



Charter Renewal Application
For Fiscal Years 2013-2023

Fronteras Spanish Immersion Charter School

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Table of Contents

Introduction.....	Page	3
1. Academic Policy Committee	Page	5
2. Law Provisions.....	Page	34
3. Education Programs	Page	60
4. Program Achievement	Page	76
5. Admission Procedures	Page	85
6. Alternative Option	Page	89
7. Administrative Policies	Page	90
8. Funding Allocation	Page	102
9. Fiscal Solvency	Page	111
10. Facility Plans.....	Page	126
11. Teacher-to-Student Ratio	Page	131
12. Enrollment.....	Page	132
13. Teaching Method/Curriculum.....	Page	135
14. Collective Bargaining	Page	138
15. Contract Termination	Page	139

INTRODUCTION

“FRONTERAS Charter School is a Spanish immersion K-8 academic center that promotes high academic success in a nurturing, creative, multiage environment and fosters increased cultural understanding, communication, and citizenship in our community, nation, and world...”

Fronteras Spanish Immersion Charter School (Fronteras) has operated as a charter school within the Matanuska-Susitna Borough for nearly four years. For seven years previous to this, our Spanish immersion program operated as a “school-within-a-school” at Larson Elementary, which is another of the Mat-Su Valley’s public schools. The Fronteras K-8 program serves a broad range of children from throughout the Mat-Su Valley. Our current facility is located between Palmer and Wasilla.

The name “Fronteras” means “Frontiers” in Spanish. This has been a very appropriate name in many respects. As an immersion charter school in Alaska, we are exploring new frontiers of academic study and achievement, and we advance new frontiers in student thinking and learning. Our expectations for growth and achievement were lofty, but we have achieved them. Our academic pursuits incorporate explorations of the world’s people and their cultures. Enhancing global understanding is another reflection of our name. We continue to lead our students forward as they explore new self-awareness, achievement, and global understanding. We strive to instill in them this culture of exploring new frontiers and an appreciation for other world cultures. Fronteras is both a truly Alaskan and a truly global school.

Outside of the classroom, our Fronteras community is blazing trails and exploring new legislative frontiers as we search for our future home. For the past few years, we have worked with local lawmakers in order to develop a path for charter schools to gain public facilities on public land. We are currently the first charter school in our area to explore this legislative track and look forward to our continuing success on this frontier. Within three years, it is our intent and aspiration to occupy a facility that fosters growth and success, contributes to our immersion program, and ensures to the long-term viability of Fronteras. In the meantime, our school will continue to provide a positive, secure, and vital atmosphere for staff satisfaction and student success.

Our growth extends throughout the Fronteras experience. The Fronteras After School Activity Clubs have grown from a few clubs each quarter to as many as 21 clubs a week. These programs are completely volunteer-led. During the second quarter of this year, over half of our students participated in at least one club. Some clubs include traditional school sports activities such as cross-country, track, volleyball, basketball, and soccer skills. Others encompass forward-thinking activities such as recycling arts, folklore arts, gardening, abstract art, clay work, international cooking, and international dance.

Service learning, a core component of the Fronteras learning experience, is also represented through our Paws and Friends program, which has trained 22 students to assist at the local animal shelter. Ongoing senior center visits made by our middle-schoolers are another service learning venue.

Running after school clubs is only one way that parents, teachers, and staff show their support for the Fronteras mission and success of our students. Tens of thousands of volunteer hours have been logged at Fronteras since the doors of our current facility opened. These hours include general housekeeping and cleaning, setup and operation of festivals and seasonal parties, reading assistance in the classroom, construction of stages and structures, painting, tutoring, and many other activities.

Our school prides itself on an academic program, which is delivered by a highly qualified staff. We are a top performing school and have high expectations for all within our community. As Fronteras has evolved over the past eleven years, our programs have been able to securely take root and achieve ongoing upward momentum.

¡Viva Fronteras!

1. ACADEMIC POLICY COMMITTEE

A. The Academic Policy Committee (APC) of Fronteras is currently composed of all parents/legal guardians of students currently enrolled at Fronteras as well as all teachers and staff members of Fronteras. Although we have provisions for accepting up to 10 community members into our APC, we currently have no community members in our APC. From our APC membership, a governing board is elected and functions as the primary governing body of the APC. This APC Board operates according to a set of bylaws which were originally drafted by the founding members of our program. Thanks to the research and forward thinking which went into the original drafting, these bylaws have remained largely unchanged since our school was originally founded.

While in our planning and early operational stages, the APC Board meetings were more frequent and lengthy than they currently are. At present, the APC Board holds regular meetings on the second Tuesday of every month. To date, the Fronteras APC Board has held more than 50 board meetings. Over the past 4 calendar years, regular APC Board meeting dates have been:

2009: Jan 13, Feb 10, March 3, April 14, May 5, June 9, July 21, August 11, Sept 8, Oct 13, Nov 10, Dec 8.

2010: Jan 12, Feb 9, March 16, April 13, May 11, June 8, July 13, Aug 10, Sept 14, Oct 12, Nov 9, Dec 14.

2011: Jan 11 Feb 8, March 8, April 12, May 2 (special meeting), May 10, June 2 (special meeting), June 14 (special meeting), June 14, July 12, Aug 9, Sept 13, Oct 11, Nov 8, Dec 13

2012: Jan 10, Feb 7, March 7

Meeting minutes of the above listed meetings are available at the Fronteras website:
www.matsuak12.us/frc

Besides our normal monthly meetings, the APC Board has held elections each year. We have successfully transitioned from the original steering committee, to a founding board, to a strong, stable governing board. Our board composition of 11 members has had participation by 28 different individuals, eight of them being teachers at Fronteras. This level of participation shows that the term limits imposed by our bylaws do indeed force involvement by a large contingent of our community.

Our APC Board has successfully participated in the hiring of 16 full time teachers, of whom 13 are currently teaching at Fronteras and ten are Spanish speakers.

Meeting minutes where the current bylaws were adopted have been inserted here:

**Fronteras – Spanish Immersion Charter School
Academic Policy Committee
Meeting Minutes**

Date: Tuesday, August 14, 2007

Subject: Bylaws

Attendees:

Parents: Nancy Blake, Joyce Boyd, Ryan & Andrea Davidson, Ernie & Kayleen Hetrick, Robert Kalander, Shelly Lund, Lisa Richie, Katie Sanders, Gwen Schneider, Nina Shaw, Chris Whittington-Evans, Evan & Veronica Wolf, and

Teachers: Lori Koutsky, Wendy Bowen and Jackie Cochran

The meeting began at 6:34 PM. The purpose of this meeting is to review and approve the Bylaws.

Lori Koutsky recommended that we review and approve the Bylaws first, then nominate and vote for the Governing Board and Executive Committee members. After the elections have been completed, we can actually begin to approve things that are already in the works. Lori began with an overview on the status of the application and what our agenda is for this meeting. At the last meeting (August 9th), we worked on the bylaws with Ernie Hetrick, Nina Shaw, Shelly Lund, Joyce Boyd, Jackie Cochran, Wendy Bowen, and Lori Koutsky. We are in a time crunch to get the application to the School Board. Before it goes to them, it is going to go to Lebron McPhail, for review. Our goal is to have it ready before the next School Board meeting (on September 5th). This coming weekend, Lori and Joyce will work on the final copy on Saturday. It needs to be rearranged for submission to the state. We will email it to the Governing Board for your review and acceptance (by e-mail). Russell Joyce, Chris Whittington-Evans, and Nina Shaw are working on the facility review. Russell submitted a report of three potential properties.

Question and Answer:

Q: Can we hire whom we want to hire for Spanish Teachers?

A: Yes, but normal hiring procedures apply. The positions need to be advertised, etc. The APC Board and the Principal will make the final decisions. For our initial staff, our understanding is that we can name the founding teachers (Wendy, Lori and Jackie), if they are already employed by the school district. If they are not employed by the school district currently, they (and we) will need to go through the regular hiring procedures, with open positions being advertised within the district first, then out of district. No teacher can be involuntarily transferred to a charter school.

Q: Before we begin working on the bylaws, may we discuss the name? We feel that it is too long and not marketable. The term “Spanish Immersion” is not part of the name. We feel that it should be.

The group discussed possible names and came up with: *Fronteras Spanish Immersion Charter School*, with *Centro Academico* underneath. The Vote was almost unanimous

Q: What is the APC?

A: Academic Policy Committee is made up of all parents, teachers, staff, and ≤ 10 “accepted” community members. The group reviewed the flow chart (from the previous meeting) with the various committees and board reflected.

Bylaws Review by all Present

The group reviewed all of the items that Lori had put in italics (on the first draft). Only the ones with note-worthy comments are listed here. The rest can be noted by comparing the first draft with the final draft.

