

Chrysalis Charter School

Charter Renewal Petition

**“Encouraging the light within each student
to shine brighter”**

Submitted to the Shasta County Office of Education on January 25, 2016

Revised by the Chrysalis Executive Board October 9, 2019

Revisions submitted to the Shasta County Office of Education on November 13, 2019

Term: July 1, 2016 through June 30, 2021

I. INTRODUCTION

I.a. Charter Schools Act

Education Code Section 47601

It is the intent of the Legislature, in enacting the Charter Schools Act of 1992, to provide opportunities for teachers, parents/guardians, and community members to establish and maintain schools that operate independently from existing school district structure to accomplish the following:

- Improve pupil learning;
- Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving;
- Encourage the use of different and innovative teaching methods;
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;
- Provide parents/guardians and pupils with expanded choice in the types of educational opportunities that are available within the public school system;
- Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from a rule-based to performance-based accountability systems;
- Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

In accordance with these aims, Chrysalis Charter School respectfully submits this charter renewal request to the Shasta County Office of Education for a five-year term commencing July 1, 2016 through June 30, 2021. Our non-profit is the governing board for Chrysalis Charter School, a countywide charter school whose mission is to “Encourage the light within each student to shine brighter.” To that end, we focus on teaching for understanding, science and nature studies, and providing a kind, supportive community. In this way, we offer innovating teaching methods and a curricular focus that is not available elsewhere in the County. Additionally, as a teacher-powered school, we are unique in our region for offering teachers the collective autonomy to shape the learning program at our school site.

The school remains very strong as we enter our 20th year of operation. Our enrollment is growing (from 154 student five years ago to 200 today), with a waitlist for several classes. We are one of the top achieving schools in the county with a 3-year average API of 870 (2011-2013) and impressive initial results on the 2015 Smarter Balanced assessments (55% of Chrysalis students met or exceeded standards in math and ELA compared to 34% and 44% respectively county wide). In this way, we provide an excellent choice within the range of educational opportunities available in our region, particularly for low-income families who make up a significant portion of our student body. We have healthy reserves that are more than sufficient for our three-year budget projections and are located in a safe facility with a lease lasting through spring 2020 with an option to renew for five additional years.

The Charter Schools Act (Education Code Sections 47600, et seq.) requires each charter school to have a charter that reasonably describes sixteen required elements. The following provisions of this charter provide this reasonably comprehensive description with the requirements of Education Code Section 47605.

1.b. History and Leadership

Our first charter school was inspired by the enthusiastic response of students to curricula developed with a Howard Hughes Medical Institute grant by two of the founders while working at Carter House Natural Science Museum in Redding, California. "If students responded this well to ten hours of nature investigations, what would be the result of nine years of such exposure?" This question led to a museum enrichment program for homeschooled students. That grew into Chrysalis. The school was chartered in 1996 by the Enterprise Elementary School District and co-sponsored by the museum. The founding individuals were Paul and Alysia Krafel from the education team of the museum and Steven Essig of Enterprise Elementary School District. The school began with one classroom, two teachers, and about 40 students. The charter was renewed in 2001 and the museum co-sponsorship was renewed by Turtle Bay Exploration Park, Carter House's successor. In 2004, Chrysalis created a non-profit 501c3 corporation. In 2005, we changed from an Independent Study program to a Classroom-based program. In 2006, we became a new, countywide charter school, thanks to the sponsorship of the Shasta County Board of Education. In 2008, we moved to our current leased site with the Bishop Quinn Catholic Community Center in Palo Cedro, CA. In 2014, Irene Salter was hired to succeed Paul Krafel as the Administrator.

Many people have been key players throughout this history of change and growth. We have a long history of overcoming challenges and have individuals on our staff and on our board that possess the necessary skills and experiences to successfully navigate the waters ahead. See Appendix A for Biographies of our Staff and Board Members.

Current staff:

Paul Krafel - co-founder, former administrator and part-time teacher (20 years)

Alysia Krafel - co-founder and part-time teacher (20 years)

Sara Hoxie - naturalist and teacher (16 years)

Laura Bowie - naturalist and teacher (12 years)

Cheri Relph – teacher (9 years)

Karen Shuster - teacher (7 years)

Crystal Padilla – teacher (6 years)

Casey Link - teacher (5 years)

Corinne Aberg - teacher (4 years)

Angela Rollins - teacher (2 years)

Irene Salter - administrator and science educator (2 years)

Connie Peters - teacher (new this year)

Elizabeth Wallace - teacher (new this year)

Sara Lincoln - special education teacher (new this year)

Current members of our board:

Glenn Zane – Community Representative (President)

Chris Kutras - Community/Educator-at-Large Representative

Jenn Snider – Parent Representative

Sharon Fong – Parent Representative (Secretary)

Sara Hoxie – Teacher Representative (Vice-President)

Cheri Relph - Teacher Representative

Irene Salter – Administrator (Treasurer)

In addition, Chrysalis Charter School will work with the following groups of professionals in rounding out the school's leadership in the areas of curriculum, instruction, finance, facilities, business management, governance, and administration.

Shasta County Office of Education

The Shasta County Office of Education has generously supported Chrysalis in many ways over its ten-year partnership. Chrysalis partners with the Shasta County Office of Education to provide business services, transportation services, and consolidated programs planning and administration. In addition Project SHARE operates our afterschool program.

Shasta SELPA

The Shasta SELPA has successfully supported Chrysalis with all special education related services since 2013.

Charter Schools Development Center (CSDC)

CSDC has over 13 years experience assisting charter schools with successful charter school development. CSDC was founded by Eric Premack, a nationally known charter school expert.

Catholic Diocese of Sacramento

Since 2008 we have leased our site from the Catholic Diocese of Sacramento and have established an excellent partnership with them in ensuring a safe, comfortable facility for our students.

II. EDUCATIONAL PROGRAM AND GOALS

(i) A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

(ii) A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.

II.a. Mission

Our Mission: Chrysalis Charter School is a community of kindness, respect, and love of learning which encourages 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. In fact, "Encouraging the light within each student to shine brighter," is the one and only goal for our Local Control Action Plan (LCAP) to meet the state's eight educational priorities for all pupils and all significant subgroups. The following specific annual actions will be taken to achieve this goal and meet the state's educational priorities^[1]:

1. Provide a stable community of excellent teachers while maintaining small class sizes.
2. Provide a safe and comfortable school facility.
3. Allocate resources to support experiential science investigations and nature studies.
4. Dedicate staff time towards cultivating a kind, respectful school culture.

5. Teach for understanding, and in so doing, test the proposition that “encouraging the light” supports student achievement.
6. Communicate effectively with families (for instance through the use of a student information system and parent communication system).
7. Support school-wide efforts (such as bus transportation and before-school supervision) that make it possible for low-income families to attend and thrive.

II.b. Educational Program

Eight institutional characteristics contribute to our mission and define our educational program.

