



LOS ANGELES UNIFIED SCHOOL DISTRICT

Robert Frost Charter Middle School

March 7, 2013

12314 BradfordPlace

Granada Hills, California 91344

TERM OF CHARTER

JULY 1, 2013 TO JUNE 30, 2018

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AFFIRMATIONS AND ASSURANCES:

[Charter School] shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- Not discriminate against any student on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A) . An existing public school that converts to a charter school shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of the school. EC 47605 (d)(1)
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Not require any child to attend the charter school nor any employee to work at the Charter School.
- In accordance with Education Code Section 48200, if a pupil is expelled or leaves the Charter School without graduation or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

Element 1 – The Educational Program

“A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an ‘educated person’ in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” Ed. Code § 47605 (b)(5)(A)

12314 Bradford Place

The address of the Charter School is Granada Hills, California 91344
The phone number of the Charter School is 818-832-6900
The contact person for the Charter School is J. Francisco Ayala, Principal

The term of this charter shall be from July 1, 2013 to June 30, 2018

The grade configuration is 6th - 8th

The number of students in the first year will be 1,700

The grade level(s) of the students the first year will be: 6th - 8th

The scheduled opening date of the Charter School is: July 1, 2013

The operational capacity will be: 1,746

The instructional calendar will be: Traditional, Single Track : See Attachment A

The bell schedule for the Charter School will be: See Attachment B

If space is available, traveling students will have the option to attend.

STUDENTS THE SCHOOL PROPOSES TO SERVE Demographic data of the target population (this is done by completing the attached matrix.); Academic achievement data; other applicable characteristics of the target population (does the school propose to target potential dropouts? newcomer populations? other?)

Demographic Data:
See Attachment C

Our current enrollment is approximately 1536 students in grades 6-8. Demographic data for the 2011-2012 school year reflects 56% Hispanic/Latino, 24% White, 7% African American, 7% Asian, 5% Filipino, 1% American Indian, and 0% Pacific Islander. 4% of students are identified as English Learners through District criteria, although approximately 15% are identified as ELs by the state. 12% of students are identified as Students with Disabilities and 30% are identified as Gifted and Talented (GATE). We have experienced an increase in students from socio-economically disadvantaged families, noting a 7% increase over the past 5 years, totaling 55% in 2011-2012. Frost's

student population represents 28 home languages with 58% reporting English and 29% reporting Spanish.

Academic Achievement Data:
See Attachment F

In 2012, we met 26 out of 33 AYP criteria. Our goal is to meet NCLB requirements by, at minimum, meeting the Safe Harbor goals for ELA and Math, both Schoolwide and within each subgroup (Students with Disabilities, English Learners, Socio-economically Disadvantaged, White, Hispanic/Latino, Asian, and African American.)

Frost's API has increased a total of 49 points since 2009, noting a 13 point gain in 2010, a 17 point gain in 2011, and a 19 point in 2012.

MISSION AND VISION

MISSION:

Robert Frost Charter Middle School is Home of the Timberwolves. Frost students embody the path finder spirit of the wolf, expanding their academic and social viewpoint beyond the margins of their present avenues to new vistas and opportunities. As within a wolf pack, Frost promotes and provides a sense of belonging where each member is valued for their unique contributions.

VISION:

RFCMS is committed to creating a safe environment where our students achieve their highest academic and social potential, demonstrate the qualities of humanitarian citizenship, and develop the leadership and problem solving skills and talents necessary to be successful in high school, college, and their given path in our ever-evolving global world. Critical thinking ability, personal development/character skills, being physically fit, possessing technological literacy, and active community contributions are integral parts of a productive, modern day society and are actively promoted as necessary components of an educated person in the 21st century.

WHAT IT MEANS TO BE AN “EDUCATED PERSON” IN THE 21ST CENTURY

An “educated person” in the 21st Century is one who can think critically, utilize and integrate advanced technology into their life, appreciate the fine arts, maintain physical and mental health, and contribute to their community and to the world.

Robert Frost Charter Middle School students must have a wide variety of 21st Century skills to give them the flexibility to move into yet unknown careers. As life long scholars these young citizens will be open to new ideas and ready to leap into fresh challenges. They will have the social and collaborative talents to initiate or contribute to a team effort to improve our community and global village.

At the middle school level, we must lay the foundation for formal learning and expansive thinking in high school and college. We will provide the direction and resources needed to cultivate problem-solving skills. Students will see different perspectives, develop various viewpoints, and cultivate excellent oral and written communication skills. Classroom experiences will be student-centered, but with competent guidance in order to to develop the leadership and problem solving skills necessary to meet the challenges facing these 21st century stewards.

HOW LEARNING BEST OCCURS

Learning best occurs in student-centered classrooms where students take responsibility for their own learning (Fisher, 2008). Frost teachers will utilize teaching models in which increased instructional time is given to engaging students in inquiry, collaboration, and student discussion. Professional development will focus on differentiation and the development of lesson plans which increase student engagement. Learning also best occurs when it is done in a safe environment (Roberts, 1999). Students will be programmed into appropriate grade-level courses through our magnet, SAS, and residential programs.

HOW THE GOALS OF THE PROGRAM ENABLE STUDENTS TO BECOME SELF-MOTIVATED, COMPETENT, AND LIFE-LONG LEARNERS

The goal of Robert Frost Charter Middle School is to create lifelong learners who maintain their interest and curiosity for learning. This is encouraged and promoted by affording students the opportunities to be active participants in learning through an innovative and rigorous curriculum. Goals related to this concept include, but are not limited to:

- Assuring that students have learning experiences beyond classroom instruction through exposure to guest speakers, field trips, service learning experiences, and access to enrichment through electives.
- Providing supplemental materials that expand on resources provided by the basic curriculum in order to make the core curriculum more relevant and engaging.
- Adding technology to classroom lessons where applicable.

DESCRIBE A TYPICAL DAY (Narrative)

Students move through a six period day. For a regular school day, five of the periods last 56 minutes while period 2 will last 67 minutes as it includes 11 minutes for homeroom. Counselors assign students an English, Mathematics, Science and Social Studies class at their grade level; with 7th or 8th grade students being put into a higher math course than their grade level if their test scores warrant. Students are also assigned a physical education class and elective, intervention, or ESL block class. On Tuesdays, all students will get out at 1:32 p.m. and teachers will engage in professional development or common planning time.

During a typical day, students at RFCMS will participate in a variety of elective and extracurricular choices such as percussion ensemble, mariachi, jazz ensemble, intramural sports, and many other exciting programs. Additionally, students may choose to participate in the Beyond the Bell Program after school which includes a homework help club and a variety of sports activities.

DESCRIPTION OF INSTRUCTIONAL PROGRAM AND CURRICULUM

Instructional Framework, Delineation of the Core Subjects, and Innovative Components:

See Attachment D

Robert Frost Charter Middle School aligns standards-based, interdisciplinary instruction, across the curriculum, to meet the needs of our students, so they may attain mastery of curriculum concepts, as evidenced by scores of proficient or advanced on progress monitoring assessments and CSTs.

RFCMS's instructional framework encompasses all LAUSD initiatives and corresponding professional development modules including, but not limited to, Common Core State Standards, Teaching and Learning Framework, and the EL Master Plan.

RFCMS's instruction design framework is set up to meet the vast needs of our students and their choices of electives and/or academic program. To program our students' classes, we use data analysis, CST scores, IEP requirements, teacher recommendations, classroom performance, and counselor assessments.

Students are programmed in SAS, Honors or Residential classes for each of their content areas. Students with disabilities are programmed into classes as specified and written in their IEPs; they are supported in their academics through resource assistance, collaborative co-taught classes, and Special Day Classes. ELL students will receive an instructional program that is based on their individual needs.

