

Chrysalis Charter School request for county sponsorship, January 11, 2006

I. FOUNDING GROUP

Describe the founding group for the proposed charter school, providing evidence that the applicant possesses the necessary background in the following areas critical to the charter school's success and/or that the founders have a plan to secure the services of individuals who have the necessary background in these areas:

Curriculum, instruction and assessment;

Finance, facilities, and business management; and

Organization, governance, and administration [Ref. Criteria for Review and Approval of Charter School Petitions; California Code of Regulations, Title 5, §11967.5.1(c)(4)]

The Chrysalis Schools non-profit organization submits this charter renewal request to the Shasta County Office of Education. Our non-profit is the governing board for Chrysalis Charter School, the longest established charter school in Shasta County. Now in its tenth year of operation, the school has consistently been in the very high 700's on the STAR test, made API and AYP last year, and has created a reserve of over \$70,000 (more than 12% of our annual budget), and we expect its charter to be renewed soon by Enterprise School District for the second time. School attendance is consistently above 95% and parental satisfaction, as measured by a semi-annual survey, is high. In addition, the school has successfully completed many complex tasks such as creating a non-profit, transitioning from a nonclassroom-based to a classroom-based program, and applying and receiving waivers from the State Board of Education.

Explain the circumstances that brought the founding group together to form this charter school. Include resumes of the individuals and names of any organizations or agencies that are partners in planning and establishing the school, along with a description of the role they have played and any resources contributed by them. Note whether any member of the founding group is a proposed board member, school leader, or other "key" staff of the charter school. If the petitioner is an organization that manages a network of charter schools, provide a statement of the background and capacities of the organization in the above-mentioned areas.

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 home schooled students. That grew into Chrysalis. The school was chartered in 1996 by the Enterprise 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 School District. 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 those ten years, our museum roots have inspired a school deeply committed to (and talented in) hands-on learning. This unique offering has drawn proportionately from all the nearby districts in the county. (See Attachment 1) Unfortunately, the temporary use permits for our

museum classrooms have expired. We will lose access to them at the end of this school year. Therefore we need to find a new site. The Education Code has added provisions that make this very difficult for a district-sponsored charter school in Shasta County's multiple one schoolhouse districts. A county sponsored charter school has much more latitude in site selection. We are, therefore, seeking county sponsorship. This feels very appropriate because of our unique offering that serves families equally throughout the county.

Key players in this transition are:

The staff of Chrysalis

Paul Krafel - co-founder, teacher and administrator - 10 years

Alysia Krafel - co-founder and teacher - 10 years

Virginia Siemens- teacher and manager - 8 years

Sara Hoxie - naturalist and teacher 6 years

Patty Brent - teacher - 2 years

Laura Bowie - naturalist and teacher - 2 years

Members of our board

Clifford Knapp- Advisor and Board Member, Professor Emeritus in Education - new

Glenn Zane - parent, local businessman and board member - new

Beverly Self - parent and board member - new

See Attachment 2 for resumes.

II. Educational Philosophy and Program

MISSION – *Provide a clear and concise mission statement that defines the purposes and nature of the charter school. Describe here, as well as within other applicable elements of the application, how the charter will improve learning for the targeted population and increase learning opportunities for its students. This statement should be written for understanding by the charter authorizer and the general public. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(1)(B)]*

Chrysalis Charter School is a community of kindness, respect, and love of learning which encourages the light within each student to shine brighter.

Chrysalis is a museum school, not just in the historic sense of our being housed at a museum but in the fundamental sense of springing from the same educational philosophy that inspired museums. The world is a fascinating place and learning about the world is both a joy and of fundamental importance to a good life. We are born to learn and this learning happens best when we can interact richly with the world in the collaborative company of others on a similar path.

Educational Philosophy – *Describe the educational program of the proposed charter school:*

Several institutional characteristics contribute to our mission.

(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 development, independent of age. Curriculum becomes differentiated to meet individual needs, interests, and abilities as determined by ongoing assessment and feedback. Learning will often take the form of hands-on interactions with the material to be understood. Science is the core subject because it epitomizes the process by which humans achieve greater understanding of our world.

(2) Kind environment – If children feel threatened either by coercive instruction or a teasing peer group, then 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, politeness, 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 between teachers and parents removes the need for grades.

(3) Responsive teaching – If students are to become competent, self-motivated, life-long 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.

(4) 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.

(5) Strong parental involvement within the school – Parents (along with younger siblings) are welcome. They enrich the school program in several ways. They provide valuable assistance to our teachers, give students a rich source of adult encouragement, and help build a warm, supporting community through their friendships.

(6) Community service – Community service inspires the best within us. Students are given opportunities to provide age-appropriate community service throughout the nine years at Chrysalis.

(7) Focus on developing the “executive functions” of the brain – To become competent, self-motivated, life-long learners, students must learn how to make good decisions. The maturing development of the individual overarches our specific curriculum. The “light within each student” is our constant measure and leads us to work with each student to develop his/her individual abilities.

(8) Actively research both our natural environment and educational practices - Chrysalis is a science school. We do what scientists do, not just teach some of the things that scientists have discovered. Scientists research, develop, and deepen understanding. Our students will do research in their classes. Teachers will do research on developing educational practices that can improve public education. The school is intentionally set up to adapt to research in pursuit of its mission.