1. Teaching for understanding – Understanding is what happens when the mind lights up. To be an educated person, a person must know what understanding feels like and how to move to that state. We want our students to achieve understanding of what they are learning. Therefore, students are placed in the classes appropriate for their understanding and socio-emotional development, as determined by each teacher’s professional judgment. Curriculum becomes differentiated to meet individual needs, interests, and abilities as determined by ongoing assessment and feedback. Learning will often take the form of experiential interactions with the material to be understood.
2. Kind environment – If children feel threatened either by coercive instruction or a teasing peer group, they will stay guarded and won’t respond with their full potential to learning opportunities. Chrysalis is intentionally small so that close adult supervision keeps the student peer group interactions positive and supportive. Teachers teach co-operation, kindness, and negotiation. The school is structured so teachers and students work together over several years so that bonds of trust, openness, and friendship develop. The school does not use grades for motivation or coercion -- close collaboration and communication between teachers and parents removes the need for grades.
3. Responsive teaching – If students are to become competent, self-motivated, lifelong learners, they must be given the opportunity to practice self-motivated learning. Their enthusiasms and interests must be empowered to alter the course of learning that happens in the classroom. This is a characteristic of Chrysalis. Students are supported in self-directing their learning to investigate those things they are passionate about.
4. Fostering Curiosity, Initiative, and an Inquiry-Mindset – Science and nature are the focus of the school and are central to our approach because it epitomizes the process by which humans achieve greater understanding of our world. Chrysalis is a science school. We do what scientists do, not just teach some of the things that

scientists have discovered. Scientists are curious and take the initiative to gather evidence to answer their own questions. They engage in authentic inquiry to research, make sense of information, and deepen their understanding about the world around them. Our students will engage in these practices throughout the curriculum.

5. Immersion in nature – Chrysalis believes the human mind responds deeply to the rich, interconnected, patterned complexity of the natural world. Frequent and sustained immersions in nature nourish the learning mind in profound ways. These immersions will form a significant percentage of the school’s offering. A core focus of our school is to understand the natural systems of our region and become good stewards of those resources.

6. Community – Families (parents, grandparents, uncles, aunts, younger and older siblings) are welcome and encouraged to participate in our school. They enrich the school program in many ways. They provide valuable assistance to our teachers; contribute to our school governance; organize events; give students a rich source of encouragement; and help build a warm, supporting community through their friendships. We call ourselves the “Chrysalis family” because students, staff, families and alumni are all part of an extended family, working and learning together in service to a common mission.

7. Global Awareness and Citizenship – We desire for students to leave Chrysalis prepared to make a positive contribution to the world and be able to fully participate as a citizen in our society. When students demonstrate leadership, make a difference, or persevere in solving a problem, the school celebrates those contributions in the same way other schools might honor students’ athleticism or grades. Community service inspires the best within us, and offers students an opportunity to practice citizenship. Students are given opportunities to provide age-appropriate community service throughout their time at Chrysalis.

8. Teacher Choice and Power – Chrysalis leads the way as one of a growing number of teacher-powered schools in the country. Rather than teachers being contracted employees under the direction of an administration, we function as a teachers’ co-operative. Teachers oversee the budget, select and mentor fellow teachers, develop school policies, set the calendar and schedule, and much more. Teachers have far greater creative autonomy in the classroom than in most schools. This is essential to creating the personal ownership and enabling the school to meet all of the other institutional characteristics above.

We currently serve students from transitional kindergarten through eighth grade. Our school is intentionally small so that we might really and truly know each and every student and help their individual light shine brightly. Charter schools were created to

increase the choices available so that families have a greater opportunity to find an offering that best matches the interests and style of their child. The students we had in mind as those who might thrive within our school include those who are gifted in what Howard Gardner would term “naturalist intelligence” – the bug and snake and star kids, the systems thinkers, the big picture thinkers. However, we realize that many are attracted to our school for other reasons such as our emphasis on conceptual understanding or because of the kindness of our community. We are an “out-of-the-box” school and we embrace “out-of-the-box” kids.

The school will be classroom-based but much time will be spent in the larger classroom of the world. The school will offer at least the minimum instructional minutes (EC 47612.5) over the course of the required number of school days (EC 47602). Because the school emphasizes understanding, students will attend those multi-age classes in math and language that are appropriate to their abilities.

II.c. Curriculum and Instructional Design

The curriculum will emphasize depth over breadth and focus on creating experiential opportunities to interact with the content. In order to develop competent, self-motivated, lifelong learners, the students’ learning will be a blend of teacher-directed and student-directed learning. Students will be encouraged to create opportunities in which they can deepen their understanding. The school gives students direct access to many materials such as sweep nets, microscopes, measuring equipment, and math manipulatives to assist them in getting the most out of these open-ended learning opportunities. Therefore, our curriculum is open-ended and unpredictably varied from year to year.

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. The fact that we have a 3-year average API of 870 (2011-2013) and impressive initial results on the 2015 Smarter Balanced assessments demonstrate that a 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, 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.

Chrysalis also operates a small independent study program for homeschoolers who share Chrysalis's philosophy and focus on science, nature, and understanding. This program will remain small enough that more than 80% of the school's ADA will come from classroom-based instruction.

II.d. Chrysalis Curriculum Framework

The Chrysalis curriculum is interdisciplinary and experiential. It is our intention to ready students to be curious, active, knowledgeable, and contributing members of a greater society. We believe that each student is unique and is best served if guided to understanding at a level appropriate to that individual. Assessment strategies are designed to guide teaching practice so curricula may be adjusted to meet the needs of individual students.

Science Goals

1. Science education will include but not be limited to the NGSS.
2. All students will be given science instruction appropriate to their level of understanding.
3. All students will be given applied science instruction in an outdoor environment.
4. Curriculum will be grounded in best practices in science education, and may come from a variety of sources including GEMS, AIMS, Carolina Biological Supply, Delta and teacher-generated materials.
5. Students will engage in experiences that foster curiosity, initiative, and an inquiry-mindset.
6. School-wide camping trips will be made available to families to enrich the science curriculum.
7. Science may be integrated with math, social studies, language arts, and other disciplines.

Assessment

Appropriate best practice assessments including objective tests, rubrics, and performance assessments will be developed and administered by teachers. The use of authentic assessment will be ongoing. Students in grades five and eight will take state mandated standardized examinations.

Expected outcomes

Students will achieve content knowledge and reasoning in science and show growth in inquiry practices at an appropriate level.

Mathematics Goals

1. Mathematics education will include but not be limited to the CCSS.
2. All students will be given mathematics instruction appropriate to their level of understanding.
3. Mathematics will be primarily based on the constructivist model of educational understanding.
4. Mathematical manipulatives will be an important part of the development of mathematical understanding in the primary and elementary levels.
5. Curriculum will be grounded in best practices in mathematics education, and may come from a variety of sources including standardized textbooks and teacher-generated materials.
6. Mathematics may be applied and integrated with science, social studies, language arts, and other disciplines.

Assessment

Appropriate best practice assessments including objective tests, rubrics, and performance assessments will be developed and administered by teachers. The use of authentic assessment will be ongoing. Students in grades three through eight will take state mandated standardized examinations.

Expected outcomes

Students will achieve content knowledge and reasoning in mathematics and show growth in mathematical understanding (as opposed to the rote memorization of algorithms) at an appropriate level.

Language Arts Goals

1. Language arts education will include but not be limited to the CCSS.
2. All students will be given language arts instruction appropriate to their level of understanding.
3. Students will make progress towards reading at or above grade level.
4. Students should learn to effectively express themselves as writers, discussion partners, and speakers.
5. Curriculum will be grounded in best practices in language arts education and may come from a variety of sources such as standardized textbooks, Scholastic readers, Step Up to Writing, and teacher selected materials.
6. Language arts may be integrated with math, social studies, science, and other disciplines.

Assessment

Appropriate best practice assessments including objective tests, rubrics, and performance assessments will be developed and administered by teachers. The use of authentic assessment will be ongoing. Students in grades three through eight will take state mandated standardized examinations.

Expected outcomes

Students will achieve foundational literacy skills (such as reading, writing, spelling, vocabulary, listening, speaking etc.) and show growth in higher level literacy skills (such as meaning making, language development, effective expression, etc.) at an appropriate level.