Frost's Student Government (Leadership) is devoted to involving our students in providing service both to the school and community. Leadership students plan, organize and implement many programs that encourage school spirit and provide activities that contribute to a positive and encouraging school environment. Leadership students serve the school through a variety of roles. They also act as the legislative body overseeing Student Body activities. Many of our students continue to serve in leadership roles in high school and beyond whether involved in Student Government, athletics or extra-curricular activities.

Frost is home to an award-winning music program that is dedicated to giving students the opportunity to grow musically, socially, and academically. Our yearlong courses introduce "comprehensive musicianship" through music performance of challenging and

varied literature. Through the study of harmony, scales, rhythms, and music theory, students develop skills that will allow them to truly understand and appreciate the foundation of music as well as the aesthetics. Electives within the Music program provide opportunities for growth and performance development by providing students with beginning, intermediate, and advanced course offerings. Our music program consists of ensembles found within the regular school day including Percussion, Advanced Strings, Advanced Band, Intermediate Band, Beginning Strings, and Beginning Band. In addition, the Frost Jazz Ensemble and the Mariachi Los Lobos meet outside of the regular school day. Beginners are taught alongside those with prior experience which creates an atmosphere of camaraderie as those who are more experienced are expected to mentor those who are beginning. During the school year our music program concert schedule consists of a winter concert, spring concert, lunch-time concerts, and elementary school tour concerts. In addition, we have expanded our collaborative mentoring relationship with the California State University Northridge Music Department through one-on-one instrumental instruction and joint performance opportunities.

Additional elective choices include, but are not limited to, choir, yearbook, journalism, computers and art.

Teaching Methodologies:

Recognizing that children learn in a variety of ways, Frost teachers use many instructional practices, including differentiation and response to intervention to address the needs of their students (Gardner). Methodologies include, but are not limited to: collaborative learning, inquiry-based learning, experimentation, intervention, cross-curricular instruction, authentic assessment, and technology-based presentations and projects to address multiple intelligences. Data driven professional development and continuous improvement sessions will be implemented to support teaching strategies and methodologies to target deficiencies.

Scope and Sequence and Different Subjects the School Plans to Teach:

See Attachment D

The scope and sequence of skills taught along grade levels and content areas include, but are not limited to: reading comprehension, inferences, critical thinking, problem solving, communication, social development, emotional well-being, deductive reasoning, skill application, inductive reasoning, cooperative learning, quantitative and qualitative analysis, and the use of appropriate technology.

The courses listed in Attachment D are required at Frost to address and meet the scope and sequence of skills taught across the grade levels and different subjects.

How the Curriculum Addresses California Content Standards:

Common Core:

Charter School assures that the school will transition to and implement the Common Core State Standards and Smarter Balanced Assessments according to LAUSD established timelines.

How the Teaching Methodologies and Instructional Program Address the Needs of the Targeted Student Population:

The teachers of RFCMS, as well as the leadership team, will use current research and student data to drive best teaching methodologies while utilizing rigorous conceptual learning at each grade level. Standard methodologies include:

- **Academic Rigor**—Students actively explore, research, and solve complex problems to develop a deep understanding of core academic concepts.
- **Clear Expectations**—Teachers clearly define and articulate state standards in student-friendly language to ensure academic goals are attained.
- **Collaborative Groupings**—Teachers create small groups in order for students to interact with their peers. Students share their thinking processes to maximize learning. Cooperative groups promote diverse perspectives, student-centered learning, and teamwork.
- **Criteria Charts/Rubrics**—These tools help focus students to effectively meet and exceed teacher expectations and objectives of the assignment. Charts/rubrics are based upon curricular standards and objectives.
- **Direct Instruction**—Teachers use carefully planned direct instruction to teach standards-based lessons.
- **Guided & Independent Practice**—We provide students with adequate time to be successful at demonstrating their understanding of the concepts or skills being taught.
- **Small Group Instruction**—Teachers create small groups to target students who need extra instructional time as well as preview and review.
- **Differentiated Instruction**—Teachers provide lessons and assignments within the core curriculum that allow students to perform at their appropriate academic levels while maintaining or exceeding state standards.
- **Higher-level Thinking**—Teachers design lessons that develop critical thinking skills, which help to solve complex problems with depth and complexity. Students are encouraged to utilize the highest stages of Bloom’s Taxonomy such as synthesis, analysis, and evaluation. Students use Kaplan strategies to explore curriculum using depth and complexity prompts. Teachers can tailor the curriculum to challenge students based on their interests and abilities.
- **Experiential Learning**—Students learn by doing. Students relate to the curriculum through field trips, labs, technology, simulations, and experiments. It is through these involvements that students process, analyze, and conceptualize the experience.

Researched-Based Evidence that the Proposed Instructional Program has been Successful with Similar Student Populations and/or will be Successful with the Charter’s Targeted Population:

See Attachment F

We will maintain a high level of achievement with our student population and improve the achievement of our at-risk students.

With a focus on best practices in regards to the instructional program, Frost’s API has met district goals for improvement for the past five years. The API for 2011-2012 was 860. Over the past five years, our API has ranged from 806 to 860. This is one piece of evidence of our proven successful and rigorous instructional program.

The Textbooks or Other Instructional Resources to be used:

See Attachment E

Robert Frost Charter Middle School shall exercise the right to select the state adopted textbooks and instructional materials that will be utilized at the school site, as well as whether district periodic assessments or assessments created or selected by the school site will be used. Departments will determine which periodic assessments and instructional materials are most suitable for Frost’s target student populations and make recommendations to the Charter Council. The Charter Council will make all final decisions regarding the choice of instructional material, including textbooks. All assessments and curricular materials will be aligned with California State Standards and Common Core State Standards.

How the School will Recruit Teachers who are Qualified to Deliver the Proposed Instructional Program:

See Element 5

Teacher Recruitment and RFCMS Hiring Guidelines:

- Full-time classroom teaching positions will be filled by highly qualified certificated employees, as identified by the No Child Left Behind legislation (NCLB), holding California teaching credentials. Teachers will be recruited, selected and qualified in accordance with District and Personnel Commission’s Policy and Procedures.
- All teaching staff members will be chosen in accordance with District and Personnel Commission Policy and Procedures and collective bargaining agreements.
- More than one certificated employee may share a full-time position based upon collective bargaining agreements and District Policy and Procedures.

- The Teacher Selection Committee will be comprised of:
 - Principal or designee
 - Applicable Department Chair
 - UTLA representative
 - Assistant Principal overseeing the applicable department
 - Teacher representative from the applicable department
 - Classified employee
 - Parent
 - In the event that no parent representatives are available for the selection committee, and immediate action is required to fill a position, the committee will be comprised of the Principal, or designee, and a teacher representative.
- The Teacher Selection Committee will receive a list of available personnel from which to interview where practical. If not practical, then RFCMS will contact the Human Resources employee specifically assigned to serve schools for staffing purposes for names of available eligible candidates to fill vacant teaching positions. Except in circumstances resulting from reduction in force necessitating displacement and/or the placement of teachers from a rehire list in accordance with State law, Affiliated Charters shall be exempt from the placement of any teacher who has not been selected through the Affiliated Charter's locally determined selection process. Site selection processes will be subject to all applicable provisions of Education Code and collective bargaining agreements.