Several of these characteristics interconnect to form the core focus of our school: to understand the natural systems of our region and become good stewards of those resources. One branch of this stewardship is sharing our understanding with the larger community of Shasta County, including its teachers and schools.

Students to be Served – *Identify the proposed charter school’s target student population, including, at a minimum, grade levels, approximate numbers of students, and specific educational interests, backgrounds, or challenges. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(1)(A)] As necessary, confirm that grade levels to be served by the charter school will coincide with the charter authorizer’s grade levels. [Ref. Education Code §47606(a)(6).]*

This school currently serves students from kindergarten through eighth grade. Because we believe learning happens strongest in a personalized setting, the school will be intentionally small. When demand for the school grows greater than our capacity, our non-profit organization will begin planning the opening of another small school. Our target student population is 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 understanding or because of the kindness of our community.

Curriculum and Instructional Design – *Include a framework for instructional design that is aligned with the needs of the pupils that the charter school has identified as its target student population. Describe the basic learning environment (e.g., site-based matriculation, independent study, technology-based education). Discuss how the chosen instructional approach will enable the school’s students to achieve the objectives specified in the charter and master the academic content standards in core curriculum areas as adopted by the State Board of Education pursuant to Education Code §60605. The discussion of instructional design should include, but not be limited to, curriculum, teaching methods, materials, and technology. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(1)(C-E)]*

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. The curriculum will emphasize depth over breadth and focus on creating hands-on opportunities to interact with the content. (Prototyping and developing such opportunities is part of the research mission of our school.) Therefore, our curriculum is open-ended and unpredictably varied from year to year. In order to develop competent, self-motivated life-long 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. Therefore, the school gives students direct access to many materials such as sweep nets, microscopes, measuring equipment, and math manipulatives.

Chrysalis Curriculum Framework

The Chrysalis curriculum is interdisciplinary and experiential. It is our intention to ready students to be active, knowledgeable and responsible 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 state standards.
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. Teachers shall use a variety of curricula that encourage hands-on investigations such as GEMS, AIMS, Carolina Biological Supply, Delta and teacher-generated material.
5. Students will engage in hands-on learning and discovery.
6. Themes of geology and earth science, physics and chemistry and human and plant biology will be offered on a rotating basis.
7. School-wide camping trips will be made available to families to enrich the science curriculum.
8. Appropriate use of computers and other electronic equipment will be used in the teaching of science.

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 eighth grade students will take the state mandated assessments in science.

Expected outcomes

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

Mathematics Goals

1. Mathematics education will include but not be limited to state standards.
2. All students will be given mathematics instruction appropriate to their level of understanding.
3. Mathematics will be based on the constructivist model of educational understanding.
4. Mathematics in primary and elementary will be delivered through use of mathematical manipulatives.
5. Curriculum may be delivered from standardized text books or may be teacher-generated.
6. Mathematics may be applied and implemented in science, social studies, art 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. All students will take district or state mandated standardized examinations.

Expected outcomes

Students will achieve content knowledge and reasoning in mathematics and show growth at an appropriate level.

Physical Education Goals

1. Physical education will be implemented at an appropriate level for each student.
2. Students will be active and will participate in hikes and outdoor activities with normal to high levels of stamina.
3. Students will be fit according to physical ability.
4. Students in primary program will participate in gross motor skill-based physical activities including balance, coordination and the crossing of the midline.
5. Students will be encouraged to enroll in outside sports activities.

6. All students without physical disabilities will demonstrate ability to ambulate across uneven ground.
7. 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.

Language Arts Goals

1. Language arts will include but not be limited to state standards.
2. Language Arts will be delivered at an appropriate learning level to each student.
3. Students will learn to read at or above grade level.
4. Students should develop appropriate decoding skills.
5. Students should develop appropriate comprehension skills.
6. Reading curriculum will be standards-based and may contain but not be limited to Zoo-phonics , Scholastic, Write Source and teacher selected materials.
7. Students should read for enjoyment and content.
8. Students should develop appropriate writing skills.
9. Student at all levels will learn vocabulary.
10. Student will progress in spelling and word attack skills.
11. Students may be exposed to poetry and music.
12. Students should learn the use of keeping journals.

13. Students will learn speaking skills. In lower grades oral communication will be to teacher and peers; in upper grades, communication will include conveyance of information to larger groups.

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. All students will take district or state mandated standardized examinations.

Expected outcomes

Students will achieve in the areas of literacy and show growth at an appropriate level.

Social Studies Goals

1. Social Studies curriculum will 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. Kindergarten and primary students will explore the local human environment learning the roles of different citizens in the local community.
4. Elementary grades will learn about the history and functions of our state and country.
5. Middle school students will understand the greater world, world history and various contemporary issues.
6. Students may contribute to society through community service projects.
7. Eighth graders will take a Constitution Class

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. All students will take district or state mandated standardized examinations.

Student in eighth grade will pass a Constitution examination before graduating.

Expected outcomes

Students will achieve knowledge and understanding in the areas of Social Studies and will show growth at an appropriate level.