Social Studies Goals

1. Social Studies curriculum may include but not be limited to state standards.
2. Social Studies will encompass the structure of society, its history, and its governments based on the appropriate levels of student learning.
3. Students may contribute to society through community service projects.
4. Eighth graders will take a Constitution Class.
5. Curriculum may come from a variety of sources such as standardized textbooks and teacher selected materials.
6. Social Studies may be integrated with math, language arts, science, and other disciplines.

Assessment

Appropriate best practice assessments including objective tests, rubrics, and performance assessments will be developed and administered by teachers. The use of authentic assessment will be ongoing. Students in eighth grade will pass a Constitution examination before graduating.

Expected outcomes

Students will achieve content knowledge in social studies and show growth in higher order skills (such as chronological and spatial thinking, interpreting historical evidence, etc.) at an appropriate level.

Physical Education Goals

1. All students will be given physical education instruction appropriate to their level of physical ability and fitness.
2. Students will be active and will participate in hikes and outdoor activities with normal to high levels of stamina. All students without physical disabilities will demonstrate the ability to ambulate across uneven ground.
3. Primary students will participate in physical activities that develop gross motor skills including balance, coordination, and crossing the midline.
4. Students will be encouraged to enroll in outside sports activities.
5. Students will learn sportsmanship and team building.

Assessment

Appropriate best practice assessments including objective tests, rubrics, and performance assessments will be developed and administered by teachers. The use of authentic assessment will be ongoing. Fifth and seventh grade students will take the state mandated assessments in physical education.

Expected outcomes

All students will show growth at an appropriate or above level in physical education over the course of one year.

Fine Arts Goals

1. Creative expression will be pursued by all students at all levels.

2. As fine arts exhibits and events arise in the community, students will attend field trips to avail themselves of these opportunities.
3. Electives will regularly offer instruction in creative and performing arts.
4. Fine Arts will be integrated with math, language arts, science, and other disciplines as part of students' regular classroom instruction.

Assessment

Appropriate best practice assessments including objective tests, rubrics, and performance assessments will be developed and administered by teachers. The use of authentic assessment will be ongoing.

Expected outcomes

All students will show growth in their creative expression over time and will have access to fine arts courses offered through Chrysalis.

II.e. Plan for student placement

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. Placement in academic classes is re-assessed periodically, at a minimum three times each school year, and adjustments made as needed.

II.f. Plan for students who are academically low achieving

Students who need extra help are provided small group or individualized interventions by special teachers, regular teachers, parents, other students, or aides. If needed, student study teams are formed and special education services are added if a student is found eligible. 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.

II.g. Plan for students who are academically high achieving

Students advanced in math or language arts may take high school level courses through an agreement with the local high school. 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.

II.h. Plan for English Learners

Chrysalis will administer a home language survey upon a student's initial enrollment. All students who indicate that their home language is other than English will be California English Language Development Test (CELDT) tested within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient. Chrysalis will notify parents of CELDT results within thirty days of receiving results. The CELDT shall be used to fulfill state and federal requirements for annual English proficiency testing. If and when the California Department of Education adopts a new state test for English language proficiency, Chrysalis will switch to the new test.

Chrysalis believes that our emerging bilingual students will be best served through a Sheltered English Immersion program utilizing Specially Designed Academic Instruction in English^[2] for English language development to assist students in successfully achieving English language proficiency at the fastest possible rate. In addition, CLAD certified teachers (or equivalent) will work with the family to design an appropriate, individualized program to develop English language proficiency, either during the school day in a "pull out" program and/or integrated within the classroom or as a program outside of school hours.

Reclassification procedures utilize multiple criteria (CELDT, state testing, teacher observation and assessment, parental input, etc.) in determining whether to classify a pupil as proficient in English.

II.i. Plan for Special Education

Services for students with special education needs will be provided by the school as a participating LEA and in accordance with Shasta County SELPA regulations. Pursuant to Education Code section 47640, the School is its own LEA for purposes of special education. The school administrator will manage special education services. The

School will employ or contract for all needed special education services to be provided by appropriately qualified and, if needed, certified personnel.

Chrysalis recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of Chrysalis Charter School. Chrysalis will follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question. Chrysalis will comply with all Section 504 and IDEIA requirements so that special education and Section 504 students will receive instruction in the least restrictive environment with accommodations specified in their plan and with access to grade level standards.

III. MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.

III.a. Measurable student outcomes

Chrysalis is focused primarily on individual student growth. We measure the difference between where individual students begin and where they end up as our primary measure of student outcome; thus goals are formulated individually. Students are placed in academic classes according to their skill level and socio-emotional development, not by grade level or age. 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.

Since academic classes are small, the dominant assessment tool is embedded and continuous. Formal assessment tools are used to confirm classroom-based assessments a minimum of three times a year. During the school year if a student is not making adequate progress toward academic goals, a student study team will be formed

to discuss reasons why and develop appropriate support for remediation. This is inclusive of considerations of academics, attendance, behaviors, and additional needs.

III.b. Method(s) of Assessment

The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

Progress is measured through a variety of assessment sources, inclusive of, but not limited to, regular classroom based measures (quizzes, tests, work samples, projects, observation, etc.), thrice yearly benchmarked assessments (DIBELS, I-Ready Diagnostics, etc.), and annual state mandated assessments (Smarter Balanced assessments, CELDT where applicable, physical fitness performance test, etc.).

III.c. Use and Reporting of Data

- Student data will be shared with the Board and staff.
- Teachers will utilize this data in order to continuously improve the school's educational program through weekly staff meetings and monthly collaboration days.
- Results from state-mandated tests are sent to the students' homes.
- The school calendar includes minimum days for parent-teacher conferences twice a year where student data shall be shared with families.
- Student data will constitute a key part of the annual LCAP.
- A Student Accountability Report Card (SARC) will be created annually and distributed to parents via the school's website.
- Chrysalis will compile and provide to the sponsoring Shasta County Board of Education an annual performance report. This report will, at a minimum, include the following data:
 - Summary data and analysis of state mandated assessments.
 - Summary data on school demographics including student body composition in terms of race, ethnicity, and gender. Also included will be the demographics of student turnover and district of residence.
 - Review of each major component of the Approved Charter for compliance.
 - Summary of major decisions made/policies established by the Charter School Board in prior year.

Pursuant to Education Code Section 47604.3 the Charter School shall promptly respond to all reasonable inquiries, including, but not limited to inquiries regarding its financial records from the sponsoring agency. The School shall automatically submit all financial reports required under Education Code Section 47604.33 and 47605(m).

IV. GOVERNANCE STRUCTURE

The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.

IV.a. Executive Board

The Executive Board of the Chrysalis Charter School's nonprofit corporation (Board) has fiduciary and legal responsibility for the school and the non-profit. Currently, the Board consists of seven voting members: two parent representatives (who may not be employees of the school), one community member, a non-school educator, and three of the school's teachers. Board members serve for staggered two-year terms and may be re-elected at the end of the term. In addition, the sponsoring agency may appoint a liaison to the Board. The Board is responsible for filling vacancies.

The Board meets at least three times a year (more if needed) and in compliance with the Brown Act. It will publish an agenda prior to each meeting and post it at Chrysalis and on the school's website and send one to the Shasta County Office of Education for posting. Meetings are open sessions except as permitted by the Brown Act. In case of an emergency requiring immediate action, the administrator may call an emergency meeting in compliance with the Brown Act.

The Board will receive regular training in the Brown Act. The Executive Board operates in accordance with its Bylaws. The Board follows the California Corporations Code to avoid conflicts of interest and its members annually fill out a conflict of interest disclosure form.