Q: Should the Governing Board be part of the hiring process? (Line 67&70)

A: After a discussion, we decided upon “The Board has ‘participation’”. The Board has the right to dismiss the principal. It is very difficult to fire a teacher, especially a tenured teacher. If the principal won’t fire a “bad” teacher, the parents can approach the Board. The Board can advise the principal to take the appropriate steps to remove the “bad” teacher. The Board has the ultimate responsibility for the success of the school, but it must work together to achieve this success. It is a collaborative effort.

Clarification of “ex officio”: Ernie Hetrick clarified that an ex-officio member is one who is a member because of the position s/he holds. For instance, the Treasurer is the ex-officio Chair of the Finance Committee. The Principal will be a non-voting ex-officio Board Member. S/he can make motions, but has no voting privilege. Jackie Cochran stated that she does not want to be on the Governing Board.

Election Notice: Changed to March 1st. The Annual Meeting will be in April.

Treasurer’s Duties were discussed. The school administrative assistant will keep track of the school’s expenditures. When we are a “non-profit,” we will have to have our own bank account. We will keep track of all funds that are not part of the school district (e.g. fundraising monies, donations, gifts, etc.).

Non-Profit Status: Nina Shaw is working on the non-profit status and becoming incorporated.

Agenda: The group discussed and decided that the Agenda should be posted by Friday, which is 72 hours before the Tuesday meeting.

Quorum: The group discussed that this should say that if we get together without a quorum, we can still meet and discuss things, but no official action can be taken. Meeting notes will be taken.

Curriculum Committee: The group discussed and agreed to having a teacher as the Chair of the Curriculum committee.

The Executive Committee: will consist of the Chair, Vice Chair, Treasurer, Secretary, and possibly one additional member of the Governing Board to ensure that at least one teacher is on the Executive Committee.

Standing Committees:

- Facilities
- Partnerships & P.R.
- Budget and finance
- Elections
- Curriculum

Wording of Bylaws: We have verbal permission by Twindly Bridge and Academy Charter School to use their charter wording in our application. Jeanne Troshynski, from Midnight Sun stated the MSFLC Governing Board will meet on Thursday, August 16th and she will bring our request to them for approval. We will approve our bylaws tonight pending approval by the MSFLC Board to give us permission to borrow some of the wording from their Bylaws.

Governing Board: The names and designations were discussed. Robert Kalander's designation was changed from "parent" to "community member." The group agreed on the following: "We are approving the Bylaws, as written, pending approval from Midnight Sun Family Learning Center's approval of our using some of the information from their charter." The entire group agreed to the wording of the motion. The Board voted unanimously to approve the Bylaws.

This meeting was adjourned at 8:57 PM.

Next Meeting: Tuesday, September 4, Larson Elementary, 7:00 PM.

END MEETING MINUTES

Note: We received notice from Midnight Sun on Friday, August 18, 2007, that their Board had agreed to allow us to use information from their charter to write ours.

B. THE FRONTERAS INDEPENDENT ACADEMIC POLICY:

The Independent Academic Policy currently on file at Fronteras is presented below and continues through page 33 of this document:

Mission

Mission Statement: Fronteras Charter School is a Spanish immersion K-8 academic center that promotes high academic success in a nurturing, creative, multiage environment and fosters increased cultural understanding, communication, and citizenship in our community, nation, and world.

Purpose: Expanding the spectrum of thought and the ability to communicate in today's evolving world makes the goal of acquiring a second language profoundly important. Being immersed part of each day in Spanish, each child will be nurtured—gaining well rounded personal development through meaningful and creative academic and social explorations. Fronteras utilizes the partnership of parents, community resources, technology, skilled instructors, service, and stimulating curriculum to realize high academic success, language acquisition, critical thinking, good citizenship, and the development of healthy, global-minded individuals.

Philosophy

- We believe a school is a community of learners made up of children and their families, teachers, staff, and community members. A healthy school is one in which all members of the community learn to work, play, and learn cooperatively together.
- We believe all children have the right to learn in a safe, secure environment that fosters respect and understanding.
- We believe learning is for everyone for our entire lifetimes. We are committed to creating life-long learners throughout our school community.
- We believe each child is capable of accomplishing great things. We are committed to providing a challenging and stimulating learning environment that encourages all students to reach their own highest potential.
- We believe that a school must respect, value, and build on the unique strengths, intelligences, and learning styles of individual students in order to foster a strong sense of responsibility, self-worth, and a dedication to pursuing excellence.
- We believe all children can and should learn to be proficient in at least one language other than English to be better prepared as global citizens.
- We believe practicing virtues and building assets will help to develop positive attitudes towards self, others, the pursuit of learning, the environment, and the world at large.
- We believe that all people have great worth and it is important to encourage improved understanding and appreciation of individuals regardless of their appearance, ethnicity, or cultural background.
- We believe a primary goal of teaching is to help students make connections between their learning and their lives.
- We believe the process by which a child learns is just as important as the product of that learning.
- We believe students need to learn to take responsibility for their own learning.

- We believe children must learn to work successfully with others in a collaborative manner in order to be successful in life.
- We believe people gain more by serving than even those who are being served.
- We believe students construct their own learning. Students come to each learning experience with their own prior knowledge and beliefs about how the world works.

As teachers provide continued opportunities for structured inquiry, students build upon and apply previous knowledge to new situations and continue the cycle of revising and refining their understanding. In this way, learning becomes a cycle and not an end result. We believe our mission statement, purpose, and philosophy are congruent with the mission and goals of the Matanuska-Susitna Borough School District.

Description of Need

A. Advantages of Early Acquisition:

Learning a second language is much easier at an earlier age. There is a fluidity and ease in early acquisition not equaled as people age. The development of proper pronunciation and a more "native" accent is also a great benefit in acquiring a second language at an early age.

There are particular locations in the brain that are specifically receptive to language acquisition and those centers will tend to atrophy when not utilized by about the age of ten to twelve (10-12). According to Dr. Wilder Penfield, a noted Canadian neurologist, a child's specialized capacity for learning language decreases, and the process of learning language is different and more difficult for adolescents and adults. (Beck, 1997) Michael Phelps, a UCLA biophysicist noted, "If we teach our children early enough, it will affect the organization, or "wiring" of their brains." Further, he continued, "When children learn a new language, the ability to use that language is wired in the brain." (*Kids Brainpower*, 1993)

Learning a second language has proven to enhance all learning. Research studies across Canada and the United States have shown an increase in standardized test scores and greater achievement in basic educational skills on the part of young foreign language learners. (Thomas and Collier, 1997-98, and Minnesota New Vision, 2005)

Helena Curtain, a renowned teacher of ESL (English as a Second Language), foreign educator, and speaker, co-edited *An Early Start: Young Learners and Modern Language in Europe and Beyond* (2000). In the chapter titled *Early Language in the USA*, she explains that our federal government is investigating the development of early language learning programs. A proposal was released on May 19, 2000 for the Elementary-Secondary Education Act. An excerpt follows:

"Our proposal establishes a national goal that 25% of all public elementary schools should offer high-quality, standards-based foreign language programs by 2005, and that 50% should offer such program by 2010. These programs would be tied to challenging standards and focused on developing student language proficiency, not simply exposing students to the language or culture. Finally our proposal would support transitions between elementary and secondary school foreign language programs."

There is abundant research to support acquisition programs contributing to student achievement. Wayne P. Thomas and Virginia P. Collier, in their article *Two Language are Better than One* (Educational Leadership, Dec.1997-Jan.1998) make the point that these types of programs are "also dynamic models for school reform for all students."

B. Limited Opportunities:

Currently, the Spanish immersion program at Fronteras is the only language immersion program operating in the Mat-Su Borough School District. It began in 2000 at Larson Elementary with 24 students in grades K-1. There are 213 students currently enrolled in the Fronteras program in grades K-8. Each year the program is able to enroll only a limited number of students due to the space available in our current facilities. A lottery is held in the spring to determine which of the hopeful kindergarten students will be accepted into the program for the coming year.

In contrast, Anchorage has five successful language immersion programs. The five schools in Anchorage are:

- Rilke Schule, a German immersion charter school
- Spanish two-way immersion at Government Hill
- Japanese at Sand Lake Elementary
- Russian at Turnagain Elementary
- Spanish at Chugiak Elementary

Today across the United States over 400 schools offer language immersion programs. Canadian schools have used immersion successfully since 1965.

C. Prevalence of Spanish in the World:

In order to communicate with people, you have to be able to speak a language that may not be your own. With communication comes understanding and appreciation for people of diverse backgrounds and cultures. Better understanding and appreciation allows for a greater degree of peace and harmony in our world. These are indeed desirable goals for which to strive.