How the School will Provide Ongoing Professional Development to Ensure that Teachers have the Skills to Deliver the Proposed Instructional Program:

RFCMS's instructional program encompasses all LAUSD initiatives and corresponding professional development modules including, but not limited to, Common Core State Standards, Teaching and Learning Framework, and the EL Master Plan. The goal of professional development at RFCMS is to address personal learning emphasizing diversity, growth, and enrichment by raising academic achievement through data-driven instruction using MyData and CORE K-12. Professional Development will be an ongoing component and an effective tool used to design the curricular needs of our students and teachers. Professional development issues, ideas, and products will be driven by the students' and staff's needs and interests that are then forwarded to the appropriate School Governance Council for formalization of appropriate training and products. Our professional development program will be subject to the approval, implementation, and scheduling by the LSLC which oversees Professional Development. In addition, RFCMS will participate in both site level and district professional development activities. In order to achieve this school-wide goal, all Tuesdays will be dedicated to PD/CPT. The 90 minute group sessions will involve the following:

- PD/CPT demonstrating instructional methodologies and research-based strategies for improving pedagogy. Trainings relating to rigor, motivation, MyData, Personalized Learning Environments, Instructional Technology, data analysis,

rubrics and assessments will be implemented to create a more effective team of educators in our educational program (Sepanlou, 2008).

- PD/CPT relating to brain-based research, SDAIE methods, reciprocal teaching, cooperative learning, project-based learning, instructional teams (including, but not limited to, grade-level, vertical, specialty and program) and data-based instructional strategies.
- Collaborative Charter Council School-wide Committees
- Department Instructional Meetings
- Instructional Team Meetings (including, but not limited to, grade-level, vertical, specialty and program)
- SAS/GATE teachers will meet to address the needs of gifted students.
- Special Education teachers will collaborate with departments to address Special Education issues.
- Provide access to outside facilitators/presentations to the faculty/staff (i.e., Marcia Tate, Clay Roberts, Carol Ann Tomlinson)
- Collaboration with neighboring schools (El Oro Way Elementary, Knollwood Elementary, Van Gogh Elementary, Castlebay Lane Elementary, Patrick Henry MS, Porter MS, Nobel MS)
- Teachers are encouraged to attend educationally relevant conferences, seminars, and workshops throughout the year.
- Address guidelines and LAUSD homework policies with intent to modify for our student population
- Collaborate to lower the number of students who are not meeting the district's culmination standards ("Non-Par")
- LAUSD will provide professional development at no cost to RFCMS only if LAUSD incurs no cost for the professional development. Per Affiliated Bulletin, any PD required by the District for newly adopted curriculum selected by RFCMS will be funded by the District.

The School's Academic Calendar and Sample Daily Schedule (which explains the rationale for allocation of instructional time to different subject matter areas, as well as an assurance that the school will offer, at minimum, the number of minutes of instruction set forth in Education Code § 47612.5):

See Attachment A and Attachment D

School Calendar: Robert Frost Charter Middle School will adhere to the traditional calendar as set forth by LAUSD. We will have a total of 347 minutes Monday, Wednesday, Thursday and Friday. We will have a total of 257 minutes on Tuesdays and 225 minutes on minimum days. Robert Frost Charter Middle School assures that the school will offer at minimum, the number of minutes of instruction set forth in Education Code S476125.5.

HOW THE INSTRUCTIONAL PROGRAM WILL MEET THE NEEDS OF SUBGROUPS

Transitional Kindergarten (for elementary only):

Affiliated charter school will implement Transitional Kindergarten (TK) in accordance with District Policy.

N/A

English Learners (including reclassification):

As a District affiliated charter school, the Charter School shall implement the provisions of the District's Master Plan for English Learners and comply with all applicable federal and state laws, District policies and procedures related to the implementation of the English Learner Master Plan.

English Learners at RFCMS will be offered the opportunity to: participate in the general curriculum as outlined by the State of California, LAUSD, and the LAUSD Master Plan for English Language Learners; matriculate in departmentalized classes within their program; participate in regular physical education and elective classes (unless otherwise designated). It will be the goal of the educational program to integrate English Learners into every available program, learning and social experience on campus.

Students are identified as English Learners based on the Home Language Survey (HLS) and the CELDT (California English Language Development Test). When the parent of a new enrollee indicates that a language other than English is/was used at home on the HLS, the student is given the CELDT. If the student receives a score of 1, 2, or 3 (Beginning, Early Intermediate, Intermediate), the student is identified as Limited English Proficient (LEP). The student is then placed into an ESL or Mainstream English class based on parent preference (as per Proposition 227). If a student matriculating from elementary school is already identified as an English Learner, the English Learner Coordinator and counselors look at his most recent CELDT scores, CST scores, and final grades in 5th grade to determine placement into ESL or PRP classes. Students in ESL are placed into a block schedule to maximize their time to acquire the English language using the High Point curriculum which has been adopted by the district. Students placed in PRP English classes are taught by teachers who have been trained and authorized to teach English Learners using SDAIE techniques and state-adopted texts. PRP students not proficient in ELA are recommended additional support or intervention in order to meet their needs. Students identified as English Learners are monitored periodically by the English

Learner Coordinator and counselors to ensure that they are making adequate yearly progress toward reclassification and achievement.

Criteria for reclassifying English Learners in Grades 6-12:

- The student has an Annual CELDT overall performance level of 4 or 5 with skill area scores of 3 or higher in Listening, Speaking, Reading, and Writing.
- The student scores Basic or above on the ELA section of the CST.
- The student is determined successful in a mainstream English program based on a grade of C or better in English or ESL 3/4.
- The parent has been notified that the student is eligible for reclassification, using the district's Reclassification Notification
- For the first two years after reclassification, the English Learner Coordinator annually monitors the RFEP students to ensure that they are continuing to make adequate yearly progress toward proficiency / advanced in both ELA and Math on their CSTs as well as being successful in all their academic classes. Additional support and intervention are recommended for students who are not making adequate progress.

Socioeconomically Disadvantaged Students:

Students are identified as socio-economically disadvantaged based on whether they qualify for free or reduced-priced lunches through the federally-funded School Lunch Program. The needs of the socio-economically disadvantaged students will be monitored by the counselors and data-intervention coordinator and met by the following programs:

- Access to Supplemental Education Services (SES)/Free tutoring programs
- Access to tier two and tier three interventions
- After school clubs and tutoring
- Academic teams will work in concert with the counseling staff to develop individualized interventions for struggling students including the use of Student Success Teams, use of the daily agenda planners, and weekly progress reports.

Gifted Students:

Charter School will continue to use LAUSD's GATE identification process and policy and reimburse the District for testing and processing on a fee-for-service basis.

Robert Frost Charter Middle School has a large, identified GATE populations within its Residential, SAS and Magnet programs. Students who are identified gifted are placed in honors classes in order to provide them with a curriculum that has complexity, novelty

and depth. Teachers utilize the depth and complexity icons developed by Dr. Sandra Kaplan. Teachers challenge students with more complex thinking and responses incorporating a resource rich environment (Kingore, 2004) Because gifted students often come into a class with a great deal of prior knowledge of the content and because they also do not need as many repetitions to learn new information, teachers are able to “compact” the curriculum, which then allows time for more challenging learning experiences (Reis, 1992). Instructional units are characterized by the inclusion of long term projects, advanced resources, and student selected products which encourage novelty and creativity. Students have access to higher level mathematics course to allow them access to a rigorous math curriculum. GATE teachers participate in ongoing training and professional development addressing the academic needs of gifted students.

Frost constantly challenges its gifted students with a rigorous academic program where differentiation is at the core of all learning. Our teachers have high expectations for all gifted students and the students strive not only to meet those expectations, but to exceed them. Gifted students are expected to go deeper into content areas, meeting and then exceeding the core standards by becoming grade level “experts” as they engage in longterm research. At the end of every academic year, we use the district GATE evaluations to determine the upcoming year’s GATE goals.

The School for Advanced Studies (SAS) program is designed to meet the needs of gifted/talented students that seek advanced differentiated learning experiences beyond the core curriculum. Departments develop sequenced, yet student centered curriculum, which is vertically aligned with the SAS programs at our local high schools. SAS students learn by exploring, inquiring, and seeing issues from multiple points of view in a caring, supportive environment. Our program develops academic character, which translates into perseverance, self-discovery, tolerance, and flexibility in thinking. Self-reflection and self-assessment are an integral part of each SAS experience at every grade level.