Responsibilities of the Chrysalis Charter School's Executive Board

- To respect and support Chrysalis's special bottom-up organization and its identity as a teacher-powered school.
- To hire a school administrator, based on teacher recommendation. The administrator is responsible for the day-to-day operations of the school and to implement Board policy. The administrator will be hired on an annual contract. The

Board must conduct an end-of-year review before renewing the contract. This review will include confidential evaluations of the administrator by the teachers.

- To review student and Charter School performance.
- To review and approve all major contracts for leases, supplies, or equipment.
- To approve the annual school budget.
- To prevent conflict of interest in the school's operations.
- To make the final decision regarding the expulsion of students.
- To ensure that the charter is followed.
- To carry out the duties and mission of the nonprofit corporation.
- To create and maintain an open, honest, and regular communication with Shasta County Office of Education Board.
- To create and administer a non-discriminatory admissions procedure.
- To review and implement student safety and discipline policies.
- To apply for, receive, and administer grants.
- To seek and receive outside funding from individuals and foundations.
- To ensure that efforts to seek grants and outside funding, donations or material assistance do not fundamentally change the nature of our school.
- To approve the LCAP and Single Plan for Student Achievement.

The school's governance has developed over twenty years. The governing body has encountered many challenges over that time and has surmounted them all, sometimes with a refinement of governance so that the organization increasingly operates more smoothly and with increasing focus on the educational program.

IV.b. Parental Involvement

Parents, grandparents, aunts, uncles, and other family members are a critical part of the "Chrysalis family" and are welcomed on campus, in classrooms, and in our governance. Parents have significant representation on the board and many opportunities to provide feedback to the school. Additionally, parents are strongly represented on the Site Council and on the Board's Development Committee. Each family is expected, but not required, to provide 40 hours of service to the school each year.

V. HUMAN RESOURCES

V.a. Qualifications of School Employees

The qualifications to be met by individuals to be employed by the school.

Our core content areas are mathematics, language arts, and science. Teachers of those content areas are expected to hold an appropriate California teaching credential, certificate, permit or other document issued by the California Commission on Teacher Credentialing. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. The most important qualification is alignment with Chrysalis's mission and pedagogical philosophy. This will be determined through an in-depth interview during the hiring process, and, if possible, through a teaching observation. The teachers will be an essential part of the hiring process and will make their professional recommendation to the Executive Board. Each unique teacher will meet the "highly qualified teacher" requirement in a way appropriate to their professional path and to the school's shared educational philosophy.

The administrator for Chrysalis will be hired, evaluated, and fired by the Board on the recommendation of the teachers, and remains in service to the teachers in handling the administrative needs of the school. The most important qualification is alignment with Chrysalis's mission and pedagogical philosophy. This and other qualifications will be determined through an in-depth interview during the hiring process. The administrator will also meet current requirements set by applicable charter school law. The teachers will be an essential part of the hiring, evaluation, and termination process and will make their professional recommendation to the Executive Board. The Executive Board will survey the staff as part of an annual performance review of the administrator.

The teachers will determine what other positions are needed for the school's program and what combination of knowledge and/or experience will satisfy the qualifications for the given position. The most important qualification is alignment with Chrysalis's mission and pedagogical philosophy. This will be determined through an in-depth interview during the hiring process. The teachers will be an essential part of the hiring process and will make their professional recommendation to the Executive Board for full time positions (salaried or 40 hours per week) or to the Administrator for part time positions (non-salaried or less than 40 hours per week).

V.b. Compensation and Benefits

The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.

Though salaries have, historically, been modest and though teachers are offered contracts for only one year at a time, teachers have been attracted by the academic freedom and the student-centered culture of the school. One of the incentives the school offers to prospective teachers is the professional responsibility of governing and molding the school as both an organization and a culture. This responsibility includes helping create the school's budget. The teachers, therefore, will recommend changes to the staff compensation and benefits policies to the Board for final review and approval.

Teachers at the school shall participate in STRS. Classified staff shall participate in PERS and/or the federal social security system (depending on how many hours they work). Administrators shall participate in either retirement system as appropriate. The school shall inform all applicants for positions within the school of the retirement system options for employees of the school.

V.c. Employee representation

A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.

The Charter School shall be deemed the exclusive public school employer of the employees of the school for the purposes of the Educational Employment Relations Act.

V.d. Rights of Shasta County Office of Education Employees

A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.

Employees of the Shasta County Office of Education who choose to leave the employment of the Shasta County Office of Education to work in the Charter School shall have no automatic rights of return to the Shasta County Office of Education after employment at the Charter School unless specifically granted by the Shasta County Office of Education through a leave of absence or other agreement of the Shasta County Office of Education as aligned with the collective bargaining agreements of the Shasta County Office of Education.

VI. HEALTH AND SAFETY

The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.

VI.a. Fingerprinting and Background Clearance

The Charter School will comply with the provisions of Education Code Section 44237 and 45125.1 regarding the fingerprinting and background clearance of employees and contractors prior to employment.

VI.b. Role of Staff as Mandated Child Abuse Reporters

All classified and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, and the same policies and procedures used by the Shasta County Office of Education. Staff will receive training as mandated reporters as required.

VI.c. TB Testing

The Charter School will follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees.

VI.d. Immunizations

The Charter School will adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, Title 17 California Code of Regulations Section 6000-6075, and SB 277.

VI.e. Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

VI.f. Vision/Hearing/Scoliosis

The Charter School shall adhere to Education Code Section 49450 et. seq. as applicable to the grade levels served by the School.

VI.g. Emergency Preparedness

The Charter School shall annually review and update their Safe Schools plan in collaboration with staff, families, and community stakeholders. Staff will receive a copy of the Safe Schools plan annually and training as required.

VII. STUDENT ADMISSIONS AND ATTENDANCE

VII.a. Non-Discrimination

The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

Chrysalis does not discriminate against students based on race, ethnicity, national origin, gender, economic status, religion, disability or achievement level. Chrysalis will widely publicize its open enrollment periods in public media.

Historically, the population of our school is roughly representative of the county through ensuring there is no discrimination in our admissions procedures and by providing an excellent education which in turn attracts families from all backgrounds. The Board will annually review the school's admission policies in light of its current demographics.

VII.b. Admission Policy

Admission requirements, if applicable.

1. Students will be considered for admission without regard to race, ethnicity, national origin, gender, economic status, religion, disability or achievement level.
2. Preference will be given to siblings of currently enrolled students and to children of staff.
3. Students may apply to either the classroom-based program, the independent study program (aka homeschool program), or both. Admission into one program does not guarantee admission into the other program.
4. Students and Parents/Guardians must sign a learning contract to follow certain attendance, work completion, behavioral standards, guidelines for the care of school property, and problem solving protocols as described in the parent/student handbook. Copies of these are provided to families.
5. Students need to have turned five by September 1st of the current school year to be admitted into the kindergarten program. Students who turn five between September

2 and December 2 may be admitted to the transitional kindergarten program. Subsequent entry ages will be in accordance with applicable state law.

6. Students with SARB contracts will be expected to complete the terms of their contract before being considered for admittance to Chrysalis.

7. Parents/Guardians of students must guarantee that the information represented on the application for enrollment and signed contract is accurate. If information is misrepresented, the family may be subject to dismissal.

VII.c. Random Public Drawing Procedure

1. Staff and parents of currently enrolled students must declare their intent to re-enroll their children by the week before the random public drawing. These families will be given automatic enrollment if an available space for the following school year exists.