Because there is such a large group of Spanish speakers in our own country, it would be to our advantage to be able to communicate with them. We are reaching a percentage within our own nation wherein Spanish speakers number almost the same as English speakers. Their number is expected in the near future to surpass the English speakers.

"Spanish and English are in a virtual dead heat to be the second most spoken language in the world. As of 1999, Spanish had 332 million speakers, while English had 322 million. (Source: Ethnologue) If people who speak English as a second language were included, however, English would come out on top.

As of 2007, the United States has the third largest Hispanic population, about 44 million people (the exact number depending on how Hispanics are counted). Of them, two-thirds trace their roots to Mexico, and 86 percent say Spanish is their first language.

(Source: <http://spanish.about.com/library/weekly/aa070300a.htm>)

Source: <http://www.spanishseo.org/resources/worldwide-spanish-speaking-population>)

California alone has 13.7 million people who speak Spanish at home. Other states with high Spanish-speaking populations include Texas (9.1 million), New York (1.8 million), and Florida (1.5 million).

About 6.8 percent of the people who use the Internet speak Spanish, making it the No. 4 language in the Internet community, following English (51.3 percent), Japanese (8.1 percent), and German (5.9 percent). Close behind is Chinese, with 5.4 percent, followed by French with 3.9 percent.”

(Source: <http://www.spanishlanguageguide.com/spanish/facts/stats>)

Source: <http://www.infoplease.com/spot/hhmcensus1.html>)

Spanish is also becoming of greater importance in Europe, where it is often the foreign language of choice after English. And it is no wonder that Spanish is a popular second or third language, with some 400 million speakers, it is the fourth most commonly spoken language in the world (after English, Chinese and Hindustani). According to some counts it has more native speakers than English does. Spanish is an official language on four continents and is of historical importance elsewhere.

D. Better understanding of English:

A great deal of English vocabulary has Latin origins, much of which came to English by way of French. Since Spanish is also a Latin language, those who study Spanish will develop a better understanding of their native vocabulary. Similarly, since both Spanish and English share Indo-European roots, their grammars are similar. There is perhaps no more effective way to learn English grammar than by studying the grammar of another language. This study forces students to think about how their own language is structured. It is not unusual, for example, to gain an understanding of English verb tenses and moods by learning how those verbs are used in Spanish. (Source: Gerald Ericksen, <http://spanish.about.com/cs/forbeginners/a/whylearnspanish.htm>)

E. Additional Benefits of Spanish Language Immersion:

What are the benefits of immersion education? Extensive research has been conducted on various immersion programs in the US and abroad. Research indicates that:

- Students in early immersion programs perform as well as, or better than, their English-only educated peers on tests of achievement in English. The literacy skills the students acquire through immersion in the second language transfer to their first language. (Swain, 1979, 1981, 1984)
- The thinking processes required for learning language through immersion result in flexible thinking and greater non-verbal problem solving skills. Children who are immersed in two languages at an early age experience gains in their thinking skills, are more flexible and creative, and reach high levels of cognitive development at an earlier age than their monolingual peers. (Hamayan, 1986).
- Language immersion has positive results on memory and listening skills. (Robinson, D.W., 1992)
- When parents commit their children to a full elementary immersion program (K-6 in most cases), immersion students will not only do as well as children in English-only classrooms (with the additional advantage of being functionally bilingual at the end of seven years) but are likely to outperform monolingual students on standardized measurements of English language competency. (Miller, <http://carla.acad.umn.edu/immersion/acie/vol13>)

- Students successfully transfer content area knowledge from the target language to their native language. (Miller, 1999)
- The College Entrance Examination Board reported that students who averaged four or more years of foreign language study scored higher on the verbal section of the Scholastic Aptitude Test (SAT) than those who had studied four or more years in any other subject area. (Cooper, T. C., 1987, 1990)

Performance and Program Goals

A. Student Performance Goals

Students should be able to master the standards outlined in the school district's scope and sequence for world languages. There will be continuous practice and assessment throughout each year to be able to determine the progress and status of students in the program.

A1 Students will learn to speak Spanish fluently and develop a heightened understanding of cultures associated with the Spanish language. Teachers will be able to monitor progress in these areas through verbal assessment, direction response analysis, performance assessment, and various other forms of assessment.

A2 Students will meet or surpass MSBS District and State of Alaska Performance Standards and Grade Level Expectations (PSGLE's) in reading, writing, math, and science as outlined in the state PSGLE documents and in the MSBS District scope and sequence documents.

A3 Students will meet or surpass the proficiency levels in all administered state and national tests.

B. Program Goals

B1 Attendance: We strive to have a high yearly attendance rate per individual student.

B2 Enrollment: To attain maximum stability, we aim for an annual return rate of 90%.

B3 Parent and Family Participation: It is an expectation that parents contribute or render services an average of four hours per month. Parents sign an agreement stating their willingness to comply with the service expectation and records are kept to verify their compliance. We also expect to have family involvement at conferences, programs, celebrations, and special projects. Logs are kept in the front office allowing parents to log their volunteer hours.

B4 Community Involvement: The more interest a community gives to a group of young people, the greater the gains for all involved. We strive to make partnerships with community members, local businesses, and corporate sponsors in order to enhance the achievement of our mission and goals for our students.

B5 Academic Excellence: Fronteras delivers highly motivating, enriching curriculum and provides appropriate resources through capable teachers and staff, technology, stimulating

materials, and other support deemed necessary to achieve the greatest gain for students. Classroom teachers and the Principal keep data to show student growth and achievement. The APC Governing Board reviews this data regularly within our Curriculum Committee, as do individual teachers, in order to determine the effectiveness of current curriculum and evaluate ways to improve instruction.

B6 Parent Classes: We strive to provide Spanish instruction to all interested parents. Spanish immersion then truly becomes a family endeavor and increases the likelihood of interest and success for students.

Assessment/Evaluation

A. Foundations of Assessment

The foundation of the Fronteras Learning Plan rests on the following beliefs about assessment:

- Assessment is an ongoing process that helps to identify, at various stages in the learning process, what a student knows, understands, and can do.
- Current knowledge and levels of experience are assessed before embarking on new learning.
- There is a close relationship between a desired student outcome and the means used to assess it.
- Assessment is a collaborative process.
- Students learn to, and have frequent opportunities to, reflect on their own learning.
- Students receive prompt feedback to inform and improve their learning.
- Assessment is a process that encourages, challenges, and motivates students to higher levels of learning and awareness.
- Multiple types of evidence must be used to better understand each learner's strengths and needs and to plan for support and enrichment.
- Students are given authentic opportunities to display their accomplishments and demonstrate their learning.
- Assessment data and reporting procedures provide specific, meaningful information to parents about students' progress.
- Teachers use information from assessment to inform and adjust their teaching.

B. Types of Assessments

At Fronteras, a variety of assessment methods are used to measure and guide progress toward achievement of the school's performance standards. When deciding what type of assessment to use, the school/teacher evaluates WHY they are doing the assessment, WHAT they are assessing, and WHAT the criteria for success are.

B1 Standardized Tests and District-wide Assessments: Fronteras Charter School students participate in all federal and state-required assessments at the grade levels required. These assessments currently include:

- Alaska Kindergarten Developmental Profile
- Terra Nova
- Standards Based Assessments (SBA)--Math, Science, Reading, Writing
- National Assessment of Educational Progress (if required)
- MAP Tests

- AIMS Web Tests

B2 Classroom Assessments: The following types of assessment methods and tools are utilized at Fronteras:

a. Summative assessments: Summative assessments are periodically given by individual classroom teachers. Summative assessments give students opportunities to demonstrate what they have learned over a period of time and are usually given at the end of a unit of study. They are generally given as part of the grading process and are an accountability measure. Chapter tests and quizzes are examples of summative assessments.

b. Formative assessments: Formative assessments are interwoven into the instructional process. They help teachers and students know what the student knows and can do. Formative assessments provide information that helps teachers plan and adjust for the next stage of learning. They involve the student; provide regular, frequent, and descriptive feedback; and encourage students to engage in self-reflection. Examples of formative assessments that Fronteras teachers employ are:

1. *Observations and Anecdotal Records:* Evidence of learning that is gathered and shared with students during individual conferences.
2. *Questioning Strategies Embedded in Lesson/Unit Planning:* Teachers ask questions which both uncover and expand learning.
3. *Self and Peer Assessment:* Students are involved in setting learning goals for themselves and learn to reflect on their progress towards those goals. A community of trust and respect encourages students to seek and accept peer evaluation weighed against already established criteria (rubrics).

c. Performance-based assessments: Performance-based assessments are goal directed tasks with established criteria and are a key component of inquiry-based, constructivist learning. They provide authentic challenges and problems, rarely with only one correct response, and require the use of many skills. At Fronteras, students are given many opportunities to demonstrate their learning and will do so in a variety of ways.