Students Achieving Below Grade Level:

Frost implements Response to Instruction and Intervention (RtI²) in order to facilitate and accelerate student academic achievement. Frost implements the data-based RtI² Framework of tiered response to instruction and intervention, addressing the core needs (Tier 1), strategic needs (Tier 2), and intensive needs (Tier 3) of our students. The key to the RtI² Framework is actively employing the problem solving process which encompasses problem identification, problem analysis, intervention design and

implementation, and evaluation. The Framework is designed to align data showing students' needs with interventions and specific strategies to meet those needs. This alignment is accomplished by utilizing data-based decision making and progress monitoring.

Under the RtI² multi-tiered Framework, teachers will work with students in smaller groups during the school day, addressing strategic needs (Tier 2), and intensive needs (Tier 3) for instruction and intervention. Students will be placed in either ELA or math (ALEKS) intervention classes based on their CST scores and prior academic marks. In addition, students exhibiting a need for Algebra intervention will be serviced in an Algebra Tutorial Lab course, utilizing the ALEKS program. Supplemental tutoring services will be promoted to all eligible families through the District SES/Free Tutoring program.

Teachers working in concert with the counseling staff develop individualized interventions for struggling students including the use of Student Success Teams, use of the daily agenda planners, weekly progress reports, and intervention class recommendations.

Notice of Unsatisfactory Progress: Teachers contact parents to report unsatisfactory progress of students. This communication may occur through conference, phone calls including Connect-Ed, email, or notice of unsatisfactory progress hand-delivered by the student. Parents also have the ability to monitor student success, including academic marks, real-time attendance, and grade reports/assignments history via the LAUSD SchoolMax ISIS Family Module feature. The Data-Intervention Coordinator facilitates and monitors the issuance and updating of parent accounts.

Students with Disabilities (include the school’s outreach efforts to recruit students with disabilities; address who will deliver special education instruction):

The District shall continue to serve the needs of special education students enrolled in the affiliated charter school in the same manner as at any other public school of the District, and shall be responsible for meeting all the requirements of the Modified Consent Decree. The affiliated charter school will follow the guidelines, policies, and procedures set forth in the Special Education Policy and Procedures Manual.

Our implementation of a Social Skills class creates a two-way social avenue for students on the RFCMS campus. The Social Skills class blends High Functioning Autism (HFA) students and General Education students utilizing a project-based lesson plan which implements crucial skills. Through proven research, these crucial skills demonstrate improvement in social communication and emotional regulation fostering future success in HFA students. Subsequently, as General Education students guide the HFA students through class projects, they will make tremendous gains in the development of their leadership skills.

Description of the Implementation Plan for the School’s Instructional Program (including a timeline for implementation of various components of the plan):

See Attachment G

RFCMS began implementation of its instructional program during the Fall 2012 semester, utilizing professional development time to provide our faculty training on Common Core State Standards (Districtwide and Awareness modules), Teaching and Learning Framework (Modules 1 and 2), and EL Master Plan (Modules 1 - 4). Additionally, professional development and common planning time has been, and will continue to be, allocated for faculty to work in their academic teams (including, but not limited to, grade-level, vertical, specialty and program) to engage in unit development and asset development strategies.

HIGH SCHOOLS ONLY: (describe the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. (Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges (WASC) may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. Include a timeline for WASC accreditation.)

N/A

Element 2 – Measurable Student Outcomes

“The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.” Ed. Code § 47605 (b)(5)(B)

LAUSD’s Program Improvement Plan specifically outlines that the schools will implement Periodic Assessments at least three times per year. Implementation of assessment at all schools must meet or exceed the District standard for implementing Periodic Assessments.

Schools that implement alternate or replacement formative/periodic assessments will be asked to provide the following information in their charter petition.

1. Replacement assessments are standards aligned, valid, reliable, and cover the content.
2. A process is in place for data collection, sharing, and analysis
 - a. A data platform is in place for teachers, counselors, and administrators to use.
 - b. A system is established to score, print, produce, and share results.
 - c. Formative assessments are implemented at least three times per year in the specified course or content area.
3. Professional development is provided to staff on the formative assessment process.
4. Evidence of implementation is available and ready for use during Performance Dialogues with Instructional Directors.
5. Evidence that processes are in place to determine effectiveness of the replacement assessments (i.e. student participation, teacher buy-in, correlation to summative assessments, etc.) What is the evidence of successful implementation?

Schools that are granted assessment autonomy will be responsible for all costs related to implementation.

The Charter School will work toward meeting the student outcome goals as outlined on the LAUSD’s Performance Meter.

Anticipated Skills and Knowledge Outcomes for Students:

The goal for every student at RFCMS is mastery of the California State Content Standards and Common Core State Standards, measured by the California Standards

Tests, Smarter Balanced Assessments, District Periodic Assessments, and additional formative assessments. Mastery of standards is a goal of the No Child Left Behind (NCLB) legislation and is evidenced by the percentage of student proficiency required through the state's Adequate Yearly Progress report. The goals from 2013 through 2014, when 100% of the students are expected to be proficient and advanced, are delineated by the California Department of Education. RFCMS is required to mirror these goals. Students are assessed annually by the California Standards Tests and periodically through district assessments and teacher evaluations to determine their level of mastery of the state standards. Progress monitoring assessments may be used by teachers to supplement periodic assessments and provide them with a more timely understanding of students' strengths and weaknesses. In compliance with NCLB legislation, all students must score Proficient or Advanced on these assessments to prove mastery. Students are identified for English Language Arts or Mathematics intervention based on overall academic success and/or whether the student is basic, below basic, or far below basic on the California Standards Tests or Periodic Assessments. In addition, RFCMS students are provided with strategies and skills to become critical thinkers, effective communicators, and socially conscious and contributing citizens, through the use of differentiated instruction, culturally relevant and responsive education, and SDAIE strategies.

Specific, Measurable and Realistic Student Achievement Targets for the Anticipated Student Population: (API scores, AYP AMOs, CST scores, CAHSEE scores (if applicable), Graduation Rates (if applicable), Internal Benchmark Assessments, etc.)

See Attachment F

Each spring semester, as mandated by the District, the California Standards Tests are administered to all students at our school. RFCMS is a high-performing school with Academic Performance Index (API) scores that have improved by 49 points since 2009, noting a 13 point gain in 2010, a 17 point gain in 2011, and a 19 point in 2012. The goal of RFCMS is to raise API scores 40 points over the next three years, attaining a score of 900+.

In 2012, RFCMS met 26 out of 33 target criteria for AYP. This includes eight targets in which RFCMS's subgroups made such significant gains in English and/or Math that they qualified for Alternative Methods (Safe Harbor and 3-yr Average) designation. The goal of RFCMS for the next three years is to meet NCLB requirements by, at minimum, meeting the Safe Harbor goals for ELA and Math, both Schoolwide and within each subgroup (Students with Disabilities, English Learners, Socio-economically Disadvantaged, White, Hispanic/Latino, Asian, and African American.)

RFCMS is proud to have earned the distinction and classification of being an "Excelling" school in Academic Performance on the 2012 LAUSD School Report Card. (1 of 4, out of 84 similar schools). Our goal is to maintain this distinction.

When and How Often Student Outcomes will be Assessed (including innovative components and any additional specific, measurable student outcomes that the school will set for the students, and explain how these outcomes are consistent with the school’s proposed instructional program.

Data-Intervention Coordinator will provide California Standards Test data analysis professional development sessions twice a year with all faculty, at the beginning of the Fall semester and prior to testing administration in the Spring, providing detailed and personalized data, identifying average scale score points difference, average performance band difference, and AYP Net gain/loss for current and previous year rosters. Administration will complete Periodic Assessment Performance Dialogues, following each unit administration, with all faculty, within the applicable subject areas. Performance dialogues will analyze schoolwide and individual class data, including participation rate and performance band percentages, and include reflection components focused on standards-based lesson preparation and presentation towards mastery.