2. In January of each year, all families with children on the waiting list will be sent an application update form. The form must be filled out and returned to Chrysalis by the week before the random public drawing to maintain their position on the waiting list and offered enrollment for the following school year if an available space exists. If the family does not return the update form, the student will be removed from the waiting list and they will need to reapply if they wish to be considered at some later time. If a family who has already completed an application update form is offered placement for the *current* school year (for example to start in March) and declines, their name may remain on the waiting list in the current order for the *following* school year and they would not need to reapply.

3. Applications from new families will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year.

4. A random public drawing will be held on or before May 1st for any classes where applications exceed available spaces.

5. Students will then be admitted in the order drawn until available spaces are filled.

6. When available spaces are filled, a waiting list will be started that is organized by the order the names are drawn in the random public drawing.

7. Students whose applications are received after the random public drawing will be added to the bottom of the waiting list in the order that the applications are received.

8. If an opening becomes available and the family at the top of the waiting list declines, their name will be removed from the waiting list and they will need to reapply if they wish to be considered at some later time (though see section VII.c.2 of this charter for an exception).

The random public drawing procedure outlined above only admits students to Chrysalis Charter School or the waiting list. It does not determine classroom placement. Classroom placement shall be determined based on an initial assessment by the teacher, with consideration for the input from the parents/guardians.

VII.d. Public School Attendance Alternatives

The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.

Students who reside within the county who choose not to attend Chrysalis may attend their school of residence, or another school within their district, or in another district through their district's intra and inter-district policies. Parents and guardians of each student enrolled in the charter school will be informed on admissions forms that the student has no right to admission in a particular school of any local education agency as a consequence of enrollment in the charter school.

VIII. SUSPENSION/ EXPULSION POLICIES

The procedures by which pupils can be suspended, dismissed, or expelled.

In certain circumstances, disciplinary responses that remove students from the classroom or school environment (as described in the following list) may be necessary. In these cases, Chrysalis Charter School's goal is to make sure that students continue their education, receive appropriate educational services, learn strategies to replace inappropriate behaviors, and correct any harm they may have caused to others. Administrators should use the lowest-level response that is appropriate to solve the problem. Out-of-school discipline should be used as a last resort, after other interventions have been used except in cases where the safety of students or staff is threatened. The duration of any suspensions, expulsions, and alternative settings/placements should be limited to the fewest days necessary to achieve the goal.

- **Classes-only detention:** The removal of a student from all non-core academic settings (PE, recess, lunch, before-school, field study, etc.) for up to 5 consecutive days or 17 days over the school year.
- **In-school suspension:** The removal of a student from his or her regular classroom setting, but the student is on campus and completing work in an alternate setting, for up to 5 consecutive days or 17 days over the school year.
- **Out-of-school suspension:** The removal of a student from Chrysalis for up to 5 consecutive days or 17 days over the school year.
- **Alternative educational setting:** Placement of a Chrysalis student at an alternative educational institution that enables students to receive the services needed to improve

their behavior, receive mental health services, or meet their 504 or IEP while continuing to access an appropriate academic curriculum. Students with IEPs may be placed in an alternative general educational setting (such as a community day school) for behavioral concerns only if a manifestation meeting is held and the behavior is determined not to be related to the student's disability.

- Dismissal: Termination of the learning contract of a student. The student would be free to complete the current school year under the same terms and conditions as before but would not be automatically re-enrolled the following year. The student may reapply for admission through the regular admissions process.
- Expulsion: The permanent removal of a student from Chrysalis.

VIII.a. Suspensions

Chrysalis teachers intervene early with behavior strategies tailored to the individual student. Students are taught to interact without put downs or bullying. Conflict resolution strategies are taught and modeled. Restorative Conferences are held to help the student see the impact of their harm and to take responsibility to remedy their mistakes. This active intervention, coupled with the small, intimate atmosphere of the school minimizes most discipline issues. However, a student may be suspended if it is determined that the student committed any act listed under E.C. Sections 48900, 48915, 48900.2, 48900.3, 48900.4, or 488900.7 or that the student's presence causes a danger poses a substantive threat of violence or harm to persons or property or threatens to disrupt the instructional process. Any suspension or expulsion of a student with an IEP or 504 will be done in compliance with IDEIA regulations in accordance with the Shasta SELPA policy.

When student misconduct requires disciplinary action, the school will arrange a parent conference or a phone call as one of the remedial measures prior to suspension where possible. A preliminary parent conference may well result in resolution of problems without the need for suspension and the resulting loss of student learning time.

When suspension from school is to be imposed, it shall be preceded by an informal conference with the student, conducted by the aAdministrator. The informal conference may be held either at the school site or over the telephone. At this time, the student shall be informed of the reason(s) for the disciplinary action, including the other means of correction that were attempted before the suspension and the evidence against him or her. The student shall be given an opportunity to present facts and evidence in his or her defense. , and, dDepending on the age of the child and the nature of the offense(s), they shall be encouraged to make a written statement concerning the charge(s). At the time of the suspension the parent must be notified and a parent conference may be

scheduled. The aAdministrator may suspend a student from school for a maximum of five consecutive days for any of the acts considered grounds for suspension.

A staff member may recommend for suspension any of a student for any of the acts considered grounds for suspension. The staff member immediately reports the recommendation for suspension to the aAdministrator who shall conduct an informal conference. A suspended student shall not be returned to the class from which he or she was suspended during the period of suspension without the concurrence of the aAdministrator and the teacher, and typically requires a re-entry conference with any others that were harmed.

A student may be formally suspended without the informal conference only if it is determined that an emergency situation exists. This means a situation determined by the aAdministrator to create a clear and present danger to the lives, safety, or health of students or staff. If a student is suspended without the informal conference, both the student and the parent or guardian will be notified of the student's right to a conference, and of the student's right to return to school for the purpose of a conference.

Parents or guardians will be informed of any suspension and of their right to appeal that suspension.

VIII.b. Dismissals

Chrysalis Charter School reserves the right to “dismiss” or terminate the learning contract of a student for the following school year for failure to meet the following expectations unless there are extenuating circumstances:

- maintain a 90% attendance -- unless there are extenuating circumstances as determined by either the teacher of record or the Chrysalis Board.
- complete at least 90% of their assignments.
- behave in a way that does not disrupt the school's environment of learning and respect.
- care for and return, in good condition, all school books and materials.
- engage and actively participate in their own education.

Termination of the learning contract should only be utilized as a last resort when the Problem Solving Procedure has been exhausted and only when other means of correction would be inappropriate for the welfare of the school. The Teachers Co-Operative or the Administrator is empowered to recommend termination of the learning contract to the Executive Board. Any dismissal of a student with an IEP or 504

will be done in compliance with IDEA regulations in accordance with the Shasta SELPA policy.

When termination of the learning contract has been recommended by the Teachers Co-Operative or by the Administrator, Chrysalis will make all materials pertaining to those proceedings available to the parent and/or guardian at least 10 days in advance of a Board meeting. Parents have the right to appeal that recommendation to the Chair of the Executive Board. The Chair would then have up to 30 days to consider the appeal and either (a) mediate a solution to the problem that the parents, Teachers Co-Operative, and Administrator all agree to, or (b) move the recommendation forward to the Board for consideration. If the latter, the Board shall meet in closed session to make a decision. The student and their parents or guardians will be invited to this meeting and will have due process rights, including the right to counsel or an advocate, to present testimony, evidence and to call witnesses, and confront and cross-examine adverse witnesses. The Board shall inform the parent, guardian, or student of their right to appeal to the Shasta County Board of Education which shall hold a hearing thereof and render its decision. The decision of the County Board shall be final and binding upon parent, guardian or student and the Chrysalis Board.