Fine Arts Goals

Chrysalis is committed to offering fine arts instruction as an academic subject in our curriculum. All students should have access to fine arts courses offered through Chrysalis.

1. Creative expression will be perused by students at all levels.
2. Students may be instructed in methods of ceramics, drawing, painting or sculpture and film through several offerings of the school.
3. Students may learn music and have instruction in an instrument or in choral singing through the school or district or during class time if offered by core teacher.
4. Students may engage in drama or theatrics or dance classes.
5. Field trips to fine arts exhibits and events will be considered one method of delivery of curricula.

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.

Curriculum

At a minimum, applicants should provide a full curriculum for one course or grade level as an attachment. A full curriculum should be submitted to the charter authorizer prior to the opening of school.

A year's course of our self-created math curriculum is attached. Because the school emphasizes explorations and investigations of the world around us and because we encourage student-directed activities and because the school has a bias towards ongoing curricular research and development, it is impossible for us to submit a "full curriculum". Every student, however, participates in science, language arts, mathematics, and social studies along with many other offerings.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING – *Indicate how the charter school will identify and respond to the needs of students who are not achieving at or above expected levels. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(1)(F)]*

Each entering student is screened by the teacher and, in consultation with the parents/guardians, is initially placed in the multi-aged math and language arts classes that seem appropriate. Competition is de-emphasized and best efforts and movement toward goals is encouraged. Individuals are protected from teasing or put downs. Differences in all learning areas are validated and accepted as normal. Placement in academic skill classes is assessed continuously and adjustments made as needed. Students who need extra help are given tutoring by special teachers, regular teachers, parents, other students and aides. If needed, student study teams are formed and special education services added to the mix.

The school's emphasis on hands-on interaction (and the de-emphasis on grades) and a strong supportive community often allows low-achieving students an opportunity to develop confidence in themselves. However, the special focus of our curricula, hiking on uneven ground, and our structure of many offerings going on simultaneously with many informal transitions does not fit the style of every student and so for some students, Chrysalis is not an appropriate placement. This is often apparent after visiting for a day.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING – *Indicate how the charter school will identify and respond to the needs of students who are academically high achieving. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(1)(G)]*

Just as with the low-achieving students, high-achieving students are identified in the initial screening process. They are placed in the academic level classes appropriate to them while still maintaining a normal peer group. (In its history, Chrysalis has had three students graduate from eighth grade having completed high school geometry.) 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 a non-teasing acceptance of one another, makes Chrysalis a school in which high-achieving students tend to bloom because they are freed from mind-numbing drill which is not only unnecessary for them but counter productive.

PLAN FOR ENGLISH LEARNERS – *Indicate how the charter school will identify and respond to the needs of English learners. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(1)(G)]*

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 Aprenda 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 Aprenda results within thirty days of receiving results. The Aprenda shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing. CLAD certified teachers will work with the student's family to individualize that student's education.

PLAN FOR SPECIAL EDUCATION – *Indicate how the charter school will identify and respond to the needs of students with disabilities. Fully describe the charter school’s special education plan, including, but not limited to, the following: provisions of Education Code §47641; The process to be used to identify students who qualify for special education programs and services; How the school will provide or access special education programs and services; The school’s understanding of its legal responsibilities for special education students; and How the school intends to meet those obligations. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(1)(G-H)]*

Chrysalis will provide Special Education services through membership in the Shasta County Public Charter Schools Special Education Consortium. As a member of this Consortium, the Charter School is willing to learn all applicable special education laws and to comply willingly with their implementation. As a member of this Consortium, the Charter School agrees to abide by all Consortium Membership Rules and conditions including a separate special contingency reserve of 2% for special education, accept all Shasta County Special Education Local Planning Area (SELPA) membership assurances, and allow itself to be represented at this SELPA by Redding School of the Arts (RSA) as the Consortium’s lead Local Education Plan (LEA). As a member of this Consortium, the Charter School has become a separate LEA within the Shasta County SELPA and has already agreed to the SELPA’s membership assurances.

The Charter School as a Consortium member agrees to transfer all its special education fund allocations under the SELPA enrollment formula to Shasta County Public Charter Schools Special Education Consortium in the following manner: either it will be set up through the County Office of Education as an automatic cash transfer of each received monthly SELPA allocation to the 09 Special Education budget of Shasta Union High School District, or the Charter School will direct its sponsoring authority to make a payment each month by check to the Consortium for that monthly SELPA allocation.

The Charter School will provide documentation to this Consortium that it has created within its budget a special and separate contingency reserve of 2% of projected attendance revenues for special education contingencies beyond and separate from the forwarding of SELPA funds as outlined above and separate from its own operating budget contingency reserves. This 2% reserve may be used by the Charter School for encroachment to cover special education costs, if encroachment is necessary.

Shasta County Office of Education, the Charter School’s sponsoring authority, understands its authority and responsibility, i.e., that this agreement supplements any terms of an existing MOU or charter language between the Charter School and its sponsor and also acts to supersede existing terms of any MOU relating to special education services or any prior agreement for special education services between the applying charter and its sponsor agency. The Charter School has become a separate LEA, and the control of the Charter School’s SELPA allocations for special education services rests solely with the Consortium.