Departments will meet to discuss, evaluate, and review student achievement data by looking at key standards a minimum of three times a year. Diagnostic studies of assessments provide information to guide discussion for “Best Practices” and strategies to improve student achievement. An administrator and/or intervention coordinator will be responsible for placement of students not meeting proficiency in state standards into some type of intervention program(s).

Periodic Assessments

RFCMS shall determine the development, implementation, and use of periodic assessments according to the needs of its students, within the limits permitted by Education Code. RFCMS may choose to use District assessments or design its own and will determine the timing of such assessments and coordinate with the respective Local District.

Quantitative outcomes may be assessed through the following measurable procedures:

- There are one to three district provided periodic assessments per core subject per year. Students who are not achieving mastery (i.e. Basic, Below Basic or Far Below Basic) are referred to RTI.
- Teachers may utilize teacher-generated Progress Monitoring assessments after each teaching unit in the core subjects. Students who are not achieving mastery are referred to RTI.
- Tests, quizzes, assignments, homework, projects, presentations, and classroom discussions, will be assigned by individual teachers according to their pacing plans and dependent upon their perspective of student need.

See Attachment J

Teachers will monitor academic student outcomes using a variety of methods, including but not limited to: MyData, CoreK12, student work samples, common teacher generated assessments, utilizing common conference periods to discuss student achievement within teams, and utilizing department meetings to analyze data vertically.

Schoolwide programs promoting positive academic student outcomes include, but are not limited to: CST Kick-off assemblies, Frost Family STAR testing brochures, 12-week Test-prep Tuesday curriculum, CST performance band recognition certificates (maintain and band gain), and an incentive program addressing greatest overall scale score gain, greatest scale score average, and grade-level highest scale scores.

Schoolwide recognition efforts include, but are not limited to, Honor Roll ceremonies, 8th grade Pin and Ribbon, 8th grade Awards Ceremony, personalized 6th and 7th grade "on-par" recognition letters, and grade-level "on-par" activities and assemblies.

Element 3 – Method by Which Student Outcomes will be Measured

“The method by which pupil progress in meeting those pupil outcomes is to be measured.” Ed. Code § 47605 (b)(5)(C)

The Charter School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. As a District affiliated charter school, the Charter School will test with the District and adhere to District testing calendars and procedures for all state mandated assessments.

Methods of Assessing Attainment of Student Outcomes and How These Assessment Measures are Consistent with the School’s Proposed Instructional Program and Use a Variety of Assessment Tools:

Academic achievement outcomes to be measured will focus on the students’ development of basic skills and conceptual understanding in the four academic content areas of English, Mathematics, Science and History. Outcomes in alignment with the California Academic Content Standards and Common Core State Standards, where applicable, will include skill acquisition in reading, writing, speaking, listening, quantitative analysis, reasoning and problem solving.

Robert Frost Chart Middle School will use formative assessments to evaluate student mastery of the California Standards and Common Core State Standards on an ongoing basis. Teachers will utilize a variety of assessment tools including the following:

- teacher created assessments (formal and informal; quizzes, tests, projects)
- ALEKS math intervention reporting features
- Periodic Assessments
- CST scores as measured by API and AYP.
- Academic Marks (Progress and Report Cards, Fall and Spring semesters)
- Grading policies will be in alignment with the policies of LAUSD - see Attachment I
- Monitoring of "Fail" rates
- Monitoring of "non-par" status

Additional “in-house” Benchmark Assessments to be used by the School to Assess Student Progress on an Ongoing Basis and the Frequency the Assessments will be Administered:

See Attachment J

Periodic Assessments

RFCMS shall determine the development, implementation, and use of periodic assessments according to the needs of its students, within the limits permitted by Education Code. RFCMS may choose to use District assessments or design its own and will determine the timing of such assessments and coordinate with the respective Local District.

Quantitative outcomes may be assessed through the following measurable procedures:

- There are one to three district provided periodic assessments per core subject per year. Students who are not achieving mastery (i.e. Basic, Below Basic or Far Below Basic) are referred to RTI.
- Teachers may utilize teacher-generated Progress Monitoring assessments after each teaching unit in the core subjects. Students who are not achieving mastery are referred to RTI.
- Tests, quizzes, assignments, homework, projects, presentations, and classroom discussions, will be assigned by individual teachers according to their pacing plans and dependent upon their perspective of student need.

How Assessment Data will be used to Inform Instruction, Improve the Educational Program, and Inform Professional Development on an Ongoing Basis:

Teachers will meet in departments and teams (including, but not limited to, grade-level, vertical, specialty and program) during common planning time to analyze the data provided by these assessments in order to inform instruction through the development of lesson plans which include tier one interventions, pre-teach, re-teach, and enrichment opportunities. Teachers will share "best practices" and establish data-driven criteria for common assessments. Professional development will be implemented to improve the educational program by addressing instructional areas which data indicates that a more systemic approach is required. The LSLC, which oversees professional development, and the Instructional Leadership Team will evaluate all CST data, CELDT data, and Periodic Assessment data to determine school wide goals for instructional improvements and professional development.

As previously stated, RFCMS may opt to use periodic assessments of its own design. These assessments will be administered in alignment with the District's assessment calendar (see Attachment J) and the data will be analyzed promptly to facilitate instructional planning and student recommendation and possible placement into Tier 2 or 3 intervention.

Element 4 – Governance

“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.” Ed. Code § 47605 (b)(5)(D)

The [Charter School] is subject to the governance of the LAUSD Board of Education, which has a fiduciary responsibility over [Charter School]. Governance at the school site level shall be in accordance with the provisions of this petition and will be consistent with all applicable state, federal laws and regulations and the provisions of collective bargaining agreements (CBAs). Any governance model in conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Article XXVII of the LAUSD-UTLA CBA must be adhered to, particularly in regards to Local School Leadership Council composition and responsibilities.

In the event that [Charter School] changes from affiliated charter status to independent charter status, [Charter School] and/or its non-profit corporation will be separate legal entity and will be solely responsible for the debts and obligations of the Charter School. If Charter School changes its status to an independent charter school, [Charter School] shall submit a petition for material revision with articles of incorporation and bylaws for District’s approval.

[Charter School] will comply with the Brown Act and other laws governing public meetings.

Members of [Charter School’s] governing council, any administrators, managers or employees, and any other committees of the Charter School shall comply with Federal and State laws, nonprofit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest.

The District reserves the right to appoint a single representative to the Charter School Governing Council.

LAUSD Charter Policy

[Charter School] will comply with District policy related to Charter Schools, including the Affiliated Charter Schools bulletin (BUL – 5439.0), as it may be changed from time to time.

Grievance Procedure for Parents and Students

As a District affiliated charter, [Charter School] shall comply with District’s Grievance Policy and Procedure for parents and students.

Responding to Inquiries:

[Charter School] shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records. [Charter School] acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

If an allegation of waste, fraud, or abuse related to the Charter School operations is received by the District, the Charter School shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.

Notifications

Notification is to be made to the Educational Service Center and Charter Schools Division of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by [Charter School].

The School's Governance Structure and How it will Maintain Active and Effective Control of the School:

See attachment H

School site governance structure is known as the "Local School Leadership Charter Council" (LSLCC) which utilizes the "shared decision making" structure of the Local School Leadership Council (UTLA Contract - Article XXVII, 2.0) and expands the scope of the council to include overseeing the implementation of the guiding mission, vision, strategic plan, school-wide goals, and fiscal management of the categorical block grant funds as outlined in the charter petition document.