Termination of the learning contract is not an “expulsion” in that it would not delay or interrupt a student’s legitimate right to receive a free and appropriate public education. The student would be free to complete the current school year under the same terms and conditions as before. The student and their family would then be free to immediately enroll in another school for the following school year without the loss of classroom time and without an expulsion on their record. The student may reapply for admission through the regular admissions process.

VIII.c. Expulsions

Education Code section 48900 provides that a pupil may be recommended for expulsion for certain enumerated acts and shall be recommended for expulsion for other enumerated acts (Education Code section 48915). The expulsion of a student with an IEP or 504 will be done in compliance with IDEA regulations in accordance with the Shasta SELPA policy. This shall happen in accordance with the expulsion procedures that are part of the discipline policies described in the Parent/Student Handbook and the School Safety Plan.

In such a case, the tTeachers cCo-oOperative or the aAdministrator will recommend expulsion to the Executive Board. The Board shall meet in closed session and make a decision. The student and their parents or guardians will be invited to this meeting and will have due process rights, including the right to counsel and to call witnesses, and confront and cross-examine adverse witnesses. The school district that the expelled student would have attended will be notified.

All requests for student expulsion are to be initiated by the school Administrator or the Teachers' Co-Operative. Expulsion is to be considered only for students involved in incidents of serious misconduct or continued misbehavior and only when other means of correction would be inappropriate for the welfare and discipline of the school. Expulsion must be recommended if a student possesses, sells, or otherwise furnishes a firearm at school or a school activity off campus.

When expulsion is being considered, the following procedures will apply:

1. Chrysalis administration will notify the parent or guardian concerning the student's case and set forth all other data pertinent to the action, including an explanation of the student's basic rights. This shall be done in writing.
2. Chrysalis will make all materials pertaining to those proceedings available to the parent and/or guardian.
3. The Chrysalis Administration will review documentation to determine if due process has been followed. The Administrator will then place expulsion on the Chrysalis Board's agenda and will provide written notice of this hearing. Such notice is to include a statement of the charges upon which the consideration of expulsion is based, the date, time, and place of the hearing, an opportunity for the student and parent or guardian to present evidence, oral and documentary, to question any witnesses. Notice must be provided of the opportunity for the pupil or the pupil's parent or guardian to appear in person or to be represented by legal counsel or by a non-attorney advisor, to inspect and obtain copies of all documents to be used at the hearing.
4. This notice will be delivered by registered or certified mail or by personal service. The date of the hearing will be established to allow at least 10 days between the notification and the hearing.
5. The board will fully inform parents and students of their rights. A complete and accurate record of the proceedings will be made. Provision for an appropriate and complete record for review or appeal proceedings is required.

6. The Board shall hold the hearing as in "Executive Session" unless an open hearing is requested by the student, parent, or guardian. A "Release of Information" statement will be required from the parent or guardian if an open hearing is requested as well as a written request for the public meeting is given to a Chrysalis administrator.
7. Final action of the Board shall be taken at a public meeting and the result of such action shall be public record of the school.
8. If the Board takes action to expel, provisions will be made by the school personnel to counsel parent and student of the options available to the student. In meeting compulsory education requirements, information concerning the agencies available to work with them will be provided.

The Board shall inform the parent, guardian, or student of their right to appeal to the Shasta County Board of Education which shall hold a hearing thereof and render its decision. The decision of the County Board shall be final and binding upon parent, guardian or student and the Chrysalis Board.

IX. FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

IX.a. Independent Financial Audit

The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles and, as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The annual audit will be completed and forwarded to the Shasta County Board of Education, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Administrator will review any audit exceptions or deficiencies and report to the staff and the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report

to SCOE describing how the exceptions and deficiencies have been or will be resolved along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of the Charter School is public record to be provided to the public upon request.

IX.a. Financial Reporting

Chrysalis shall arrange business services with the Shasta County Office of Education through a Memorandum of Understanding. These services will help the us ensure that we are making reasonable estimates of all anticipated revenues and expenditures necessary to operate the school, including special education; consider cash flow and financial projections for the next three years of operation; and establish a reserve sufficient for the size of the current operation.

The Charter School shall provide reports to the county as follows, and may provide additional fiscal reports as requested by the county:

1. On or before June 30, an approved budget.
2. By December 15, a first interim financial report for the current fiscal year reflecting changes through October 31.
3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
4. By September 15, a final unaudited report for the full prior year. The report submitted to the county shall include an annual statement of all the Charter School’s receipts and expenditures for the preceding fiscal year.

IX.b. Insurance

The Charter School shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance.

IX.c. Administrative Services

The Administrator will assume the lead responsibility for administering the School under the policies adopted by the School’s Executive Board. The petitioners anticipate that the

Charter School will provide or procure through memorandums of understanding many of its administrative services, including but not limited to business, personnel, and transportation services.

X. FACILITIES AND TRANSPORTATION

X.a. Facilities

We are currently in our third year of a seven year lease (with an option to renew for an additional five years) with the Catholic Diocese for approximately 12,000 sq. ft of space plus play fields at Bishop Quinn Catholic Community Center in Palo Cedro.

Prior to entering into any contract for land or buildings, Chrysalis shall share the proposed contract with the Superintendent or designee.

X.b. Transportation

Currently, Chrysalis leases a 66 passenger bus from the Shasta County Office of Education and contracts with the Shasta County Office of Education to operate our bus program. This program provides before and after school bus transportation between Redding and Chrysalis as well as field trip transportation. For some field trips, we occasionally use parent volunteer drivers who meet the criteria of the school's approved driver policy.

XI. DISPUTE RESOLUTION

The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.

XI.a. Disputes between the Shasta County Office of Education and the School

The School and the Shasta County Office of Education will always attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process unless legally required to do otherwise.

In the event of a dispute between the School and the Shasta County Office of Education, the staff and Board members of the Charter school and Shasta County Office of Education agree to first frame the issue in written format and refer the issue to

the Superintendent and administrator of the School. In the event that the Shasta County Office of Education Board believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, this shall be noted in the written dispute statement. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede the Shasta County Office of Education's ability to proceed with revocation in accordance with Education Code Section 47607.

The Administrator and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with the Superintendent and Administrator of the Charter School and attempt to resolve the dispute within 15 business days from the dispute statement. If this joint meeting fails to resolve the dispute, the Superintendent and administrator shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and Administrator. Mediation shall be held within thirty business days of receipt of the dispute statement. The costs of mediation shall be split between the Shasta County Office of Education and the Charter School. All timelines in this section may be revised if mutually agreed upon by the Shasta County Office of Education and the Charter School.

XI.b. Internal Disputes

All disputes involving the School shall be resolved by the School according to the School's own internal policies. The Shasta County Office of Education shall not be involved with internal disputes of the School unless the School requests Shasta County Office of Education involvement, it is legally required, or unless the internal dispute relates to one of the reasons under Education Code Section 47607 for which a charter may be revoked.

XI.c. Uniform Complaint Procedure

All students, parents, and staff at Chrysalis are guaranteed freedom from unlawful discrimination. The school will follow its Uniform Complaint Procedure policy which includes notifying members of the school their right to fill a Uniform Complaint, posting the Uniform Complaint form, and designating a knowledgeable person to investigate submitted complaint forms.

XII. CLOSURE PROTOCOL

A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.

The following procedures shall apply in the event the School closes, regardless of the reason for closure.