The Charter School agrees to indemnify, defend, release, and hold harmless the sponsoring authority, its governing board, officers, employees, and representatives from any liability for any and all claims related to the provision or lack of provision of special education services by the Charter School – including non-public schools, non-public agencies, or any other service provider with whom the Charter School may contact – to any student currently or previously enrolled in the Charter School, as related to the time in which the student was enrolled in the

Charter School. Such indemnification agreement shall include claims made pursuant to the IDEA, whether filed with a state administrative agency, a state or federal court, or the sponsoring authority.

III. MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

Measurable student outcomes – *Describe the clearly measurable student outcomes that will be used by the charter school. “Student outcomes,” for the purposes of this part, means the extent to which all students enrolled in the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. [Ref. California Education Code § 47605 (b)(5)(B)]*

Chrysalis is focused primarily on individual student growth. We measure the difference between where individual students begin and where they end up as a measure of student outcome. Goals are formulated individually. Each student is assessed academically at the beginning of each school year or upon initial entry. Goals are set and students are placed in small academic classes according to their skill level, not by grade level or age. In the case of math and reading, if the student is unable to make adequate progress for whatever reason, s/he will be reassigned to the same level of instruction the following year and repeat the class. This advancement or not is a measurable outcome. We use this growth as both a measure of student learning and teacher efficacy.

Since the academic classes are very small, the dominant assessment tool is embedded and continuous. The formal assessment tools are a mixture of teacher-made tools and standardized, commercial tools. At the end of the school year, students are reassessed to determine if they have mastered the material taught. During the school year, if a student is demonstrating persistent lack of ability to meet academic goals, a student study team will be formed to ferret out the reasons why and develop appropriate support for remediation.

Method(s) of Assessment – *Describe the proposed method(s) by which student progress in meeting the desired student outcomes will be measured. [Ref. California Education Code §47605(b)(5)(C)] The school’s plan should describe a variety of assessment tools that are appropriate to the grade level, subject matter, skills, knowledge, and/or attitudes being assessed, including, at a minimum, tools that employ objective means of assessment that are frequent and sufficiently detailed enough to determine whether students are making satisfactory progress. Assessments should include annual results from the Statewide Testing and Reporting (STAR) program and any other statewide standards or student assessments applicable to students in non-charter public schools, including, but not limited to, the California High School Exit Examination, the California English Language Development Test, and the physical performance test. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(2)(A), §11967.5.1(f)(3)(A-B) and California Education Code §47605(c)(1)].*

The teachers will cooperatively peer coach, edit and review the teacher-made assessments being used, the methods being used, and the results obtained (including state-mandated tests) one to three times a month during the school year to insure continuous improvement in both teaching methods and student success.

Students take all mandated standardized tests. Traditionally, Chrysalis students have achieved AYP and API goals. We don’t put much emphasis on our school’s overall score because, being a

small school, that score can fluctuate from year to year. Instead, we compare individual students STAR test results from year to year to informally check whether our students are moving up in proficiency levels. Historically, the net change of proficiency levels for our students from year to year is positive.

USE AND REPORTING OF DATA – *Outline the plan for collecting, analyzing, and reporting data on student achievement to school staff, parents, and guardians. Also describe the plan for utilizing the data continuously to monitor and improve the charter school's educational program. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(3)(C) and California Education Code §47605(c)(2)]*

Results from state-mandated tests are sent to the students' homes.

Teachers meet one to three times a month to review and continuously improve the school's educational program.

The school calendar includes minimum days for parent-teacher conferences twice a year.

The School 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 tests including AYP, API, and individual progress from year to year.
- 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.
- Other information regarding the educational program and the administrative, legal and governance operations of the School relative to compliance with the terms of the charter generally and in terms of keeping the sponsoring agency informed about issues lying ahead for the school..

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

Describe the planned governance structure of the school, including the process to be followed by the school to ensure the involvement of parents and guardians in supporting the school's effort on behalf of the school's students. [Ref. California Education Code §47605(b)(5)(D)] and Ref. Criteria for Review; CCR-5, §11967.5.1(f)(4)] Specifically illustrate how the school will be organized – and how that structure is designed to support student success.

Describe respective roles of the governing body and administration, the domains for which each will be responsible, and how their relationship will be managed. In addition, provide details of how the charter school's board will be developed, in terms of supplementing necessary skills and providing training in effective board practices.

Board of Directors

The Board of Directors of the Chrysalis Schools nonprofit organization has fiduciary and legal responsibility for the school and the non-profit. The board ratifies all contracts, guards against conflict of interest, does an annual review of the school's administrator, and has responsibility for the funds, property, and operation of the non-profit.

Currently, the board consists of two parent representatives, one community member, a non-school educator, the school administrator and two of the school's staff teachers. Directors serve for two years. The sponsoring agency may appoint a non-voting member to the board. The Board is responsible for filling vacancies. The Board meets at least three times a year (more if needed) in compliance with the Brown Act. The Board will receive regular training in the Brown Act and any other training mandated by applicable law. The Board of Directors operates in accordance with its Bylaws. The Board follows Section 1091 and its members annually fill out a conflict of interest disclosure form.