The governance structure is designed to foster participation by all stakeholders and to ensure the effectiveness of local school control and accountability.

Rationale for combining LSLC and Charter Council into LSLCC:

- Unambiguous, clear dissemination of information
- Clear line of communication between committees
- Coordinated effort of services
- Transparent, coordinated allocation of funds
- Transparent, coordinated management of matters of interest

Frequency of Governing Board Meetings:

LSLCC shall meet once a month, with sub-committees meeting more often if needed, having a representative from said sub-committee presenting minutes and matters of interest at the monthly LSLCC meetings as applicable.

Per UTLA Contract Article XXVII 2.7:

Meetings: Members of the local councils could expect to attend the equivalent of two one-hour meetings per month. Alternate meetings will be scheduled for the convenience of the parent and community representatives.

The Process for Selecting Governing Board Members:

Per UTLA Contract Article XXVII 2.1, 2.8 & 2.9:

2.1 Composition:

50% of the Council shall be comprised of the UTLA Chapter Chair and certificated employees elected by the certificated bargaining unit employees at the site; the other 50% shall be comprised of the principal, elected parent/community representatives, an elected non-certificated employee representative and, at the secondary level, a student representative. ... In secondary schools, the student leadership class shall either select the student representative to the Council, or may establish the process by which the student representative is determined.

2.8 Election Procedures for Employee Representatives:

a.) Secret ballot elections shall be conducted for the certificated and non-certificated employee seats, following similar procedures. (1) Faculty representatives on the council are to be elected on an "at large" basis by the regular contract certificated employees assigned to the site with itinerant employees voting on a proportional basis corresponding to the number of days per week served at the site. (2) Non-certificated representatives shall be elected on an "at large" basis, with all non-certificated employees (including TA's) regularly assigned to the site having an equal vote.

b.) The nomination process shall be open to all eligible voters assigned to the site. Nominations shall be either submitted by the nominee or with the written consent of the nominee.

c.) Election notices shall be posted and distributed among the employees at the site, and mailed to the homes of off-track employees.

d.) Elections for each year's term of office shall be as follows: Secondary teachers' elections are to be in May before the secondary master schedule is established; elementary teacher elections are to be in late spring after assignments for the next year have been tentatively set. The non-certificated employee elections are to be no later than the first school month of the school year (July/August for Year-round, September/October for Traditional). Any elections for alternates and/or replacements (including teachers) are also to occur during the first month of the school year. However, schools which wish to conduct elections on Back-to-School night may delay

the elections until that date. The term of office for Council members is to be October 15 to October 14 in traditional calendar schools, and August 1 to July 31 in year-round calendar schools. Subject to the approval of the existing Local School Leadership Councils, elections of secondary, elementary, non-certificated employees, and parent/community representatives for each year's term of office at single track common calendar 90/30 schools shall be conducted before September 23. Any elections for alternates and/or replacements (including teachers) are also to occur before September 23. Multitrack year-round schools' elections must be held and finalized prior to July 31. See Section 2.1 for special rules affecting Adult Education elections.

e.) Local schools may lengthen the terms of membership (from one year to two years) on Local School Leadership Council, subject to the following procedures:

(1) Such a decision could be made only upon affirmative recommendation of the School Leadership Council and approval of the Principal and the UTLA Chapter Chairperson.

(2) In order to achieve staggered terms, a plan may include a phase-in period whereby some positions are initially one year and others are two-years.

(3) Procedures for implementation must be reduced to writing and published prior to any new elections, and a copy retained for public information in the school office.

(4) Any elected members must be able to complete their full term of office.

(5) Schools must at all times comply with the guarantees of the minimum number of parents as per Section 2.9e, below.

2.9 Election Procedures for Parent/Community Representatives:

a.) Voter Eligibility for parent/community elections shall be based upon any one of the following criteria:

(1) Parents of a pupil attending the school, including natural or adoptive parent, legal guardian, or other person having primary responsibility for the support and welfare of the pupil;

(2) Adult residents of the school's attendance area;

(3) Adults whose primary place of employment is within the school's attendance area (this includes non-certificated employees of the District);

(4) For schools which do not have a designated attendance area (e.g., magnet programs), their election area shall be the high school attendance area within which the magnet is situated;

(5) When pupils are transported to the school from another attendance area (e.g., PWT or CAP receiving) the election area for categories 2, 3 and 4 above shall be expanded to include those from the sending school area;

(6) Certificated personnel employed by the District are not eligible to vote except when they qualify as a parent under category 1 above;

b.) Nominations: Are to be submitted in writing two working days prior to the election, or may be submitted from the floor at the election meeting. Nominations shall be either submitted by the nominee or with the written consent of the nominee. Nominees are not subject to any residency or employment requirement, but in order to qualify for the minimum guarantee for parents as provided below, they must meet the definition of parent as provided above. Certificated employees of the District are not eligible for nomination.

c.) Election Notices: Shall be sent home with students, and submitted to local newspapers serving the areas affected. The notices are to be mailed to the homes of off-track students.

d.) Sign-in: At the election meeting there shall be a sign-in procedure, where each voter shall disclose appropriate information indicating eligibility and status (parent or community).

e.) Ballot Procedure: The parent/community representatives are to be elected, during the first month of the school year (July/August for Year-round, September/October for Traditional) by secret ballot among all attending eligible voters. All ballots are to be submitted in sealed secret ballot envelopes, and enclosed within another envelope on which the voter will print his or her name and address. The ballots shall be collected and placed in the large envelope provided for this purpose. This envelope shall be sealed and the principal and Chapter Chair shall sign their names over the seal. The ballots shall then be secured in a safe place for five working days before being counted. The five day period is intended to permit any voter eligibility issues to be raised and resolved prior to the vote count. For this purpose the voter sign-in sheets shall be subject to review by any interested person. The vote count shall occur at the time announced at the election meeting, and shall occur in the presence of any interested persons who wish to attend. Prior to the vote count the sealed secret ballot envelope shall be separated from the envelope which carries the voter's name and address, and intermingled with the other secret ballot envelopes. Then, the ballots shall be removed from the secret ballot envelopes and counted. The nominees who received the greatest number of votes are to be declared elected, with the two who receive the next greatest number of votes elected as alternates, except that in no event shall there be fewer parents* than the following (depending upon size of the Council):

3 out of the 5 parent/community positions

2 out of the 4 parent/community positions

1 out of the 2 parent/community positions

1 out of the 2 alternate parent/community positions

f.) Disputes: The Principal and Chapter Chair shall determine any disputed eligibility issues using the above criteria, and shall also be primarily responsible for resolving any disputes relating to election procedures. If they are not able to resolve a dispute acceptable to the involved parents/community, the dispute shall be referred to the co-chairpersons of the central council for final determination. Said co-chairpersons may delegate this authority. Disputes relating to this Section 2.9 are not subject to the grievance procedures of the LAUSD/Agreement.

The Manner of Posting Meeting Notices, Distributing Agendas, and Recording Governing Board Actions:

Per UTLA Contract Article XXVII 2.6:

Agenda: An agenda shall be prepared by the co-chairs of the Council and distributed at least five working days prior to each council meeting. Agenda items and supporting

documents may be submitted by any committee member, at least 24 hours prior to preparation of the agenda.

Additionally, all committee and council meetings will be posted on the RFCMS website calendar. Further notification methods may include email, Connect-Ed, hard copy, and verbal statement. Minutes will be taken at each LSLCC meeting, recording all Governing Board actions, and will be posted on the RFCMS website accordingly.