The criteria for scoring performance tasks frequently include the demonstration of knowledge (content) and process skills. Clear rubrics/scoring guides have been created to provide clear standards of performance. Students contribute to the development of rubrics, especially at the upper grade levels. These scoring guides are used during a conference with the teacher to evaluate progress toward the student's learning goals and to guide further learning and instruction.

d. Portfolios: Over time, portfolios provide a record of a child's growth in not only academic areas but also in study habits, critical thinking skills, and progress towards becoming a self-directed learner. Student portfolios are used at Fronteras Charter School from kindergarten through 8th grade. Grade level portfolios are used for collecting samples of a student's work based on criteria established by the teacher/class and for self-reflections and goal setting.

The purpose of student portfolios at Fronteras is to:

- 1) Collect evidence of student growth and learning over time;
- 2) Collect evidence of specific learning goals achieved; and

3) Collect a varied sample of work for self-reflection and goal setting.

Examples of the types of work that might become part of a student portfolio are: goal setting sheets, student self-reflections, progress in reaching specific goals, reflections on personal growth, self/group evaluations of collaborative projects, and rubrics from performance assessments.

B3 Self-Assessment: In education, it is recognized that students become more proficient, self-directed learners when they are allowed time to and are taught how to assess their own work.

a. Self-Reflection: At Fronteras, we give our students time to look at their work, reflect upon it, determine their strengths and weaknesses, and analyze what they might be able to do to improve it. This is a recursive process that is vital in helping students learn to propel themselves forward as learners.

b. Constructivist Analysis: As students are involved in designing learning activities or extending the learning opportunities provided by teachers, they are also actively involved in assessing their own learning. They are able to determine what went “right” or “wrong” in experiments and how they can best proceed to accomplish the desired results. They also become skilled at analyzing the cause and effect in relationships and how to vary factors accordingly.

c. Goal Setting: Goal setting is another essential part of an evaluation. As students learn to set, reflect upon, and revise their learning goals, they begin to take more responsibility for their own learning. This is an integral part of becoming a life-long learner.

B4 Assessment Tools: To aid in performance-based and self-assessments as mentioned above, Fronteras staff employ the following:

a. Clear rubrics are developed for assessing performance tasks. Rubrics are, at times, developed with student input and are made available to parents and students.

b. Exemplars (representative examples of student work or performance) are identified so students have examples of excellence by which to gauge their own work.

c. Student led conferences are conducted at Fronteras and provide opportunities for student self-assessments.

Reporting Progress

A. Reporting on Student Performance Goals

The staff at Fronteras Charter School regularly uses assessment in a variety of forms to drive and inform instruction. On a quarterly basis, teachers review student assessments, portfolios, and other evidence; meet with students to discuss progress, growth, challenges and needs; and also to set new goals.

A1 Progress Reports/Report Cards

At Fronteras, we utilize a progressive standard of monitoring achievement. Student progress toward performance standards is reported through the use of regularly issued progress reports and is supported by continuums, checklists, and/or narratives to provide parents with a more detailed explanation of student progress.

Progress reports/report cards utilize a grading system of 1,2,3,4 in grades K-3 and A, B, C, I in grades 4-8. Levels reflect progress toward and achievement of performance standards and individual effort and responsibility towards reaching these goals. Specific criteria are developed by primary, intermediate, and upper grades staff for each level of achievement.

A MSBSD report card is issued quarterly, but continuance at this frequency is subject to review of the APC Governing Board. In addition:

- a. Student mastery of mathematics standards for students in K-3 is reported on progressive skill checklists.
- b. Progress in reading for students in grades K-3 is reported on learning continuums and skill checklists when appropriate.
- c. Progress in writing for students in grades K-8 is reported on continuums.

Definitions:

Continuum: Visual representation of developmental stages of learning which show a progression of achievement over time or identify where a student is in a process.

Checklist: List of information, data, attributes, or elements that should be demonstrated. Progress toward or achievement of each element is reported through an agreed upon reporting system (such as this one that reflects the report card levels 1,2,3,4 in lighter terms: 1=not yet, 2=on my way, 3=got it! 4=over the top).

A2 Conferences

Various types of conferences take place through the year including student-teacher, student-peer, student-parent, and student-teacher-parent. Parent-teacher conferences, when requested, are opportunities for parents and teachers to share insights and information and collaborate in the best interest of the student.

Conferences have a variety of purposes which include: celebrating accomplishments, guiding students to reflect on their own learning, providing/receiving feedback on specific assessments or performance tasks, sharing information, observations and data regarding

progress toward performance standards, individual goals, and helping students to revise or reset their learning goals.

B. Annual Report of Student Achievement

Fronteras staff devotes time each spring to review yearly assessment data and uses this information to plan and improve instruction. In addition, staff regularly reviews non-standardized assessments to guide instruction, plan for remediation, and determine individual learning needs.

The Principal provides the APC Board with an annual report reviewing the results of standardized testing and other measures of student achievement.

C. Reporting on Program Goals

Data is kept on all program goals. APC Board members review this data annually, if not more frequently, in order to monitor progress toward achievement of school objectives. A report is made to the Academic Policy Committee at its annual meeting every spring. In addition, a report of progress is provided to the MSBSD School Board.

The Fronteras Learning Plan

There are few schools that base their educational program on one educational theory or purport to use one teaching/learning method to the exclusion of all others. The goal of Fronteras is to design our program purposely so that the parts support, complement, and enrich each other and so the "whole" is greater than the sum of the individual theories and methods that compose it.

A learning plan should reflect what is known about how students learn. The end product should distinguish itself as "best practice." Additionally, the process must be guided by a healthy dose of practicality. Thus, the Fronteras Learning Plan is designed to provide structure and continuity for Fronteras over time but still leave room for creativity, growth, and change. Hence, it is a continual work in progress.

A curriculum can be viewed narrowly, as *Webster's Collegiate Dictionary (1981)* defines it, as simply "the courses offered by an educational institution of one of its branches." In a broader sense, curriculum can encompass the whole educational program or plan of a school, including what is learned/taught, how is it learned/taught, and why it is learned/taught in that way. At Fronteras, the Curriculum, or the Learning Plan, encompasses the whole picture: Foundations (Why), Learning Methods (How), and The Substance (What).

A. Foundations and Theories (Why)

Fronteras bases its educational program on several educational theories. A brief description of each theory follows.

A1 Multiple-Intelligence Theory

This theory was first developed by Howard Gardner in 1983 and published in the book, *Frames of Mind: The Theory of Multiple Intelligences*. (NY: BasicBooks, 1983).

According to MI theory:

- There are 9 different intelligences and each person possesses each one in varying amounts.
- We can all improve in all of these intelligences, though some more readily excel in one area than in others.

In a school that embraces MI theory:

- Teachers teach and assess differently based on a student's individual strengths and weaknesses.
- Learning is more often structured around ideas or questions than around topics or subjects.
- Subjects are integrated.
- Teachers value their student's uniqueness and allow students multiple ways of demonstrating learning.

In contrast, in a school that embraces traditional intelligence theory, it is accepted that:

- People are born with a fixed amount of intelligence.
- Intelligence does not change over a period of a lifetime.
- Logic and language are the primary measures of intelligence.
- In classrooms, students are all taught in the same way.
- Teaching is centered on topics or subjects.

(Source: Concept to Classroom, Workshop: Tapping into Multiple Intelligences, <http://www.thirteen.org/edonline/concept2class/mi/index.html>)

A2 Constructivism

"*Constructivism* is a theory, based on observation and scientific study, about how people learn. It says that people construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences. When we encounter something new, we have to reconcile it with our previous ideas and experience perhaps altering or changing what we believe or maybe discarding the new information as irrelevant. In any case, we are active creators of our own knowledge. To do this, we must ask questions, explore, and assess what we know." (ThirteenEdOnline: <http://www.thirteen.org/edonline/concept2class/constructivism/index.html>)

Although the concept of constructivism goes back to Socrates, in this century, Jean Piaget and John Dewey developed theories of childhood development and education that led to the evolution of constructivism. Lev Vygotsky, Jerome Bruner, and David Ausubel, as well as others, have all added new perspectives to constructivist theory and practice.

Inquiry is at the heart of constructivist learning. Dewey wrote, "If you have doubts about how learning happens, engage in sustained inquiry: study, ponder, consider alternative possibilities and arrive at your belief grounded in evidence." (ThirteenEdOnline)

In a constructivist classroom, teachers have an active role in helping students to construct knowledge rather than only focusing on the accumulation of a series of facts. Basic facts are not ignored, but are seen as an important part of the "whole." Problem solving and inquiry-based learning are methods used to guide students to form hypotheses, test ideas, draw conclusions, make inferences, and communicate their understanding. In a constructivist classroom, the teacher guides students as they become active participants in the learning (knowledge-constructing) process, rather than passive recipients of information. Students are encouraged to question. As they learn how the world works, they also learn "how to learn."