Responsibilities of the Chrysalis Schools Board of Directors

- To ratify the hiring, rehiring, and termination of employees.
- To ratify the school budget.
- To prevent conflict of interest in the school's operations.
- To expel students.
- To ensure that the charter is followed.
- To respect Chrysalis's special bottom-up organization and its teachers' exchange of security for academic and administrative freedom.
- To respect that the educational program and day-to-day operations are governed by the charter as administered by the Chrysalis Council.
- To carry out the duties and mission of the nonprofit corporation.

Chrysalis Council

The Chrysalis Council is the administrative unit for the school, its educational program and policy. They make recommendations to the Board of Directors in terms of offering and renewing contracts. The Council has the power to suspend students, recommend expulsion, or terminate a family's contract. The Council or its designee approves all grant applications. The Council consists of all the staff teachers (staff teachers are those teachers who have a board-ratified

salaried position), three parent representatives representing different grade levels of students, and a non-voting representative appointed by the sponsoring agency. Members may serve for as long as they fulfill the qualifications for their position. A quorum is defined as a majority of voting members present which must include a majority of teachers present. Though consensus is the goal, decisions can be made by majority vote.

Robert's Rules of Order may be used for ground rules and procedures at council meetings unless other rules and procedures are adopted by the Chrysalis Council. Members will then construct their process in a way that works for them.

The Chrysalis Council will meet in the afternoon after school no less than nine times per school year and more often as deemed needed by a consensus of its members. It will publish an agenda prior to each meeting and post it at Chrysalis and send one to the Shasta County Office of Education for posting. Meetings are open sessions except as permitted by the Brown Act. Attendance by, and input from, Chrysalis families is encouraged. Meetings will be held in accordance with Brown Act requirements. In case of an emergency requiring immediate action, the administrator may call an emergency meeting in compliance with the Brown Act.

Any issue that would put any member of the Chrysalis Council in violation of Government Code 1090 will be passed on with a recommendation to the Board of Directors.

Responsibilities of the Chrysalis Council

- To maintain the integrity of this charter as the Council makes decisions about the daily operations and procedures of Chrysalis.
- To submit a budget to the Board of Directors for ratification.
- To create and maintain an open, honest, and regular communication with Shasta County Office of Education Board. This includes reporting the minutes of each meeting
- To comply fully with Northern California ReLief JPA's Charter School Coverage Policy and Charter School Risk Management Standards and will abide by the Charter School Hold Harmless/Indemnification Agreement.
- To interview job candidates and pass on a hiring recommendation to the Board of Directors for ratification.
- To recommend to the Board of Directors the renewal or non-renewal of employee contracts in May of each year.
- To suspend students and recommend expulsion of students to the Board of Directors.
- To monitor each family's attendance and fulfillment of their contract as needed during the school year.

- To create and administer a non-discriminatory admissions procedure.
- To review and implement student safety and discipline policies.
- To apply for and implement grants.
- To propose amendments to the charter and create policies as deemed prudent and necessary. This includes the creation and maintenance of a manual of policies and procedures.

The Chrysalis Council will make available to the public and the Shasta County Office of Education the minutes of Council meetings, the school's budget, and school averages on the state-required standardized tests.

Describe how the design of the governance structure reflects a seriousness of purpose necessary to ensure that: (1) the charter school will become and remain a viable enterprise; (2) there will be active and effective representation of interested parties, including, but not limited to parents and/or guardians; and (3) the educational program will be successful. If incorporated, evidence of the organization's incorporation should be provided as an Attachment, as necessary. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(4)]

The school's governance has developed over ten 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. Parents have significant representation on both the council and the board and many opportunities to provide feedback to the school. The proof of our seriousness of purpose is the ten years of our operations and the academic success of our students as measured by state tests and parental satisfaction.

V. HUMAN RESOURCES

Qualifications of School Employees – *Describe the standards that will be used in hiring teachers, administrators, and other school staff, including, but not limited to the general qualifications for the various categories of employees the school anticipates hiring and the desired professional backgrounds, depth of experience, and other qualities to be sought in their selection. [Ref. California Education Code §47605(b)(5)(E)] Show how those qualities will help the school implement its vision, and how they will satisfy the requirements for “highly qualified teachers” under the No Child Left Behind Act. The qualifications should be sufficient to ensure the health and safety of the school's faculty, staff, and students. Identify positions that will be regarded as “key” in each category and specify the additional qualifications expected of individuals assigned to those positions. Include an assurance that all requirements for employment set forth in applicable provisions of law will be met, including, but not limited to credentials, as necessary. [Ref. Criteria for Review; CCR-5, §11967.5.1(f)(5)]*

All staff teachers will be California credentialed 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. The teachers will be an essential part of the hiring process and will make their professional recommendation to the Chrysalis Council and Board of Directors. Each unique teacher will meet the “highly qualified teacher” requirement in a way appropriate to their professional path and to the school's core being science, nature, curiosity, and kindness.

The administrator for Chrysalis will be in service to the teachers and handle 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 process and will make their professional recommendation to the Chrysalis Council and Board of Directors. The Board of Directors will survey the staff as part of an annual performance review of the administrator. Hiring, terminating, and nonrenewal of contract for the administrator is done through vote of both the Chrysalis Council and the Board of Directors.