Organizational Chart Showing the Relationship of the Governing Board to the Leadership of the School as well as any Relevant Site Committees, etc.:

See Attachment H

The Process to be followed by the School for Ensuring Parental Involvement:

RFCMS will actively seek and ensure parent involvement by dynamically promoting PTSA, SSC, ELAC, LSLCC, and various committee membership. This will be accomplished through multifaceted efforts, fully utilizing all communication methods including school website and calendar, Parent and Student Handbook, student agenda planners, Connect-Ed, LAUSD SchoolMAX ISIS Family Module, hardcopy flyers, Parent Center bulletin postings, "Coffee with the Principal" events, online surveys, and school activities and events (including, but not limited to: Back-to-School Night, Open House, School Assemblies, Honor Roll ceremonies, Pin and Ribbon ceremony, Career Fair, EL meetings, Orientation and Processing Days, and various fundraisers). The PTSA manages its own webpage within the RFCMS website, where parent events are listed and details are provided. PTSA Board parent contacts are also listed. Parents are able to directly contact all RFCMS faculty and staff via the website (www.frostmiddleschool.org). Parents can access teacher pages within the RFCMS website which include contact info, homework details, assignments, and conference period. All parents attend Orientation and Processing days, prior to the start of the school year, in which they network with Frost faculty, staff and fellow parents, receive student schedules, lockers, agendas, Family Module accounts, textbooks, and complete all registration and enrollment paperwork.

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Element 5 – Employee Qualifications

“The qualifications to be met by individuals to be employed by the school.” Ed. Code § 47605 (b)(5)(E)

[Charter School] believes that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment to the same extent as all LAUSD schools.

Personnel

[Charter School] shall follow all applicable state and federal laws and regulations and collective bargaining agreements. Any conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Article XXVII of the LAUSD – UTLA CBA must be adhered to particularly in regard to Local School Leadership Council composition and responsibilities.

Staff Selection

Principal selection is the purview of the Superintendent.

[Affiliated Charter School] is subject to District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions regarding salaries, classifications, and assignments.

Certificated Personnel

Selection of certificated staff will be aligned with current Education Code, District Policy, and collective bargaining agreements. Charter School will have the autonomy to interview and select teachers and school-funded support staff from District approved lists of eligible candidates. Available lists will be determined by Human Resources and may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on the current hiring situation in each subject area. While every effort will be made to avoid assigning any certificated employee to any Charter School campus, the District retains the right to make such assignments in cases where no other alternative is available (i.e. Reasonable Accommodation).

Classified Personnel

Selection of classified staff will be in compliance with the current merit system provisions of the Education Code, the Personnel Commission Rules and applicable collective bargaining agreements. Unless valid reemployment lists exist, [Charter

School] will have the autonomy, when selecting employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to [Charter School], however, the Personnel Commission retains the right to make such assignments in cases where no alternative is available (e.g. reductions-in-force or reasonable accommodations required in compliance with the Americans with Disabilities Act.)

Unless the District has assigned all employees in a classification to a specific basis, [Charter School] will have autonomy in assigning positions to specific working basis.

Professional Development

In addition to any District-mandated professional development, [Charter School] shall have full autonomy in the selection of professional development programs for their employees to meet their site-specific needs. Any professional development required by the District for newly-adopted curriculum selected by the [Charter School] will, in turn, be funded by the District consistent with its practice for other District schools.

Element 6 – Health and Safety

“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in § 44237.” Ed. Code § 47605 (b)(5)(F)

As an affiliated charter school, [Charter School] will adhere to District’s Health, Safety and Emergency Plans. The [Charter School] will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff in line with District’s procedures.

The [Charter School], its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

As an affiliated charter school, in order to guarantee the health and safety of pupils and staff, [Charter School] will ensure that all employees follow the procedures of LAUSD Human Resources Department concerning, criminal background checks, examination of faculty and staff for tuberculosis, immunization of pupils as a condition of attendance, screening of pupils’ vision and hearing and screening of pupils for scoliosis.

[Charter School] will comply with all regulations as required by the federal, state, county, and city laws, such as fire and safety codes [Charter School] shall comply with District policy related to reporting suspected child abuse or neglect as mandated by District guidelines, federal and state law, and local agencies. In addition, Affiliated Charter school shall comply with LAUSD policy on Employee-to-Student Sexual Abuse and Related Investigation and Notification (BUL 5736.0) in reporting sexual misconduct allegations by certificated employees within 72 hours to parents and guardians of students in the school. Affiliated Charter school shall also comply with any other policy as established by the District with regards to reporting of child abuse and notification to parents and guardians related to classified employees.

RFCMS's safety committee will continue to actively address and respond to parent, student, and faculty concerns regarding safety. Identified areas of safety opportunity on our campus with associated solutions that have been, and will continue to be implemented include, but are not limited to:

- A strict dress code/uniform policy that is maintained to facilitate easy identification of RFCMS students.
- Pattern of traffic flow during morning student drop-off and afternoon student pick-up on the campus road in front of the school is maintained as one way only with entry from Bradford Place and exit onto Nugent.
- Additionally, traffic cones split the traffic flow into two lanes, one for rapid student drop-off and the other for faculty entry into the front parking lot.
- Parent volunteers and faculty members supervise to insure driver and student compliance

- Pattern of traffic flow on the service road is limited to buses and faculty only, with entrance on Nugent monitored by staff and faculty vehicles clearly identified with "Staff Parking" decals/window-clings.
- Singular pedestrian entrance during instructional time, monitored by staff in the "Welcome Booth", including sign-in/sign-out record keeping.
- Safety Committee meeting minutes will be made available on the RFCMS website and will be shared and discussed at monthly LSLCC meetings as deemed necessary.

Insurance:

Coverage shall be provided to the affiliated [Charter School] by the District under any of the District's self-insured programs or commercial insurance policies. The District shall secure and maintain insurance, to protect the [Charter School] from claims which may arise from its operations, as provided to all other schools in the Los Angeles Unified School District.

It shall be the District's responsibility, to monitor the Charter School vendors, contractors, partners or sponsors for compliance with District insurance requirements for third parties. Charter School shall adhere to current District Procurement Manual policies and procedures prior to accepting any services from vendors, partners or sponsors.

Element 7 – Racial and Ethnic Balance

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” Ed. Code § 47605 (b)(5)(G)

Court-ordered Integration

The Charter School shall continue to comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order, by the Office of Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. Upon request by the District, the Charter School will provide a written plan outlining how it would achieve and maintain the LAUSD’s ethnic schools goal of 70:30 or 60:40 ratio. [Charter School] shall be responsible for following the requirements of the Crawford de-segregation court order, and shall take all reasonable steps to attract and maintain a racially integrated student body. Integration Program resources currently provided to certain affiliated charter schools (Magnet, Permits with Transportation, Transportation) are subject to change, in whole or in part, for budgetary and other reasons.

The District and [charter school] are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement (PI).

Federal Compliance

As part of Los Angeles Unified School District which is a recipient of federal funds, [Charter School] has agreed to meet all of the programmatic, fiscal and other regulatory requirements of The Elementary and Secondary Education Act.

Element 8 – Admission Requirements

“Admission Requirements, if applicable.” Ed. Code § 47605 (b)(5)(H)

McKinney-Vento Homeless Assistance Act

The Charter School will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths.

For Affiliated Charters without SAS Programs:

State here whether this applies to your school or does not apply.

N/A

[Affiliated charter school] shall admit all students who wish to apply. (Education Code section 47605(d)(2)(A)). However, as a conversion charter school, [Affiliated Charter School] must admit students who reside in the attendance boundary of the school as established by the District hereafter referred to as “resident students”. (Education Code section 47605(d)(1)). Students cannot be required to attend a charter school. (Education Code section 47605(f)). If (Affiliated Charter School) reaches its school-wide operational capacity, a public random drawing/lottery will be conducted. Resident students shall have preference so as to be exempt from the lottery. Currently enrolled students (regardless of residence) shall also have preference so as to be exempt from the lottery.

The lottery shall provide preference for students residing in LAUSD boundaries, but not residing within the attendance area of the charter school.

