.00	26.67

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.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	147	135	91.84	46.67
Male	82	75	91.46	50.67
Female	65	60	92.31	41.67
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	21	19	90.48	42.11
White	113	104	92.04	47.12
Two or More Races	11	11	100	45.45
Socioeconomically Disadvantaged	77	70	90.91	51.43
Students with Disabilities	15	15	100	20

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.

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

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

**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 areas of physical education.

**California Physical Fitness Test Results (School Year 2017-18)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	33.3	16.7	33.3
7	15.4	26.9	26.9

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.

## 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 school site.

#### Opportunities for Parental Involvement (School Year 2018-19)

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, Ski Club, 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: 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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	1.8	1.4	0.9	3.8	2.1	1.9	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

#### School Safety Plan (School Year 2018-19)

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 Epi pens 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 revised heavily in the 2017-2018 school year to bring it into better alignment with restorative practices and our new behavioral expectations. It was developed by the Site Council throughout the school year, reviewed by the teachers on March 20, 2018, and approved by the Board on May 16, 2018. This year's Site Council discussed the School Safety Plan at its December 17, 2018 meeting and identified several areas for further discussion.

## 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.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18	1			18	1			18	1		
1	19	1			18	1			21		1	
2	17	1			20	1			20	1		
3	17	1			20	1			20	1		
4	19	1			20	1			22		1	
5					19	1			25		1	
6	16	1			3	1			18	1		
Other	19	1										

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

\*\* "Other" category is for multi-grade level classes.

### Academic Counselors and Other Support Staff (School Year 2017-18)

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)	0.4	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.2	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.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9185	\$1900.00	7285.00	\$59517.00
District	N/A	N/A	7285.00	\$59517.00
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A		
Percent Difference: School Site and State	N/A	N/A		

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded (Fiscal Year 2017-18)

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.

## Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,598	\$44,375
Mid-Range Teacher Salary	\$62,384	\$65,926
Highest Teacher Salary	\$70,639	\$82,489
Average Principal Salary (Elementary)	\$80,021	\$106,997
Average Principal Salary (Middle)	\$80,021	\$109,478
Average Principal Salary (High)	\$80,021	N/A
Superintendent Salary	\$80,021	\$121,894
Percent of Budget for Teacher Salaries	42.5%	31.5%
Percent of Budget for Administrative Salaries	12.5%	6.6%

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

## Professional Development (Most Recent Three Years)

Professional development opportunities are developed through our weekly staff meetings, through personal initiative, and administrator facilitation. An example of current whole school initiatives chosen at staff meetings includes 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 multiyear inservice programs offered through Shasta County Office of Education. For example, our middle school ELA teacher is participating in a two-year ELA grant, three teachers recently attended "Get your teach on!" in Phoenix, AZ, and five teachers participated in a Yosemite Institute teacher professional development program in the summer of 2018.

The administrator provides a facilitative role, working with individual teachers when invited, making time for collaboration, and scheduling regular 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.