The staff teachers will determine what other positions are needed for the school's program. These positions will be filled with both Council and Board approval.

Compensation and Benefits – *Provide a brief explanation of how the school will structure employee compensation to attract candidates with the necessary skills and experience.*

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 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. Our ten years of experience has led to refinement of policies for this budgeting process. Staff will participate in the medical and other benefits package provided by the sponsoring agency.

Describe the manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, and/or federal social security; or how the school will create a system of its own to accommodate employees' retirement funding. Include the specific positions to be covered under each system and the staff designated to ensure that appropriate arrangements for that coverage are made. [Ref. California Education Code §47605(b)(5)(K) and Criteria for Review; CCR-5, §11967.5.1(f)(11)]

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.

EMPLOYEE REPRESENTATION – *Provide information regarding the employee's status in regard to the Educational Employee Relations Act (EERA), and a description of the charter school's understanding of its responsibilities in the event employees are represented under the EERA. [Ref. Education Code §47605(b)(5)(O).]*

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

Rights of Shasta County Office of Education Employees – *Provide, as applicable, a description of the rights of any employee of the Shasta County Office of Education upon leaving the employment of the Shasta County Office of Education to work in a charter school, and of any rights of return to the Shasta County Office of Education after employment at a charter school. [Ref. California Education Code §47605(b)(5)(M) and Criteria for Review; CCR-5, §11967.5.1(f)(13)]*

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.

Health and Safety – *Describe the procedures that the school will follow to ensure the health and safety of students and staff, including how the school will provide for proper immunization, as well as vision, hearing, and scoliosis screening for students; and the steps the school will take to ensure that criminal background checks and proof of an examination for tuberculosis are collected from all school personnel. [Ref. California Education Code §47605(b)(5)(F) and Criteria for Review; CCR-5, §11967.5.1(f)(6)]*

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.

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.

TB Testing

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

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, and Title 17, California Code of Regulations Section 6000-6075.

Medication in School

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

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.

Emergency Preparedness

The Charter School shall adhere to an Safe Schools Handbook drafted specifically to the needs of the school site. This handbook shall include an evacuation plan, and general school safety, injury and illness prevention.

DISPUTE RESOLUTION – *Provide a description of the procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Describe how the costs of such a dispute resolution process, if needed, will be funded. [Ref: California Code §47605(b)(5)(N) and Criteria for Review; CCR-5, §11967.5.1(f)(14)]*

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.

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.

VI. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION/ EXPULSION POLICIES

Student Admission Policies and Procedures – *Describe the policies and procedures the school will develop and implement for the admission and enrollment of students, including any proposed timetable or calendar and the school's implementation of the random lottery process as required by law. Include assurance that the charter school will be nonsectarian in its programs, admission policies, employment practices, and all other operations, and will not charge tuition nor discriminate against any student based on ethnicity, national origin, gender, or disability. [Ref. California Education Code §47605(b)(5)(H), §47605(d) and Criteria for Review; CCR-5, §11967.5.1(f)(8)]*

VI. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION/ EXPULSION POLICIES

Admission Policy for Chrysalis

1. Students will be considered for admission without regard to race, ethnicity, national origin, gender, economic status, religion, disability or achievement level. The Council will annually review the school's admission policies in light of its current demographics.
2. Preference will be given to children of founding families, siblings of currently enrolled students and to children of staff.
3. Students and Parents/Guardians must sign a contract to follow attendance and behavioral standards and problem solving protocols outlined in the school policy/documents. Copies of these are provided to families.
4. Parents/Guardians of students who are currently enrolled in another school must provide current attendance records from their schools.
5. Kindergarten children who turn 5 between October 1 and December 1 of the enrollment year should demonstrate academic and social readiness to handle our unusual program as defined by school policy.
6. Students who have been expelled from other schools or who are on suspended expulsion are not eligible for enrollment in Chrysalis Charter School.
7. The following categories of students will only be admitted after an interview between family and staff to determine if Chrysalis would be an appropriate placement for the student:
 - a. Eighth graders
 - b. Students who have had less than 90% attendance at their previous schools in the previous year
 - c. Students who have had more than ten incidences of tardiness in the last school year.
8. 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.

Lottery Procedure

1. There will be a lottery in early March for enrollment the following year.
2. A random public drawing will be held for any grade level where applications exceed openings. Students will then be admitted in the order drawn until the grade is filled. The rest of the applicants will be put on a waiting list in the order drawn.

3. Grades in which applications do not exceed openings by the time of the lottery will be filled by applicants in the order their applications are received. When all openings are filled, a waiting list will be started that is organized by date that applications are received.

4. Students whose applications are received after the lottery will be added to the bottom of the waiting list in the order that the applications are received.

5. Parents of currently enrolled students must re-enroll their students by May 1st or earlier for the following year. Available spaces will be identified for each class and spaces will be filled from the waiting lists.

6. 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 March 1st to maintain their position on the waiting list. If the family does not return the update form, the student will be removed from the waiting list.

7. 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 apply again if they wish to be considered at some later time.