Students not selected through the lottery process will be waitlisted until a seat becomes available. This waitlist is effective for one year.

In the event that [Affiliated Charter School] reaches capacity and is unable to enroll incoming students who reside in the attendance boundary of the school, affiliated charter schools will consult and coordinate with its Education Service Center administration to identify the appropriate receiver school(s).

If [Affiliated Charter School] determines that fraudulent address information was used to establish resident status in the attendance area, the student may be withdrawn and the student will be referred back to his/her school of residence, in accordance with District policy.

For Affiliated Charters with SAS programs:

State here whether this applies to your school or does not apply.

This applies to Robert Frost Charter

Once students are accepted in the charter school, students who qualify for the SAS (School for Advanced Studies) Program will be able to enroll in the SAS program, per program admission guidelines.

For Affiliated Charters with Magnet program:

State here whether this applies to your school or does not apply.

This applies to Robert Frost Charter

Prior to [Affiliated Charter School's] conversion into an affiliated charter school, [Affiliated Charter School] had a LAUSD magnet program which had an attendance boundary for students from all over LAUSD. [Affiliated Charter School] shall continue to provide admission preference to pupils from LAUSD as determined by the magnet program and consistent with Crawford v. Board of Education court order.

Element 9 – Annual Financial Audits

District Required Language for Fiscal component will be provided at a later time and can be included in this section

Element 10 – Suspensions and Expulsions

As an affiliated charter school of the Los Angeles Unified School District, [Charter School] will follow all discipline procedures established by the District and will comply with Education Code 48900, et. seq. In LAUSD, the Student Discipline and Expulsion Support Unit provides technical assistance to schools considering recommendations for expulsion, ensures that students recommended for expulsion are afforded a fair and impartial hearing and all due process rights, and provides for post-expulsion placement/rehabilitation plans and services as required by law.

[Charter School] shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal, in accordance with District policies and procedures.

Charter School shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities. Charter School shall also comply with the District's Discipline Foundation policy.

Outcome Data

Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, in the District's student Information system and make such outcome data readily available to the District upon request in accordance with District policies and procedures.

Readmission

The Charter School shall follow District policies and procedures with regard to requests for readmission and the process for the required review of all expelled pupils for readmission.

Special Education Students

In the case of a student who has an IEP, or a student who has a 504 Plan, the Charter will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973 and the Modified Consent Decree. An IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the charter administrator will convene a Link Determination meeting to ask the following two questions: A) Was the misconduct caused by, or directly and substantially related to the student's disability? B) Was the misconduct a direct result of the Charter's failure to implement 504?

Gun Free Schools Act

The Charter School shall comply with the federal Gun Free Schools Act.

Element 11 – Employee Benefits

Employees of the [Charter School] will continue to receive compensation and benefits for their services according to the provisions of the collective bargaining agreements of their respective bargaining units with LAUSD inclusive of, but not limited to, salaries, unemployment benefits, and retirement benefits including organizations such as STRS/PERS, health insurance, life insurance and all other assigned compensation and benefits.

As LAUSD employees, administrators, faculty and staff will receive all appropriate benefits in compliance with state and federal laws regarding employee benefits.

Element 12 – Attendance Alternatives

Pupils who choose not to attend [Charter School] may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the District.

Element 13 – Rights of District Employees

As an affiliated charter school, all administrators, faculty and staff of the [Charter School] are LAUSD employees. All employees will be hired by the District and maintain the same relationships in all bargaining units.

Element 14 – Mandatory Dispute Resolution

The staff of [Charter School] and LAUSD Board of Education agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and [Charter School], except any controversy or claim that is in any way related to revocation of this Charter, (“Dispute”) pursuant to the terms of this Element 14.

Any Dispute between the District and [Charter School] shall be resolved by a collaborative team from the Educational Service Center and the Charter Schools Division in accordance with the procedures set forth below:

- 1) Any Dispute shall be made in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

To Charter School: [Charter School]
c/o School Director

To Director of Charter Schools: Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by Superintendent’s designee.

Element 15 – Exclusive Public School Employer

The Los Angeles Unified School District is the exclusive public school employer of the employees of the [Charter School] for the purposes of the Educational Employee Relations Act (EERA).

Element 16 – Charter School Closure

[Charter School] reverts back to a District traditional school in the event of a closure.

Revocation

The District may revoke the charter if [Charter School] commits a breach of any provision set forth in a policy related to Charter Schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. The District may revoke the charter of the [Charter School] if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

- [Charter School] committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- [Charter School] failed to meet or pursue any of the pupil outcomes identified in the charter.
- [Charter School] failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- [Charter School] violated any provision of law.

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify the [Charter School] in writing of the specific violation, and give the [Charter School] a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this charter.

Closure Procedures

The decision by the LAUSD Board of Education to revoke or not renew the affiliated charter school constitutes a Closure Action. The Closure Action shall be deemed to have been automatically made when either the Charter is revoked, non-renewed by the LAUSD Board of Education, or the Charter lapses. In the event of such a Closure Action, or as soon as Charter School's site-based governance informs the District of its intent to voluntarily revert to non-charter status, the following steps are to be implemented:

1. If the affiliated Charter School's site-based governance votes to revert to non-charter status the LAUSD Board of Education will hold a public meeting officially terminating the charter. The Board of Education will direct the Superintendent or his designee to determine implementation of the closure procedures.

2. The Charter Schools Division will notify the California Department of Education that [Charter School] has terminated its charter, and the effective date.
3. Upon closure, all of the assets of the Charter School are transferred to LAUSD. A copy of the stamped order of business showing the action taken by the LAUSD Board of Education will be included in the notification to the CDE.
4. The LAUSD Board of Education or its designee will determine the distribution of any remaining balance in the Categorical Block Grant Account of the Charter School upon closing.
5. LAUSD reserves the right to conduct a close out audit by the LAUSD auditor.
6. Written notification to parents/guardians/caregivers of the enrolled students of the [Charter School] will be issued by LAUSD within 72 hours after the determination of a Closure Action and the effective date of the termination of the charter.

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end [Charter School's] right to operate as a Charter School or cause [Charter School] to cease operation.

Facilities

K-12 school sites remain subject to use by the District and possible space allocation under Proposition 39 and implementing regulations.

Requirements for Schools Obtaining Independent Status

In the event that [Charter School] changes its status to independent charter school, during the term of this Charter, [Charter School] shall submit a petition for material revision for District's approval. [Charter School] shall meet all requirements of an independent charter that occupies LAUSD facilities; [Charter School] shall enter into facilities use agreement with the District and adhere to District guidelines including:

- Proposed Charter School Location _____
- Names of District school sites near proposed location
- Proposed Charter School to be located within the boundaries of LAUSD.

District-Owned Facilities: If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any LAUSD facilities, Charter School shall execute an agreement

provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes. In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of LAUSD facilities with another LAUSD user group, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

As a condition to the approval of the charter petition, [Charter School] will enter into a Public School Choice Facilities Use Agreement with the LAUSD prior to occupying or using the LAUSD facilities.

The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use.** Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.
- **Furnishings and Equipment.** LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- **Leasing; Licensing.** Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.
- **Minimum Payments or Charges to be paid to LAUSD Arising From the Facilities.**
 - (i) **Pro Rata Share.** LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) **Taxes; Assessments.** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services.** In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Charter School.
 - (i) **Co-Location.** If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) **Sole Occupant.** If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- **Real Property Insurance.** Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Facility status: The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The Charter School facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the Charter School is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration or addition to the proposed Charter School facility. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements.

Occupancy of the Site: The charter petitioner or developer shall provide the District with a final Certificate of issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without

providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Health & Safety: The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at:

www.laschools.org/employee/mo/ipm

Asbestos Management: The Charter School will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.