(Source: Thirteen Ed/Online, Concept to Classroom, Workshop: Constructivism; <http://www.thirteen.org/edonline/concept2class/constructivism/index.htm>)

A3 Differentiated Instruction

Closely related to multiple intelligence theory, *differentiated instruction* simply means *varying instruction to meet the needs of individuals*. It is not a recipe for instruction but a philosophy of teaching and learning based on the following beliefs:

- Students who are the same age differ in their readiness to learn, interests, styles of learning, experiences, and life circumstances.

- The differences in students are significant enough to make a major impact on what students need to learn, the pace at which they need to learn it, and the support they need from teachers and others to learn it well.
- Students will learn best when supportive adults push them slightly beyond where they can work without assistance.
- Students will learn best when they can make a connection between the curriculum and their interests and life experiences.
- Students will learn best when learning opportunities are natural.
- Students are more effective learners when classrooms and schools create a sense of community in which students feel significant and respected. (Tomlinson, 2000)

B. Methods (How We Learn and Teach)

B1 Asset Building

Fronteras intentionally and actively works to build *assets* in our children. What are *assets*? They are the key supports or building blocks in a child's life that help them grow into healthy, caring, resilient, productive citizens. The Search Institute defines 40 primary developmental assets for young people (with some variations for early childhood, middle childhood, and adolescents). There are *external* and *internal* assets. A complete list of these assets can be found at <http://www.search-institute.org/developmental-assets/lists>. Fronteras believes that the *internal assets* can be supported and affected through our school structure, the Fronteras Learning Plan, service learning, and the practice of teaching social skills and virtues. Fronteras believes our school community can also support and influence a number of *external assets*. Several of these are woven into the mission and goals of Fronteras Charter School and include:

- *Support and caring from several other non-parent adults.* Fronteras' multiage framework and large cadre of committed parent volunteers provide excellent opportunities for students to build long-lasting, supportive relationships with caring adults.
- *A caring, encouraging school climate.* Fronteras cares about the individual needs of each child and encourages each child to do their best. The multiage structure at Fronteras supports nurturing classroom communities.
- *Parents are actively involved in helping their child succeed in school.* The success of the current Spanish immersion program has been largely due to the amazing energy and involvement on the part of the parents of students in the program. At Fronteras, we encourage parent involvement in the school (a minimum service requirement of 4 hours per family per month has been set) as well as training for how parents can support their child's success at school.
- *Safety.* Children should feel safe at school. Fronteras strives to provide a safe and nurturing environment for children. Additionally, students are taught safety practices which allow them to make better choices both in and outside of school.
- *High expectations.* Parents and teachers encourage and expect children to do their best. Expectations for students in an immersion environment are necessarily high. At Fronteras, we believe that all students can and will succeed if they are given the appropriate support and are motivated to do so. We encourage excellence in work and behavior while acknowledging different learning styles and paces of learning.

Search Institute research shows that the more assets a young person has, the more likely s/he is to succeed in school and the less likely s/he is to be involved with drugs, alcohol, or risky behaviors. Building assets is a community effort, and Fronteras is committed to doing all we can to help our students develop the values and social skills necessary to become strong, caring, and capable adults. (Source: *Alaska ICE: The Alaska Initiative for Community Engagement*: <http://alaskaice.org>)

B2 Language Immersion

B2.1 Goals

The heart of Fronteras Charter School is Spanish language immersion. Our goal, like that of many immersion programs, is for students to become proficient in a second language. This is not only for the obvious advantage it will provide them as they develop into citizens of the global community, but because the process of language acquisition promotes cognitive growth, helps to build and maintain cultural identity, and encourages personal development and intercultural understanding. These are all things we want for our students as we seek to provide them a challenging, relevant, world-class education.

B2.2 Composition

The Fronteras partial immersion program is primarily designed to enrich the education of first language English-speaking students by teaching them most of their academic subjects in Spanish. Although dual immersion programs do exist (where approximately equal numbers of English and Spanish speakers are enrolled, and both benefit from immersion into the others' language and culture), the number of first language Spanish speaking families in our Mat-Su Valley community is limited.

Thus, we expect to continue enrolling students who are primarily English speakers. However, the inclusion of Spanish speaking students is a great gift and benefit to the school community. We actively seek Spanish-speaking families and encourage their participation in our school. This does not preclude children of any other culture or ethnicity from applying. We welcome all motivated, interested students to participate in our program of enrichment and opportunity.

B2.3 Methods

A language immersion program differs a great deal in purpose, methods, and results from a traditional school foreign language program. In an immersion program, the purpose is to develop proficiency, over time, through first *hearing* the language and *using* it in conversation. Students learn their school subjects *through* the language, rather than by *studying* the language itself. Learning language through immersion is the acquisition manner people have used since the beginning of human communication. It is only natural that this method of instruction is particularly effective with young children.

B2.4 Structure

At Fronteras, students are taught for half of the day in Spanish and half of the day in English. All content areas are integrated into both Spanish and English. The degree to which subject-specific content is integrated into Spanish may vary by grade level and unit of study. Most language arts instruction takes place in Spanish, and students learn to read, write, and speak in Spanish simultaneously. Spanish is naturally integrated into language arts, science, social studies, health, and/or math so students learn Spanish vocabulary in

the context of a particular discipline. In upper grades, social studies and language arts are taught primarily in Spanish while science, health, and math are taught primarily in English. However, in teaching, subject areas are often integrated and the degree to which each subject is presented in Spanish or English may differ from unit to unit and from teacher to teacher.

B3 Multiage Instruction

B3.1 Continuum of Learning

Fronteras Charter School is structured into multiage groupings. In general, this means that students in Grades K-1, 2-3, 4-5 and 6-8 learn together; though, the exact structure of each classroom may vary from year to year depending on the needs and make-up of the school population. In a multiage community, students, parents, and teachers know and accept that learning is a continuum more than a series of defined steps. Additionally, they know that though most children generally progress in an orderly fashion along the continuum, they do not all do so at the same pace. One child may progress more quickly in reading than another, irrespective of his/her grade level, while the same student may need extra time and support to master specific performance standards in mathematics. Personal goal setting and differentiated instruction ensure that all students are adequately challenged and supported in their learning.

The multiage model provides motivation for students to reach beyond the expected performance goals while relieving some of the pressure and limits of straight grade level groupings. Spanish immersion classrooms greatly benefit from these mixed age groupings. While the more advanced students act as important models and needed support for their younger classmates, the older students get essential and relevant practice as they demonstrate their understanding through performance. Academic performance improves when students have to teach or demonstrate skills to their classmates. Their own skills and knowledge are reinforced, self-confidence grows, and they develop a deeper understanding of the material they have learned.

B3.2 Grouping for Instruction

At Fronteras, grouping for instruction takes place in a variety of ways. Some instruction is conducted in a whole group with everyone participating in the same activities and receiving the same instruction. Some instruction is conducted in small, flexible groups and organized by ability, interest, or need. Ability groups, where they exist, will be short-term and based on academic needs, which are determined through ongoing observation and assessment. Cooperative/collaborative learning opportunities are a natural component of multiage classrooms, and teachers facilitate such experiences regularly throughout the year.

B3.3 Advantages of Multiage Instruction

One advantage of multiage classrooms is that students are with the same teacher and many of the same classmates for at least two years. As we build assets in our children, it is important that they are provided opportunities to build trusting relationships with adults in addition to their parents. A child who is in a community of learners for two or more years has greater opportunity to build these relationships with their teachers and other adults in the classroom. Teachers benefit from having two or more years to get to know their students and work with them toward reaching their individual goals. Students and

families benefit from the continuity and security of knowing their child is in a safe and caring environment where s/he is known and valued as an individual. The transition between school years becomes a much more natural process for teachers, students, and parents alike. Finally, one of the great joys of multiage education is the community of learners that is created in a classroom where diversity is embraced and appreciated. These are classrooms where nurturing and acceptance are the norm, rather than competition. At Fronteras, where our mission is to "*promote high academic success in a nurturing, creative, multiage environment and foster increased cultural understanding, communication, and citizenship in our community, nation, and world,*" a multiage environment provides a very suitable framework.