1. Closure of the School will be documented by official action of the Executive Board. The action will identify the reason for closure.
2. The Board will promptly notify the Shasta County Office of Education of the closure and of the effective date of the closure.
3. The Board will ensure notification to the parents and students of the School about the closure and will provide information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the School.
4. As applicable, the School will provide parents, students and/or the Shasta County Office of Education with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. 1232g. All records of the School shall be transferred to the Shasta County Office of Education upon School closure.
5. As soon as reasonably practical, the School will prepare final financial records. The School will also have an independent audit completed as soon as reasonably practical, which period is generally no more than six months after closure. The School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the School and will be provided to the Shasta County Office of Education promptly upon its completion.
6. Chrysalis Charter School will be operated by the Chrysalis Charter School nonprofit. As such, its assets and liabilities will be integrated into those of the corporation. In the event that the Chrysalis Charter School closes, after paying all debts, any remaining assets purchased with public funds will be donated to a local educational agency as determined jointly by the Chrysalis Charter School Nonprofit and Shasta County Office of Education.

XIII. IMPACT ON THE CHARTER AUTHORIZER

Civil Liability

Chrysalis Charter School shall be operated as a California nonprofit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)3 of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d. The specific purposes for which the corporation is organized are for the operation of a California public charter school for educational services in accordance with the Education Code Section 47600, et seq.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. The Charter School Articles of Incorporation and bylaws are attached as Appendix B. The Charter School shall work diligently to assist the Shasta County Office of Education in meeting any and all oversight obligations under the law to ensure the Shasta County Office of Education shall not be liable for the operation of the Charter School.

Further, the Charter School and the Shasta County Office of Education shall enter into a memorandum of understanding which shall provide for indemnification of the Shasta County Office of Education.

The corporate bylaws of the Charter School shall provide for indemnification of the school's Executive Board, officers, agents, and employees, and the School will purchase general liability insurance, Directors and Officers insurance, and fidelity bonding to secure against financial risks. Insurance amounts will be determined by recommendation of the insurance company for schools of similar size, location, and type of program. The Shasta County Office of Education shall be named an additional insured on the general liability insurance of the Charter School.

The Executive Board will institute appropriate risk management practices, including screening of employees, establishing codes of conduct for students, staff, and participating families, and procedures governing financial transactions and dispute resolution.

XIV. ASSURANCES

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for Chrysalis Charter School to be located at 21945 Old 44 Drive, Palo Cedro, CA 96073 is true to the best of my knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further I understand that if awarded a charter, the school:

- Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code §60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code §47605(c)(1)]
- Will be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Act (Chapter 10.7 (commencing with §3540) of Division 4 of Title 1 of the Government Code.³ [Ref. California Education Code §47605(b)(5)(O)]
- Will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code §47605(d)(1)]
- Will not charge tuition. [Ref. California Education Code §47605(d)(1)]
- Will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students. In such a case, admission shall be determined by a public random public drawing in accordance with Section VII.b and VII.c. [Ref. California Education Code §47605(d)(2)(B)]
- Will not discriminate against any student on the basis of ethnic background, national origin, gender, or disability. [Ref. California Education Code §47605(d)(1)]
- Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it. .
- Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Criteria for Review, §11967.5.1(f)(5)]
- Will ensure that teachers of mathematics, language arts and science are expected to hold an appropriate California teaching credential, certificate, permit or other document issued by the California Commission on Teacher Credentialing. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code §47605(l)]

- Will at all times maintain all necessary and appropriate insurance coverage and regulations that pertain to the applicant or the operation of the charter school.

Authorized Representative's Signature

Date

Appendices:

Appendix A – Biographies of our Staff and Board Members

Appendix B – Articles of Incorporation

Appendix C – Bylaws

Appendix A – Biographies of our Staff and Board Members

Current staff:

Paul Krafel - co-founder, former administrator and part-time teacher (20 years)

Paul began exploring what teaching can be as a naturalist with the National Park Service for seven seasons. This led to four years of classroom teaching at the University of California at Irvine's lab school, the Farm School. Paul and Alysia moved to Shasta County to write their books and raise their children. They became the education team at Carter House Natural Science Museum which sponsored them to create Chrysalis. He taught at Chrysalis and was its third administrator until retiring in 2015 but continues to be active in the mission of the school.

Alysia Krafel - co-founder and part-time teacher (20 years)

Alysia began her teaching career in 1974 at the University of California at Irvine's Farm Elementary Lab School, an alternative school, where she taught for twelve years. With other teachers at the school, she created a math curriculum that help students use manipulatives to construct understanding of basic mathematical concepts. In 1988, she worked with the Carter House Natural Science Museum to create and deliver curricula on volcanoes, dinosaurs and nature science for the Shasta County teachers. From 1994

through 1996, she worked with Paul Krafel and Steve Essig to found Chrysalis Charter School. The math curriculum she wrote at the Farm School is still in use at the school. She continues to teach math and mentors the other teachers at the school.

Sara Hoxie - naturalist and teacher (16 years)

Sara Hoxie began as a teacher at Chrysalis in 2000. She taught the Chrysalis kindergarten for 14 years. This year, 2016, is her second year as a Home School teacher. She holds a Masters of Education with an emphasis in Environmental Education, a Professional Clear Teaching Credential, and a Tier 1 Administrative Services Credential for the State of California. Prior to Chrysalis Sara worked as a field naturalist and outdoor school director in county office programs and non profits. She often helps new teachers learn to teach outdoors. Sara is a published poet and song writer and teaches science and history through music. All 3 of her children are Chrysalis alumni.

Laura Bowie - naturalist and teacher (12 years)

Laura Bowie obtained her BS in Biology at Dickinson College and her teaching credential at California Polytechnic in San Luis Obispo. She brought many years of middle and high school teaching experience to the Chrysalis team: 3 years at Rancho San Justo Middle School in Hollister, 7 years at Westwood High School (7-12 math and science), and 1 year at Jaynesville Elementary (7-8 science), and 12 years at Chrysalis. Laura is a gifted and energetic science teacher. Within moments of meeting her, you know that she is dedicated to her students, passionate about teaching and excited about life and the world around her. She enjoys teaching middle school and watching her students transition from children into responsible young adults. Walk into her classroom and most days you will see students involved in animated discussions or working intently over chemistry equipment. Out on field study, she loves to see her students get excited about what they are seeing.

Cheri Relph – teacher (9 years)

Cheri Relph earned her multiple subjects K-8 credential from Point Loma College in San Diego and her Clear Credential with CLAD courses through Chico State University and Simpson College. Prior to coming to Chrysalis, she taught at Burney Elementary for 10 years. She has taught 1st, 2nd and 3rd grades. She first came to Chrysalis as a parent when her son Elijah started attending Chrysalis in the 3rd grade. She loved the camping trips and field studies and the family feel that Chrysalis brings. She enjoys teaching special social studies and science projects with her students that get them excited about

learning. She loves to write songs and uses them daily in her classroom to make the state standards more fun and meaningful to her students. Many times the lyrics are of a personal nature to add a smile to each child's face just for the plain fun-of-it! One song that she likes to start the day with is a song called "I was created for a special purpose". It reminds the kids that each child is created for a special purpose, to go far in life and to walk in kindness.

Karen Shuster - teacher (7 years)

Karen Shuster got her Bachelor's degree in Biology and worked in Outdoor Education before going back to school and earning a single subject life science credential from Humboldt State. She taught in the classroom for 6 years before moving to Shasta County where she worked in the County Office of Education's Homeschool Program. She homeschooled her own children all the way through their graduation from high school, occasionally teaching classes for groups of homeschoolers. Besides education, she also has experience in administration for several local non-profit organizations and continues to serve them as a consultant and volunteer. She enjoys a variety of activities including hiking, photography, sailing, music, cooking, learning and trying new things.