Non-Discrimination – *Describe how the charter school will ensure a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. [Ref. California Education Code §47605(b)(5)(G) and Criteria for Review; CCR-5, §11967.5.1(f)(7)]*

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, our school has achieved a population representative of the county by assuring there is no discrimination in our admissions procedures and by doing a good job of educating our students. The Council will annually review the school's admission policies in light of its current demographics.

Public School Attendance Alternatives – *As applicable, describe the public school attendance alternatives for students in the district who choose not to attend the charter school. At a minimum, specify that the parent or guardian of each student enrolled in the charter school will be informed that the students have no right to admission in a particular school of any local education agency as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency. [Ref. California Education Code §47605(b)(5)(L) and Criteria for Review; CCR-5, §11967.5.1(f)(12)]*

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.

Suspension/expulsion procedures – *Describe the procedures by which students can be suspended or expelled. [Ref. California Education Code §47605(b)(5)(J)] Include a preliminary list of the offenses for which students in the charter school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively. Identify the procedure by which students can be suspended or expelled and the process by which parents/guardians and students will be informed about the reasons for any such actions and their due process rights. Explain how the charter school will take into account the rights of students with disabilities in regard to suspension and expulsion. Outline how policies and procedures regarding suspension and expulsion will be periodically §11967.5.1(f)(10)]*

Chrysalis teachers intervene early with behavior strategies tailored to the individual student. Students are taught to interact without putdowns or bullying. Conflict resolution strategies are taught and modeled. 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 to persons or property or threatens to disrupt the instructional process. Any suspension or expulsion of a student with an I.E.P. will be done in compliance with I.D.E.A. regulations in accordance with the sponsoring agency's policy.

When student misconduct requires disciplinary action, a parent conference should always be considered as one of the remedial measures prior to suspension. 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 administrator. At this time, the student shall be informed of the reason(s) for the disciplinary action, shall be given an opportunity to present facts and evidence in his or her defense, and should be encouraged to make a written statement concerning the charge(s). The statement should be signed and dated by the student. At the time of the suspension the parent must be notified and a parent conference scheduled.

A teacher may suspend any student from his or her classroom for any of the acts considered grounds for suspension for the day of the suspension, and the day following. The teacher immediately reports the suspension to the administrator. A teacher may suspend any student from his or her classroom for any of the acts considered grounds for suspension for the day of the suspension, and the day following. The teacher immediately reports the suspension to the administrator. Parents must be notified of the suspension. The 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 administrator and the teacher who imposed the suspension.

The administrator may also suspend a student after conducting an informal meeting or conference between the student and the teacher or school employee who referred the student.

The informal conference may be held either at the school site or over the telephone. The student must be given an opportunity to present his or her own evidence in defense. The administrator may suspend a student from school for a maximum of five consecutive days for any of the acts considered grounds for suspension.

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 administrator 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.

The Chrysalis Council has the power to suspend a student, recommend terminating a student's contract at the end of the year because the student is not upholding the contract, or recommend expulsion in accordance with the expulsion procedures that are part of the discipline policies described in the parent/student handbook. The discussion and deliberation as to the proper course of action will happen in closed session to which the student and parents or guardians will be invited. Historically, the council has not been involved in suspensions stemming from a specific incident. That is handled by the teacher or administrator. The council is usually involved in long-standing situations after several approaches have been tried unsuccessfully.

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). This shall happen in accordance with the expulsion procedures that are part of the discipline policies described in the parent/student handbook. In such a case, either the administrator or the Chrysalis Council (in closed session) will recommend expulsion to the Board of Directors. The Board shall meet and make a decision. The student and their parents or guardians will be invited to this meeting.

VII. FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY BUDGETS

Provide a proposed first-year operational budget, including startup costs, that includes:

Reasonable estimates of all anticipated revenues and expenditures necessary to operate the school – including special education; and Budget notes that clearly describe assumptions or revenue estimates, including, but not limited to the basis for average daily attendance estimates and staffing levels.

Also provide cash flow and financial projections for the first three years of operation; and plans for establishment of a reserve. It is recommended that charter schools maintain a reserve equivalent to that required by law for a school district of comparable size. [Ref. California Education Code §47605(g) and Criteria for Review; CCR-5, §11967.5.1(c)(3)(B)]

See Attachment 4

FINANCIAL REPORTING – *Describe the systems and processes by which the school will keep track of financial data and compile information in the prescribed format needed for the annual statement of receipts and expenditures for the prior fiscal year that is due to the charter authorizer by September 15 of each year.*

The Charter School shall arrange business services through a Memorandum of Understanding.

Though Chrysalis Charter School is direct funded, the accounting must be always directly accessible to the sponsoring agency. The Charter School shall provide reports to the county as follows, and may provide additional fiscal reports as requested by the county:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
2. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, State Department of Education and County Superintendent of Schools.
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.

INSURANCE – *Agree that the school will 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, and provide evidence that the cost and availability of such insurance has been researched by the petitioners. [Ref. Criteria for Review; CCR-5, §11967.5.1(c)(3)(C)]*

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.