B4 Inquiry-Based Learning

Inquiry based learning is an approach to learning and teaching that allows students to be actively involved in their learning. It might begin with a student's "accidental" discovery out at recess, during a hands-on math project, or while engaged in an art project. This discovery may lead the child to further exploration, experimentation, and information seeking. An investigation may also begin with a well-planned, teacher-created situation that sets the stage for discovery and inquiry. Although there are numerous variations on inquiry-based learning, there are common characteristics as well. These include:

- Inquiry is a learner-centered process. What children know and want to learn is the foundation for learning.
- Students design or help to design investigations that will help them answer their questions or solve problems.
- Students are encouraged to solve problems in a variety of ways.
- The teacher's role is as a facilitator of learning. They present content that is relevant to the investigation. Questioning helps students make connections to prior knowledge and builds deeper, richer understandings.

(Source: Northwest Regional Educational Laboratory, *Science Inquiry Model: Is There Only One Way to Do Science Inquiry?*

http://www.nwrel.org/msec/science_inq/answers.html)

The learning process is a cycle, rather than a straight line. The stages of the learning cycle have been described in various ways. Included below is one fitting description of these stages. (Source: *The Inquiry Page, Version 1.35*, <http://inquiry.uiuc.edu>).

1. Ask: Inquiry begins with curiosity and the desire to discover. Students ask meaningful questions that are based on real-world experiences and prior knowledge. A focus question or problem is identified.

2. Investigate: The question results in action. The learner gathers information and resources, makes observations, designs an experiment/investigation to answer the question/solve the problem, and may redefine the question or choose to take a different path based on those actions and the results.

3. Create/Construct: As the learner investigates s/he begins to make connections, gain meaning, and seek out resources to help with understanding. In a classroom, new, relevant information may be introduced in a variety of ways such as through student research, guest speakers, content area reading, or through demonstrations.

Appropriate questioning strategies used by the teacher at this stage help learners to shape new thoughts and ideas, make deeper connections, and build deeper understandings.

4. Discuss: Learners discuss and share their findings and compare their new understandings with others.

5. Reflect: Learners take time to look back at the question, review the investigative process, and make conclusions. New questions may be asked and decisions made which may begin the next cycle of inquiry. Science is an ideal subject area for engaging students in inquiry-based learning (although this approach can be utilized in any discipline). New information may be presented in a variety of ways, such as through demonstrations, content-area reading, guest speakers, or reporting on research. Content is not presented in order for students to memorize a list of facts but so they might apply it to their investigation and use it to build deeper understandings.

B5 Service Learning

Students learn best when engaged in meaningful tasks. While serving others, students have opportunities to learn practical skills, gain new perspectives, and apply what they are learning in school to the real world. Service learning can come in all sizes, shapes, and forms. Students are allowed many and various ways to offer service at school, at home, and in the community. At Fronteras, opportunities for service learning include:

- Student jobs and service within their own classrooms;
- Individual classroom commitment to an ongoing service project that will benefit the Fronteras community (for example recycling, school grounds clean up, can food drives, etc.); and
- Fronteras will choose an annual, school-wide community service project outside of the school grounds.
- In addition, individuals, groups, classrooms, or the school community may choose to address a specific need or problem in the school or community (e.g. creating a nature trail around the school or cleaning up local parks or trails) or they may choose to serve or make a commitment to a specific group or organization (such as a nursing home or local recycling).

The opportunity to learn from such service experiences cannot be overlooked. As students become active, giving members of their community, they will gain more than they receive and come to understand that collectively they can make a difference in the world.

B6 Explorations

At Fronteras Charter School, we perceive our school as a community and the education of our children as a community effort. We hope to work together in innovative ways, as our community is built, to use the strengths of our students, staff, and families to provide stimulating and creative projects, service learning opportunities, and cultural activities that will enrich our entire school community and beyond. Each week our students will have time for "Explorations" beyond the core academic areas of language arts, math, science, and social studies. Fronteras staff will work with parents and community members to provide an array of educationally sound, stimulating opportunities that enrich the curriculum and purposely incorporate multiple intelligences. These Explorations will be

designed to last four to six weeks and will have varied formats. Instructor-facilitators for these explorations will be teachers or other staff members, parent volunteers, community volunteers, and/or vendors with whom Fronteras has contracted services.

Explorations:

- 1) Provide regular opportunities for student participation in art, music, dance, theater, physical education, technology, science, community service, and environmental education experiences.
- 2) Provide opportunities for in-depth, hands-on learning of a certain topic/theme. Topics may be chosen based on student interest, school-wide thematic units, and the instructor expertise and availability.

C. The Substance (What)

The Fronteras Learning Plan is designed to provide students a challenging, yet developmentally appropriate, educational program. Fronteras acknowledges that there are a number of subject-specific skills and concepts that provide important building blocks for future learning. These core skills and concepts are purposely taught and assessed at Fronteras while we strive to provide meaningful contexts for applying these skills. In all subject areas, Fronteras emphasizes in-depth instruction and the development of essential ideas and concepts. Subject-area skills and content are integrated as often as possible into thematic, interdisciplinary units. However, subjects may be addressed separately when it is determined to be the best method for addressing those skills and concepts.

The Alaska State Performance Standards/Grade Level Expectations (PSGLE'S) define what all students at the end of a given grade level should know and be able to do. The PSGLE's provide the basic framework for reading, writing, mathematics, and science instruction at Fronteras in grades 3-8 (PSGLE's are not provided for K-2). MSBSD Curriculum/Scope and Sequence documents provide an excellent guide/road map for Fronteras staff as they build a challenging, progressive, standards-based curriculum for its K-8 students in all academic areas.

Integrated into the Fronteras Learning Plan are the following content areas:

- Language Arts (Reading, Writing, and Oral Language)
- World Language Immersion
- Mathematics
- Science and Environmental Education
- Social Studies: Geography, History, Government, and Citizenship
- The Arts
- Physical Education/Health
- Informational Literacy
- Technology

C1 Language Arts

The K-8 Language Arts Learning Plan is aligned with state PSGLE's in reading and writing and will use the MSBS District Scope and Sequence as a guide for planning a sequential curriculum.

Fronteras implements a balanced literacy program that incorporates the essential literacy elements defined by the National Reading Panel (2000): phonemic awareness, phonics, fluency, vocabulary, and comprehension. Reading, writing, listening, and speaking are integrated as students learn in both Spanish and English. The following components will be incorporated (to varying degrees depending on level) into K-8 classroom curriculum: oral language, reading aloud, shared reading, guided reading, independent reading, shared writing, guided writing, independent writing, and word study (spelling/phonics.)

C2 World Languages

"Becoming bilingual opens the door to communication with more people in more places, and many parents want to provide their children with skills to interact competently in an increasingly interdependent world community." (Fortune and Tedick)

Standards for World Language are based on the *National Standards for Foreign Language Education* and are entrenched in the Mat-Su Borough School District Scope and Sequence for World Language Immersion. The MSBSD World Language Immersion documents provide specific goals for students in K-12 for second language acquisition and application in reading, writing, and mathematics. Fronteras utilizes the Scope and Sequence for World Language Immersion as a guide for integrating geography, history, the arts, and literature into multicultural studies.

C3 Mathematics

The Mathematics Learning Plan is built on the National Council for Teachers of Mathematics (NCTM) Principles and Standards for School Mathematics, the Alaska State Performance Standards for grades 3-8, and guided by the MSBSD Mathematics Scope and Sequence. The six (6) major principles for school mathematics adopted by NCTM help us make informed decisions about materials and methods that will have positive educational effects on our students and their families. These principles and standards can be found on the NCTM website: <http://standards.nctm.org>.

Students are instructed in both large and small groups and are provided materials and instruction appropriate to their abilities. Extra support is provided for those students who require more time to master skills and concepts through small group instruction with a teacher or tutor/aide, or individual tutoring with the aid of peer helpers, parent and community volunteers, and charter school assistants/tutor aids.

Students who are ready to move on are encouraged to progress at their own pace and are challenged to apply their knowledge and skills to more complex problems and real-life applications.

The Curriculum Committee researches and reviews various mathematics curricula materials and stays informed about the MSBS District's mathematics curriculum review process in order to aid in making recommendations for mathematics materials/curricula that best meet the needs of our school.

C4 Science and Environmental Education

Science provides an organizing theme or overarching concept for many thematic units in Fronteras classrooms. Concepts introduced in kindergarten and first grade are expanded and

built upon as students develop and are able to grasp concepts in a deeper and more complex way. An inquiry-based learning model is utilized in science investigations, and Fronteras chooses teaching resources that utilize this model. Examples of resources that Fronteras has adopted which employ an inquiry model include FOSS, GEMS (Great Explorations in Math and Science), and STC (Science and Technology for Children/Carolina Biological Supply). The Curriculum Committee performs ongoing research on each of these options and makes ongoing recommendations to retain, revise, or replace current curriculum.