Crystal Padilla – teacher (6 years at Chrysalis)

Crystal Padilla joined the staff after 2 years teaching Kindergarten in Fremont, California. Her first two years at Chrysalis, she taught a 2nd/3rd grade combo class and is now currently teaching the 3rd grade class. Crystal received her BA and multiple subjects credential from Simpson University. She believes learning should be fun and invoke lasting memories that help lead to a lifelong love of learning.

Casey Link - teacher (5 years)

Casey Link has been teaching at Chrysalis for five years. Previous to becoming a Chrysalis teacher, Casey taught English in high schools in Japan for three years. Casey got his BA in Liberal Studies and his K-8 teaching credential at CSU Chico. Casey particularly enjoys having science and engineering challenges for his students.

Corinne Aberg - teacher (4 years)

Corinne Aberg joined the staff after 9 years teaching at Sacred Heart School in Anderson. Here, she taught first grade for 2 years before moving to kindergarten in 2014. She believes that Kindergarten is all about fostering a love of learning. Her ever-changing curriculum follows the needs and wants of the children, through art and creative expression and through genuine care and appreciation for the minds of

children. Corinne received her BA and multiple subjects credential from Humboldt State University.

Angela Rollins - teacher (2 years)

Angela Rollins brings a creative, entrepreneurial spirit to Chrysalis. She obtained her credential from CSU Humboldt and then created the opportunity to own and operate a small coffee business for six years prior to joining the staff at Chrysalis. She routinely engages her students in reading by evoking her own passion for literature. Her curriculum is child-centered and hands-on, actively involving students and their ideas in each lesson. She believes that the most important gift a teacher can give is that of wonder. Thus, she seeks to inspire in her students a desire to learn more, a need to ask questions, and a will to embrace new challenges.

Irene Salter - administrator and science educator (2 years)

Irene Salter is a proven administrator, award-winning teacher, successful grant-writer, and science educator who will allow Chrysalis to preserve its unique character while continuing to evolve. Her passion for science education was kindled through volunteer experiences in low-income schools while completing her PhD in neuroscience at UCSF. That passion became an all-encompassing flame during the four years she taught middle school science and math at Archway School in Berkeley, CA. While at Archway, her craft was honed by extraordinary teacher mentors at the Exploratorium Teacher's Institute and the GEMS group at the Lawrence Hall of Science. Soon afterwards, these mentors recruited her to help support other teachers through leading professional development workshops and developing curriculum. For the 7 years prior to joining Chrysalis, she taught and mentored preservice and inservice teachers at CSU Chico. There she managed several grants of over \$1,000,000 and led the Department of Science Education as Chair for two years. Her skills as an innovative educator have been celebrated through several honors including the Educator of the Year award from the Chico Rotary.

Connie Peters - teacher (new this year)

Connie Peters is a highly experienced teacher that joins the Chrysalis team after nearly twenty years of teaching kindergarten and second grade at St. Joseph's School in Redding. Her extensive experience has allowed her to build a structured, nurturing environment while meeting rigorous performance standards and demanding schedules. Connie received her BS credential at the University of Oregon and her teaching credential from Simpson College.

Elizabeth Wallace - teacher (new this year)

Elizabeth Wallace has over 15 years teaching experience. She initially earned an AA degree in Early Childhood Education and operated her own high-quality preschool program for several years. When she moved to Redding her positive attitude, leadership skills, and her ability to apply Child Development principles into practice were recognized by Shasta Head Start and they hired her as the Site Supervisor for their new Infant & Toddler Center for teenage parents. She worked there for 3 years before returning to college to earn both her Bachelor's Degree and teaching credential from Simpson University. Within a month of graduating, Elizabeth was offered a teaching position from the Enterprise School District which she gladly accepted. During her 6 years at Lassen View Elementary School she taught both 4th and 5th grades, participated on Leadership Team, was chairperson for the School Site Council and provided after-school interventions. She joined Chrysalis this year with a strong desire to teach in a school that nurtures the whole child and introduces academics in a way that supports a child's natural curiosity and creativity.

Sara Lincoln - special education teacher (new this year)

Sara Lincoln brings a rich background in special education and social services to Chrysalis. For nine years she managed all clinical and administrative aspects of Shasta Head Start's mental health services including conducting needs assessments and coordinating services for families. She then worked as an Early Intervention Specialist at the Shasta County Office of Education developing and monitoring individualized family service plans for young children. Just prior to coming to Chrysalis, she was an Employment and Training Worker at the Tehama County Department of Social Services managing a caseload of 65 clients.

Current members of our board:

Glenn Zane – Community Representative (President)

Glenn Zane is the owner and principal consultant in the firm of Continental Resource Solutions. Work includes forest land management and acquisition consulting, developing biomass to energy projects as an owner and as a consultant with related sawmilling and small diameter wood utilization projects, developing and executing timber and biomass fuel procurement projects as an owner and as a consultant, biomass fuel procurement management and logging and log sales management. Glenn has been associated with Chrysalis as a parent and grandparent for nearly 20 years and Board member for over ten years.

Chris Kutras - Community/Educator-at-Large Representative

Chris Kutras is the son and grandson of Redding natives. His grandfather was the owner of the "Kutras Tract" in Redding and much of the western river frontage where Turtle Bay now resides. Chris is now a professor at Shasta College and has been there for about 20 years. Chris to be an honest, involved and innovative person.

Jenn Snider – Parent Representative

Jenn Snider has been a Chrysalis parent since August 2009 and has served on the board since 2011. In 2010 she joined the Chrysalis Parent Club; she served until 2014 in the roles of treasurer and president. Jenn has a Bachelor of Science degree from San Francisco State University (1998), a Master of Public Health degree from Tulane University (1999), and over 15 years experience working to improve the health and wellbeing of families in Shasta County. Jenn is a passionate advocate for early childhood, early literacy, and kindergarten readiness. When she joined the board, she was the manager of the School Readiness Program at First 5 Shasta. She worked with the Shasta County Office of Education to develop and implement the county-wide Kindergarten Readiness Snapshot. Currently, Jenn serves as the chair of the Shasta Early Literacy Partnership, a collaborative dedicated to improving early language and literacy skills of children. She is an outspoken advocate for the impact of early childhood experiences on the developing brain and the consequences those experiences may have on learning.

Sharon Fong – Parent Representative (Secretary)

Sharon Fong has been a Chrysalis parent since 2010. She was active in the Parent Club, acting as Secretary, until she began to serve on the Board in 2011. Sharon has a Bachelor of Arts degree from Skidmore College (Saratoga Springs, NY) and a Master's degree in English from the University of California, Riverside. She taught English at UC Riverside as a teaching assistant (1989-1995). From 1997-2001, she directed the Writing Center and taught English at the University of Nevada, Las Vegas. From 2001 to 2004 and from 2009 to the present, she has taught English at Shasta College. She is a strong advocate for higher education, and she understands that a solid foundation in learning is the key to fostering a lifelong love of learning.

Sara Hoxie – Teacher Representative (Vice-President)

Cheri Relph - Teacher Representative

Irene Salter – Administrator (Treasurer)

[1] See section II.c. Curriculum and Instructional Design for our specific annual actions to meet State Educational Priority 2 - State Standards.

[2] Specially designed academic instruction in English (SDAIE) is a teaching approach intended for teaching various academic content (such as social studies, science, math or literature) using the English language to students who are still learning English. Lessons thus include both content goals and language goals for the students in a cognitively demanding, multi-sensory environment.

[3] A suspended expulsion is defined as a student who is technically and legally expelled but for whom the school has decided to suspend the enforcement of the expulsion order, thus allowing the student to attend school on probationary status.