

2020-21 Application for Chrysalis Charter

Cohort: 1

Application Date: 11/14/2019

Submit Date: 11/19/2019

Responsible Party

Irene Salter, Administrator/Superintendent

irene@chrysalischarter.org

(530) 547-9726

Role: I am Administrator (aka Principal, Superintendent, Development Director, and sometimes Custodian)

CEO

Irene Salter, Administrator/Superintendent

irene@chrysalischarter.org

(530) 547-9726

PO BOX 709

PALO CEDRO, CA 96073

Notice of Intent

Name: Chrysalis Charter

Phone: (530) 547-9726

Fax: (530) 547-9726

Website: <https://www.chrysalischarter.org/>

Partner:

CDS: 45 10454 0111674

CS Num: 0778

School Year Applying For: 2020-21

Date CDS is expected:

Date school was established: 08/22/2006

Joint Powers Authority:

Counties Served: Shasta

Non-Classroom Based?: False

Grades Offered / Authorized per charter petition: K-8

Grades Served for application year: K-8

Estimated First Day of Instruction: 08/19/2020

Total Days of instruction: 175

Authorized?: True

Authorizer(s): Shasta Co. Office of Education

Expiration Year: 2021

Expected Date of Authorization:

Authorizing County: Shasta

Authorizing District: Shasta County Office of Education

Authorizing LEA: Shasta Co. Office of Education

Current SELPA: Shasta County

Corrected Current SELPA:

Administrative Unit: Shasta Co. Office of Education

Charter of the District for SpEd Purposes or an LEA for SpEd?: LEA_for_Special_Education

Date 'Notice of Withdrawal' was given to current SELPA and CDE: 06/03/2019

Anticipated Enrollment (K - 12): 220

Anticipated Special Education Population: 18

Incorrect CDE Information:

Addresses

Charter Mailing Address

PO Box 709
Palo Cedro, CA 96073

Charter Physical Address

21945 Old 44 Dr.
Palo Cedro, CA 96073

Partner Mailing Address

Nonprofit
PO Box 709
Palo Cedro, CA 96073

Partner Physical Address

Nonprofit
21945 Old 44 Dr.
Palo Cedro, CA 96073

Pupil Count Data

Please list students by primary disability:		Current Year, if applicable	2020-21 Proposed
Intellectual Disability	ID	<input type="text" value="1"/>	<input type="text" value="1"/>
Hard of Hearing	HH	<input type="text" value="0"/>	<input type="text" value="0"/>
Deaf	Deaf	<input type="text" value="0"/>	<input type="text" value="0"/>
Speech or Language Impairment	SLI	<input type="text" value="5"/>	<input type="text" value="5"/>
Visual Impairment	VI	<input type="text" value="0"/>	<input type="text" value="0"/>
Emotional Disturbance	ED	<input type="text" value="1"/>	<input type="text" value="1"/>
Orthopedic Impairment	OI	<input type="text" value="0"/>	<input type="text" value="0"/>
Other Health Impairment	OHI	<input type="text" value="6"/>	<input type="text" value="6"/>

Please list students by primary disability:		Current Year, if applicable	2020-21 Proposed
Specific Learning Disability	SLD	<input type="text" value="4"/>	<input type="text" value="4"/>
Deaf-Blindness	DB	<input type="text" value="0"/>	<input type="text" value="0"/>
Multiple Disability	MD	<input type="text" value="0"/>	<input type="text" value="0"/>
Autism	Aut	<input type="text" value="1"/>	<input type="text" value="1"/>
Traumatic Brain Injury	TBI	<input type="text" value="0"/>	<input type="text" value="0"/>
SpEd Pupil Count (December)		<input type="text" value="18"/>	<input type="text" value="18"/>
Total Population (October CBEDS count)		<input type="text" value="214"/>	<input type="text" value="214"/>
SpEd Pupil Count as % of Total Population		<input type="text" value="8.40"/>	<input type="text" value="8.40"/>
Please provide an explanation if the SpEd percentage is less than 4% or greater than 14%			