ADMINISTRATIVE SERVICES – *Describe the structure for providing business/administrative services (including, at a minimum, personnel transactions, accounting, and payroll) that reflects an understanding of school business practices and expertise needed to carry out administrative services or a reasonable plan and timeline to develop and assemble such practices and expertise. For any contract services planned to serve the school, describe*

the criteria and procedures for the selection of contractors. [Ref. Criteria for the Review; CCR-5, §11967.5.1(c)(3)(A)]

The Administrator will assume the lead responsibility for administering the School under the policies adopted by the School's Board of Directors and Chrysalis Council. The petitioners anticipate that the Charter School will provide or procure through memorandums of understanding most of its administrative services, including but not limited to financial management, personnel, and instructional program development.

FACILITIES – *Describe the types and potential location of any facility/ies needed to operate the size and scope of educational program proposed in the charter. If (a) specific facility/ies has/have not been identified, provide evidence of the type and projected cost of the facility/ies that may be available in the location of the proposed charter school(s). Facilities plans must reflect reasonable costs for the acquisition or leasing of facilities to house the charter school. [Ref. California Education Code §47605(g) and Criteria for Review; CCR-5, §11967.5.1(c)(3)(D)]*

The Charter School will enter into a 5 year lease (with an option to renew for an additional five years) with the Sacramento Diocese for approximately 10,000 sq. ft of space plus play fields at Bishop Quinn High School in Palo Cedro. The lease would begin at approximately \$6000/month and gradually increase over the 5 years to approximately \$7500 per month. In addition, the school is slowly developing a 10 acre site on Parkville Road off of Dersch as a field station with the intent that it eventually become a school site for Chrysalis.

TRANSPORTATION – *Provide a description of the arrangements, if any, to be made for transportation of students, including expected level of need, proposed contracts, and adequate types and levels of insurance.*

Currently, Chrysalis does not provide transportation between home and school. However, as need develops, Chrysalis might purchase a bus, hire a certified driver, and contract with SCOE for bus maintenance. Insurance would be through our current insurance provider.

For field trips, the school utilizes parent volunteers who meet the criteria of the school's approved driver policy. If a bus system is put in place, the bus might supplement this system.

AUDITS – *Describe the manner in which annual, independent financial audits, as required by law, will be completed by December 15 following the close of each fiscal year, and the anticipated timeline in which audit exceptions and deficiencies (if any) will be resolved to the satisfaction of the charter authorizer. [Ref. California Education Code §47605(b)(5)(I) and (m) and Criteria for Review; CCR-5, §11967.5.1(f)(9)] Additionally, describe who will be responsible for contracting and overseeing the independent audit, including a specification that the auditor will have experience in education finance. Outline, as applicable, the process for providing audit reports to the charter authorizer, county office of education (if not the charter authorizer), State Controller's Office, and*

California Department of Education. Though not required by law, it is recommended that the audit include a review of average daily attendance reported by the charter school. [Ref. Criteria for Review §11967.5.1(f)(9)]

The School will facilitate an annual independent audit of the school's financial affairs. The Board will select and oversee an auditor with education audit experience.

The audit will verify the accuracy of the School's financial statements, attendance and enrollment accounting practices and review the school's internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to the school. It is anticipated that the annual audit will be completed four months after the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the County Superintendent of Schools, the State Controller and to the CDE by December 15th each year. The Chrysalis Council and Board of Directors will review any audit exceptions or deficiencies and the Board of Directors will submit a report to the Shasta County Office of Education describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the Shasta County Office of Education.

CLOSURE PROTOCOL – *Provide a detailed description of the procedures to be used in the case of a decision by the charter authorizer or State Board of Education to revoke the school's charter, a decision by the charter authorizer not to renew the charter, or a decision by the school voluntarily to close, including plans for a final audit of the school; disposition of net assets; communication of the closure to parents and staff; and maintenance and transfer of student records. [Ref. California Education Code 47605(b)(5)(P)]*

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 Chrysalis Council and Board of Directors. The action will identify the reason for closure.
2. The Council will promptly notify the Shasta County Office of Education of the closure and of the effective date of the closure.
3. The Council 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 Council's and Board's decision to close the School.
4. As applicable, the School will provide parents, students and 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 by the Chrysalis Charter School Nonprofit.

VIII. IMPACT ON THE CHARTER AUTHORIZER

Provide information regarding the potential effects of the charter school on the charter authorizer and/or the school district in which it will be located, including, but not limited to, the facilities to be utilized by the school, the manner in which administrative services of the school are to be provided, and potential civil liability effects. [Ref. California Education Code §47605(g)]

Civil Liability

The 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 Attachment 5. 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 Board of Directors, 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 Board of Directors and the Chrysalis Council 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.

Assurances

This form is intended to be signed by a duly authorized representative of the applicant and submitted with the Full Application.

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 Bishop Quinn High School, Palo Cedro 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 noncharter 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 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 which case each applicant will be given equal chance of admission through a random lottery process. [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 in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. 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

Attachments:

Necessary Signatures, i.e., signatures that comply with the provisions of Education Code §47605(a) or §47605.6(a), as applicable.

Completed Assurances page

Attachment 1 (page 1) – county wide attendance

Attachment 2 (page 1) – resumes

Attachment 3 (page 7) – math curriculum

Attachment 4 (page 20) – budget projections

Attachment 5 (page 22) – Articles of Incorporation and bylaws