"Environmental education teaches children and adults how to learn about and investigate their environment and to make intelligent, informed decisions about how they can take care of it." Learning about the environment involves many subjects: earth science, biology, chemistry, social studies, and even math and language arts because understanding how the environment works and keeping it healthy involves knowledge and skills from many disciplines. (Source: *Environmental Education and Training Partnership, n.d., retr on July 18, 2007 from http://www.eetap.org/html/environmental_education.php*)

The incredible diversity and beauty of the Mat-Su Valley provide Fronteras with a huge natural classroom. Local parks, refuges, creeks, trails, hay flats, mountains, and lakes offer habitats to explore and study. The Mat-Su Valley is home to a number of community organizations that support our learning in these areas through field trips, guest speakers, and resources and provide opportunities for our school to engage in community service.

C5 Social Studies: Geography, History, Government, and Citizenship

The Alaska State Content Standards and MSBSD Curriculum guides serve as a foundation for building a meaningful and sequential social studies curriculum across grade levels. Students will be engaged in interdisciplinary activities designed to develop critical thinking skills. Core content will be taught in a variety of ways including through simulations, web quests, content-area reading and research, field trips, guest speakers, and through active involvement with community groups and governmental organizations.

C6 Health, Physical Education

Our Fronteras family strives to be healthy and fit. We have a school-wide focus on safety, health, and fitness. Healthy eating and healthy practices are emphasized and daily fitness activities are incorporated into the regular school day. A certified PE teacher teaches physical education, and we also utilize specialists and volunteers wherever possible to enhance the quality and level of PE instruction our students receive.

C7 The Arts

Our *World Language Immersion* curriculum offers numerous opportunities for integrating the arts into our daily lives and learning. Music, art, drama, and dance provide forms of expression more suited to some children than writing or speaking. We strive to encourage the growth of all intelligences because it is critical that we allow students to create, learn, and express themselves in different ways. At Fronteras, we strive for a vibrant arts program utilizing the gifts and expertise of people within our school community as well as from the greater Mat-Su Valley community. Students have opportunities for singing in Spanish and English on a regular basis. We hope to continue to provide opportunities for singing and musical instrument instruction.

C8 Technology

It is the goal of Fronteras to integrate technology into all aspects of the curriculum in appropriate and relevant ways. Students learn to use computers competently for many purposes including, but not limited to research, word processing, authoring, record keeping, communication, simulation, and for appropriate practice and remediation (to support individual learning needs in content areas such as second language acquisition, reading, writing, math, and science). These materials/lessons may be in either Spanish or English.

Fronteras uses the *ISTE National Educational Technology Standards for Students* as a guideline for planning the integration of technology into the Fronteras Learning Plan through all grade levels. These standards are documented in the MSBSD Scope and Sequence for Technology and are available on the Mat-Su Borough School District website: <http://www.matsu-k12.us>.

C9 Informational Literacy

MSBSD Informational Literacy standards are integrated into classroom instruction. Computers are available to all classrooms. Students learn how to use tools such as World Book Encyclopedia Online and how to use the Internet for research in an efficient and safe manner. Students also take advantage of the excellent resources available through our library, which grows larger each year.

Parent and Community Involvement

At Fronteras, we believe that there needs to be a strong partnership between home and school in order to accomplish the goal of educating children. When parents make the choice to send their child (ren) to our school, they have decided to become an active participant in their child (ren)'s education. At Fronteras, we believe that active involvement needs to include a commitment by parents to both support their child (ren)'s academic and social learning at home and to support the larger Fronteras Charter School community through volunteering at school.

A. Volunteer Requirements

Parents of Fronteras students are required to volunteer a minimum of four hours per month or thirty-six hours per year, per family. This consideration is given so that volunteer time does not become a burden to families with more than one child attending the school. However, parents are encouraged and welcomed to increase their volunteer time, as they are able and willing. Requirements for parent involvement at Fronteras are clearly outlined above. Commitment to follow these requirements is received annually from parents when they sign the Parent Contract. Parents should clearly understand and be willing to commit to these requirements before choosing to enroll their child (ren).

B. Community Partnerships

Fronteras will continue to partner with community organizations and businesses to help achieve its goals. Fronteras actively seeks involvement from members of the Mat-Su Valley community to:

1. Provide learning opportunities in specialized areas, such as music, dance, drama, and art;
2. Provide meaningful opportunities for students to apply their learning;
3. Provide opportunities for service; and
4. Help broaden students understanding and acceptance of diverse people and perspectives.

Other Policies and Provisions

Fronteras has adopted the Matanuska-Susitna Borough School District's administrative policies and regulations, with the exception of any waivers/exceptions listed in Section 14 Collective Bargaining of this Charter Renewal Application.

A. Personnel Policies/Compliance

The Principal, teachers, and other staff at Fronteras are employees of Fronteras as well as employees of the Matanuska-Susitna Borough School District and are covered by the personnel policies of the district. With the approval of the APC Board, the Principal/Administrator hires all staff but alone is responsible for supervising, evaluating, and, when necessary, terminating FSICS staff/teachers. District guidelines and policies regarding terms and conditions of employment, with exception of any items noted in the charter, will continue to be followed.

Fronteras is subject to all federal and state rules and regulations concerning recruitment of applicants including, without limitation, requirements concerning recruitment and use of background and criminal checks. Fronteras employees will follow the same Matanuska-Susitna Borough School District procedures utilized in administering salary and retirement programs.

Fronteras has adopted the Matanuska-Susitna Borough School District's written policies and will continue to operate in compliance with federal and state law concerning the recruitment, promotion, evaluation, discipline, and termination of personnel.

B. Insurance

Fronteras is covered under the MSBS District's insurance policy.

Coverage is provided for building and employees through the MSBS District-recommended insurance broker. Fronteras has reserved money in its budget to pay for this policy.

C. Risk Management

Fronteras adequately protects against liability and risk through the implementation of an active risk management program. Fronteras operates in a manner that minimizes the risk of injury or harm to students, employees, and others. School operation and activities are reviewed by the MSBSD Executive Director of Instruction for compliance with appropriate local, state, and federal safety practices/codes and MSBSD School Board policies.

D. Proposed Charter Contract Term

As provided under Alaska State charter school law (AS 14.03.255), Fronteras requests the term of the re-application contract to be ten (10) operating years commencing in 2013.

Exemptions and Waivers Exceptions to Common Practice

Fronteras has adopted the Matanuska-Susitna Borough School District's administrative policies and regulations with the following proposed waivers/exceptions:

A. Policies and Operations

A1 Power of Operation: Fronteras is responsible to operate with the allocated funds it receives, consistent with law, and has the authority to independently exercise the following powers: prepare a budget; contract for goods and services; purchase, lease, or rent furniture, equipment, and supplies; and accept and expend donations, gifts, or grants according to the specifications of the donor.

The APC Board will be given written notice of all accepted gifts, donations, and grants that are channeled through the school's operating budget along with any associated conditions.

A2 Conduct Code: Fronteras bases our student code of conduct and behavior on that which has been established by the school district in compliance with applicable federal and state laws.

A3 Textbooks/Curriculum/Instructional Materials: Charter schools are allowed autonomy in choosing the curriculum, texts, and instructional materials for use in the school. This may be done without school board approval providing that it meets or exceeds content standards accepted by the state and school district. This allows Fronteras to better meet the unique needs of our program and student body.

A4 Health Services: Fronteras does not have an on-site nurse on staff. Arrangements are made with a qualified health care professional to establish and maintain records for our students. This includes: immunizations, testing, screenings, and administration of medications. Medication is dispensed only with written parental permission and according to accepted health and safety guidelines. *District, state, and federal laws and policies are followed.*

Children who have special health issues have an individual emergency plan on file, developed by a health professional. This ensures that we conduct appropriate health practices with students and have necessary records on hand. Staff may be given training on staff development days for CPR, First Aid, and administering medications, along with any other special need that may be unique to our school population.

A5 Travel Policy: Fronteras may involve students in day excursions or trips of a longer duration. Longer, more costly trips need to be approved by the school's APC Governing Board, and all field trips shall be demonstrated to be thoughtfully prepared with safeguards, security, and liability issues covered according to school district regulations. These trips are tools for extending learning and have a direct connection to educational learning outcomes.

B. Structure of Program

B1 School Day: We request the flexibility to lengthen the student instructional day from between 15-30 minutes per day. This provides us necessary time to carry out plans and scheduling for our students that will best serve their needs. This increase will not lengthen the contract day for teachers (which will remain 7.5 hours), but will shorten the usual 30-minute teacher preparation time at the beginning/end of the day (the time between the arrival/departure of teachers and students). Fronteras has an associated waiver from the

Mat-Su Education Association. Each year, teachers are asked to sign an acknowledgement of and agreement to this waiver.