Special Education Budget

SPECIAL EDUCATION REVENUE	ADA/CBEDS	Estimated Projected 2020-21 Funding Rate	ADA or CBEDS x Rate
2020-21 Estimated P-2 ADA x Rate = Est. State SpEd Revenue	<input type="text" value="209"/>	<input type="text" value="\$522"/>	<input type="text"/>
Current Year Estimated October CBEDS Count, if applicable ¹ x Rate = Est. Federal SpEd Revenue	<input type="text" value="214"/>	<input type="text" value="\$125"/>	<input type="text"/>
Subtotal of estimated revenue prior to deductions			<input type="text"/>
Charter SELPA Administrative fee ²		<input type="text" value="0.06"/>	<input type="text"/>
Contribution to Set-aside Risk Pool - One time payment - Year 1 only ³	<input type="text" value="0"/>	<input type="text" value="5"/>	<input type="text"/>
Estimated 2020-21 Revenue ⁴			<input type="text" value="126652.00"/>

SPECIAL EDUCATION REVENUE	ADA/CBEDS	Estimated Projected 2020-21 Funding Rate	ADA or CBEDS x Rate
Estimated State Aid			<input type="text"/>
Estimated Federal Aid			<input type="text"/>
Estimated Income			<input type="text"/>

¹ For new charters opening in 2020-21, there are no federal funds generated until year 2. For charters new to the SELPA in 2020-21, but in operation in the current year, they may be eligible for federal funds if the prior year CBEDS count is included in the Charter SELPA grant for 2020-21.

² The Administrative Fee is 6% in year 1, 5% in year 2 and declining to 4% by year 3, 4 or 5 depending on special education capacity of the charter.

³ In year 1 of entry, all charters pay a \$5 one time non-refundable contribution to the set-aside risk pool.

⁴ The estimated revenue is not guaranteed but is provided as a tool to assist charters in developing estimates for their 2020-21 special education budget.

SPECIAL EDUCATION EXPENDITURES	Current Year, if applicable	2020-21 Proposed
Certificated Salaries	<input type="text" value="64507.00"/>	<input type="text" value="66429.00"/>
Classified Salaries	<input type="text" value="12796.00"/>	<input type="text" value="13948.00"/>
Employee Benefits	<input type="text" value="19532.00"/>	<input type="text" value="20350.00"/>
Books and Supplies	<input type="text" value="7725.00"/>	<input type="text" value="7957.00"/>
Services and Other Operating Expenses	<input type="text" value="102377.00"/>	<input type="text" value="105448.00"/>
Capital Outlay	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>
Estimated Expenditures	<input type="text" value="206937.00"/>	<input type="text" value="214132.00"/>
INCOME LESS EXPENDITURES		<input type="text" value="-87480.00"/>

Please provide a narrative that describes your 2020-21 budget assumptions. At a minimum, the narrative should include a description of the number and type of staff you intend to employ, a description of books and supply costs, description of services/operating expenditures, and any capital outlay expenditures that are planned.

We anticipate that expenditures will *equal or exceed* the estimated income projection. If your budgeted expenditures *are less* than income, please provide a detailed explanation of why you are not able to expend funds in year 1 of program operation.

Program Information

1. Explain the rationale/reason for pursuing a partnership with the EDCOE Charter SELPA. Who was involved in the decision-making process? How would this partnership enhance your school program and how would the SELPA benefit from partnering with your organization? *

We are currently part of the Shasta SELPA. Over the past 2 years, a number of issues have arisen within the Shasta SELPA that have raised concerns for us. A programmatic review of the Shasta SELPA (September 25, 2018) identified the following issues: (a) “smaller Districts, especially on the East side, have very little in the way of options for students when one is identified as needing more than the site feels they can provide” and (b) the “repeated issue from the smaller districts was the concern over having ‘no voice’ in decisions”. Several recent decisions by their Governing Board persist in prioritizing the needs of the largest Districts and making it harder for smaller LEAs like ours to provide a continuum of services for our students. This school year, there has been a great deal of turnover amongst the staff and it is yet unclear whether the new SELPA Director will be able to successfully support our school. Meanwhile, a number of other charter schools in our region (Redding STEM Academy, Redding School of the Arts, and New Day Academy) have been giving us glowing recommendations about EDCOE Charter SELPA. They greatly appreciate the charter school focus, excellent support, and fantastic personnel. Discussions have occurred with many parties about the possibility of transitioning to a different SELPA: our teaching staff, our nonprofit’s Executive Board, the school Site Council, and our charter authorizer (the Shasta County Board of Education). We believe that EDCOE Charter SELPA, in combination with membership in the North State Charter JPA, would expand the continuum of services we can provide for our students, give us a true voice in decision making, give us access to exceptional staff, and better understand our unique needs as a small charter school in a rural area. We believe the SELPA would benefit from our success with inclusion practices, teacher powered governance, and MTSS.

2. Describe how you have engaged parents, staff, and community members in the process and decision of pursuing LEA status for special education. What specific strategies has been implemented to learn parent/staff/community priorities and concerns regarding special education at your LEA? *

We have had LEA status for special education throughout our existence as a county-wide sponsored charter school (since 2001), thus, the first question about pursuing LEA status is not relevant to our situation at this point. In order to learn parent, staff and community priorities, we have done many things. First, all parents are asked about their level of satisfaction with the school, its climate, and our staff annually through a parent survey. These results are reviewed with teachers, the Executive Board, and the Site Council. Second, we build relationships with all special education students and their families. Both throughout the year and particularly during any IEP meetings we gauge their needs and figure out how to meet them. Third, our Executive Board and Site Council are diverse governance bodies that include staff, parent, and community

member input. At each of these governance bodies, we have discussed special education and the challenges we have faced meeting student needs under the Shasta SELPA. The Executive Board in particular has discussed our concerns (detailed in question 1) several times and issued a letter in June 2019 indicating our intent to withdraw from the Shasta SELPA in June 2020 should we find an alternate SELPA that could better meet our school's unique needs. Finally, and most importantly, we are a teacher led school; ultimately, it is the teachers that will determine which SELPA to join. They have been very active in the discussions and decision making throughout the past two years; our resource teacher/special education director is the primary driver behind the push to join EDCOE.

3. Describe the proposed organizational model; include the following information: a) Organizational charts for year one and one for when the school is at full capacity, and b) Job descriptions for each leadership role *

Our 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." The organization chart has our nonprofit's Executive Board as the legal and fiscal stewards of our school working in partnership with the "Teachers Cooperative" (comprised of all full time credentialed teachers) who are the heart and soul of the school. Our resource teacher/special education director is a core member of the teacher team. The Administrator reports to the Executive Board and is in service to the Teachers Cooperative. In addition, there are Paraprofessionals that support the Teachers Cooperative and Office Staff that support the Administrator.

Typically, the Teachers Cooperative will draft policies, schedules, budgets, and documents then recommend them to the Board. The Board will review those with an eye towards keeping the school in legal and fiscal compliance. The Administrator will facilitate all of those conversations.

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, the school administrator, and two 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.

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.

Teachers Cooperative

A charter school is given freedom from many educational regulations in return for achieving goals set forth in the school's charter. At Chrysalis, we have used this regulatory freedom to empower teachers to lead the way. 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 important because it creates personal ownership; teachers are responsible for creating a school that families want to enroll in. Though this model of school organization is not readily apparent to most visitors, it is fundamental to Chrysalis. Many educational reformers believe it has power to improve public education within our country. In fact, Chrysalis won the [2017 Teacher-Powered Schools Initiative Extraordinary Achievement Award \(https://www.educationevolving.org/blog/2017/02/at-second-national-conference-momentum-builds-for-teacher-powered-model\)](https://www.educationevolving.org/blog/2017/02/at-second-national-conference-momentum-builds-for-teacher-powered-model) for our teacher-powered model.

- Select, evaluate, transfer and/or terminate colleagues
- Set staff pattern (including size of staff; allocation of personnel among teaching and other positions)
- Select, evaluate, and/or terminate leaders
- Determine budget
- Determine compensation, including leaders
- Determine learning program and learning materials (including teaching methods, curriculum, and levels of technology)
- Set the schedule (of classes; of school hours; length of school year; or work hours)
- Set school-level policies (including disciplinary protocol, homework, etc.)
- Determine professional development
- Determine whether to take, when to take, and how much to count state and local assessments
- Assess school performance according to multiple measures

Administrator

As our Administrator, you will report to the Executive Board and act in service to the Teachers Cooperative. The Administrator manages the daily operations of the school (facilities, budget, personnel, contracts, etc.); problem solves any immediate concerns that arise (e.g. power outages, parent complaints, student discipline, etc.); and ensures forward momentum on our mission, vision, long term goals, and policies.. Specific duties include:

- Embodying the mission of the school in everything you do.
- Strengthen our mission of “encouraging the light within each student to shine brighter”. Facilitate conversations at the teachers co-op in order to set long term visioning, goal setting, and policies and then keep the team moving forward and staying true to their agreements with one another. Organize trainings, social events, enrichment days, and other activities to support the mission. Attend/convene special ed, 504, SST meetings so that when kids’ lights are NOT shining, they are getting help to get back on track.
- Empower the teachers’ co-op. Facilitate staff meetings and encourage the light within each teacher to shine brighter. Deal with any personnel matters that come up (complaints, concerns, deliver feedback, offer coaching, support, step in, find coverage...). Help the co-op hire great people and retain them.
- Establish and maintain a positive, safe, consistent, structured, joyful school culture. Be proactive (e.g. lead tree assembly, coordinate aides and office staff, be seen on campus, create an environment that helps kids shine, know your policies and change them when they aren’t working, etc.). Be reactive, too (e.g. follow through on discipline policies, investigate major problems and repeated minor problems, coordinate disciplinary actions and communications, etc.). Communicate skillfully with staff, parents, and students in a way that strengthens the school community. Organize camping trips, graduation, and other all school events. Keep parents informed via the weekly newsletter and positive relationships.
- Be the face of the school for public relations and marketing. Maintain the website, brochures, application, and Facebook. Go out and meet with preschool groups and other community organizations. Conduct tours for prospective families. Seek full enrollment.
- Keep scouting the “big picture” and reporting back to the teachers’ co-op and Executive Board so that we chart a good course into the future. Keep up with policy, legislation, legal changes, political landscape, special education, and community shifts that affect our school, and mitigate their impact.
- Keep the school in compliance. There are lots of annual plans to be revised and regulations that have to be followed, reports to be sent in, governance boards and committees to facilitate, and budgets to be reviewed. The teachers rely on their Administrator to keep the money flowing, keep the audit clean, stay out trouble, and buffer them from outside forces.
- Build and maintain strong relationships with our non-profit’s Executive Board, with our authorizer (the Shasta County Board of Education), other charter schools, educational entities, SELPA, CSDC, and other agencies.
- Maintain and sustain our wonderful campus. Deal with facilities issues. Keep up with maintenance. Communicate with our landlords and facilities staff. Address safety issues. Organize 1-2 work days/year. Be a good neighbor.
- Manage the money. Help the co-op set a strong budget and don’t overspend, using Budget Committee as needed. Seek additional revenue streams. Oversee development efforts such as fundraising, grant writing, and maintaining alumni connections. Comparison shop for new contracts and build great relationships with contractors that partner with us. Review contracts with a fine toothed comb so we don’t get jipped.

4. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals (i.e. back office providers etc.). Include, in document uploads, existing evidence of support from community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts. *

1. Our lease with the Catholic Diocese of Sacramento gives us a large, beautiful campus that we call home.
2. A Memorandum of Understanding with the Shasta County Office of Education (our authorizer) provides business and personnel services.
3. A contract with North State Charter JPA provides school psychologist and nursing services.
4. A contract with Terri Shelton OTR/L provides occupational therapy services.
5. A contract with Speech and Reading Services provides speech and language pathologist services.
6. We are currently in the process of switching our contract for lunch services from Enterprise Elementary to the Shasta Union High School District.
7. A contract with the Shasta Union High School District provides for technological services support for our servers, internet, printers, computer, and classroom presentation equipment.
8. Our Memorandum of Understanding with Turtle Bay Exploration Park, the local museum, provides all our students with field trip and educational enrichment.
9. A contract with Vavrinek, Trine, Day, LLC provides independent audit services.
10. A contract with Lotus Educational Services provides 10 hours per week of school counseling.

5.

Describe your five-year growth plan that includes additional schools and/or grade levels.

Please copy the table below into your response and populate it with FTEs:

Full Time Employees	FTE (GenEd)	FTE (SpEd)	Total
Classified			
Certificated			
Contracted			

*

We do not plan to add additional schools or grade levels in the next 5 years. Our long term goals were recently set at the annual teacher visioning retreat:

Shorter term (1-2 year) goals

- Leadership transition – Re-envision the leadership structure. Re-affirm the teacher-powered nature of the school. Successfully transition in new leadership.
- Facilities Expansion - (Reclaim and redistribute gym time. Transition to new lunch service. Install & move into a portable or pre-fab multipurpose room. Sign a new lease.

Longer term (3-5 year) goals

- Cross-grade level curricular coordination – Coordinate pedagogical and curricular approaches across grades while still preserving and protecting teacher autonomy. Include enhancement curricula.
- Focus on gifted students - Develop the staff to excel at serving gifted and talented students. Market the school to fill this niche K-8 in the region.
- Field study - Develop a field study framework across grades K-8. Relate these to NGSS.
- Master schedule - Adjust the master schedule as needed to better suit students and teachers.

Full Time Employees	FTE (GenEd)	FTE (SpEd)	Total
Classified	9.2	1	10.2
Certificated	11.3	1	12
Contracted	0.25	0.6	0.85