B2 *Calendar:* Fronteras will continue to follow the MSBSD school calendar with some alterations including, but not limited to, changing start and end dates, vacation days, parent conference days, and building development days when these changes better meet the goals and mission of Fronteras. Fronteras will fulfill the requirements of state law in regards to the number of attendance days. Fronteras will inform the MSBS District promptly of any changes to the calendar.

B3 *Planning Time/Early Release:* In order to provide teachers critical time for collaborative planning and professional development, we will effect one early release day during each school month. Students will attend sufficient hours each day to meet the minimum required hours for a school day.

B4 *Lunches:* Parents are responsible for providing students with lunch each day. Staff supervision ensures that no student goes without food.

B5 *Transportation:* Providing dependable transportation to and from school each day is the responsibility of the parent/guardian. This includes the arrangements for car pools and other such organized transportation. Bus transportation may be contracted to transport students to and from field trips.

C. Employee-Related

C1 *Personal Leave:* There shall be no limit in the number of teachers who can take personal leave at the same time. As a small school, it would be impractical to enforce the rule that only a small percentage of teachers be allowed leave on a particular day. Prudence and good judgment are our guide.

C2 *District Building Development:* Fronteras provides insightful and beneficial in-service opportunities to support the school philosophy and the goals and objectives of the Fronteras school program. Professional development is an essential component for keeping our teachers and staff focused and effective in research and appropriate practice. Building Development days may be scheduled differently than the MSBS District's dates when there are appropriate conferences, workshops, or instructors available to meet the needs of our staff.

C3 *Hiring:* Fronteras is a Spanish immersion program. It is a specialized school requiring teachers whom, unless they function as an English partner, will need to speak Spanish. We have asked that when a "Spanish-Required" position is posted, if no one within the MSBS District is qualified or interested, the position be posted outside of the district quickly. We have also asked to be able to advertise for teachers within and outside of Alaska utilizing the media and technology at our disposal. Without this consideration, our ability to communicate our need to fill positions is limited.

C4 *Unit Administrator/Principal/Advisor:* This individual is the teachers' immediate supervisor as determined by the APC Governing Board and the MSBS District. The designated administrator with a Type B certificate aids in the recruitment and selection of

teachers and has responsibility for evaluating teachers, advising, and mediating in the school. The APC Governing Board shall approve the individuals hired as the Principal and the process for evaluation of the Principal.

C5 *Involuntary Transfer:* Per Alaska State Statute, a teacher may not be involuntarily transferred to a charter school. At Fronteras, this is particularly important due to the specialized nature of the teaching staff.

2. LAW PROVISIONS

A. Contract

The Fronteras Spanish Immersion Charter School Governing Board will continue to administer the contract with the MSBSD for the operation of Fronteras Spanish Immersion Charter School pursuant to the terms therein. Our current charter school contract addresses the fourteen provisions as listed under AS 14.03.255c1.14 and follows:

**Charter School Contract with the MSBSD School Board
Fronteras Spanish Immersion Charter School
(Centro Academico)**

**Contract Between
Matanuska Susitna Borough School District
And
Fronteras Spanish Immersion Charter School (Centro Académico)**

THIS AGREEMENT is between Fronteras Spanish Immersion Charter School (Centro Académico) (hereafter “Charter School”) Academic Policy Committee on behalf of Charter School, whose physical address is *(to be determined)*, Wasilla Area; and with the Matanuska-Susitna Borough School Board, whose address is 501 Gulkana, Palmer, AK 99645, hereafter “School Board”.

WHEREAS, Charter School desires to operate within the Matanuska-Susitna Borough School District (hereafter “School District”) in conformance with Alaska 14.03.250.290 and applicable School Board policies and procedures; and

WHEREAS, the School Board has reviewed and unanimously approved Charter School’s applications amended in accordance with conditions noted by the School Board

NOW THEREFORE, in consideration of the mutual covenants and agreements contained in this contract, the parties agree as follows:

1. Charter School shall provide an educational program in the School District subject to the terms and conditions of this contract which shall commence with the first day of school of the school year. This contract becomes effective on the date of its execution.
2. Charter School warrants that it shall comply with all state and federal laws and regulations applicable to public schools and all requirements imposed by School Board Policy and regulations on the operation of charter schools.
3. **Academic Policies:** The academic policies and goals for Charter School shall be established by the Academic Policy Committee’s Governing Board. The APC’s Governing Board will meet with teachers and school administrator at least two times a year to assess and monitor progress in achieving the Committee’s policies and goals. Initial academic policies are detailed in the Independent Academic Policy, **Section 1, pages 10-45**, of the application. These policies are subject to review by the Governing Board, and may be changed by a 2/3 vote of the Governing Board.
4. **Educational Program:** Fronteras Charter School shall provide an educational program that will advance student mastery of basic skills including, but not limited to: language arts, mathematics, science, and social studies. Fronteras Charter School shall

utilize a language immersion model in which students are taught in Spanish for part of each school day. This program will be appropriate to the age and abilities of the children it serves. Technology, the arts, health and physical education, and service learning opportunities will be incorporated into the total education program. The educational program is discussed in more detail under the title Learning Plan.

5. ***Achievement Levels:*** Fronteras Charter School's educational program shall commit itself to attaining the levels of achievement specified in the Charter School proposal.
 - A. ***Evaluation/Assessment:*** Charter School shall offer kindergarten through eighth grade and will evaluate students using objective and subjective assessment tools. Multiple assessment tools will be used to document student achievement including required standardized tests, other standardized tests used throughout the District (such as Dibels and MAP assessments), performance assessments, rubrics, student portfolios, anecdotal records, checklists and continuums and self-assessments. All assessments will remain in compliance with Alaska State Standards and benchmark testing. A combination of these assessments will be used to develop an individual student monitoring plan wherein a collaborative effort will be made by students, parents, and teachers to continue to track and evaluate individual progress.
 - B. Test and assessment results for no less than two years will be used for comparison purposes (not including kindergarten, not normally subject to standardized group testing).
 - C. ***Achievement Standards:*** Fronteras Charter School will assist each child in achieving his or her maximum potential. Individual student plans will be developed and utilized to record and monitor growth/progress over time. Success will be defined, not by a single test scores, but through the measurement of individual growth/progress over a minimum of three years, and the achievement of individual goals.
 - D. ***Reporting:*** The Fronteras Board will conduct an annual review of academic progress in meeting its performance goals. The Board will review formative and standardized assessment information. Staff will use assessment data to drive decision making in curriculum and instruction.
6. ***Admission, Policies and Procedures:*** Charter School shall determine students' eligibility for admission to its program using the criteria in **Section 5** (pp. 74-75) of this application. Charter School affirms that any eligible student who applies in a timely matter in accordance with the Charter School's published application process will be admitted up to the maximum number of students that can be accommodated by the program, and under the conditions specified in **Section 5**. If more students apply than can be accommodated, then a random lottery will be initiated to determine eligibility as specified in the application.

7. Administrative Policies and Procedures: Charter School agrees to abide by administrative policies and procedures as described in **Section 7** (pp. 77-80) of this application.

8. Funding: School District shall allocate funding for Charter School based on a per-pupil proportional share of funding received by the School District for students attending Charter School, less administrative costs retained by the School District, determined by applying the DOE approved indirect cost rate. Funds will be transferred to the Charter School at the beginning of each quarter. Charter School student transfers after the final count day will be handled in the same manner as other student transfers in the School District.

A. **School District Charges:** Materials and services provided directly by School District to Charter School shall be charged to Charter School at School District cost as per current procedure for all District Schools. These costs shall be charged only if the School District incurs a cost, if it is not addressed elsewhere as an agreement, and it is not included in the administrative costs retained by the School District.

B. **Student Fees and Charges:** No tuition shall be charged to Charter School students who reside in the School District.

9. Budgeting and Accounting: The Charter School budget and accounting information is set forth in **Sections 8 and 9** of the application.

Charter School shall provide an annual budget to the School Board for approval at a time designated by the District. Charter School shall account for receipts and expenditures by using and complying with the School District's accounting, audit, and other fiscal procedures.

10. Facility / Location: Fronteras Spanish Immersion Charter School be operated at the following location: *(to be determined)* Charter School covenants and warrants that the facility shall comply, on the first day of occupancy, with all federal, state and local health and safety requirements applicable to the operation of the charter school. Any lease agreement may not exceed the term of this contract.

11. Teachers and Staff: The Charter School expects to include seven full time certified teachers. At the time of executing this contract, the APC Governing Board has selected the following teachers to teach in the Charter School: Wendy Bowen, Jackie Cochran, and Lori Koutsky. *Remaining certified positions will be advertised, interviewed and selected by the Principal/Administrator with participation from the Governing Board, and in a manner consistent with District policy and procedures.*

The Charter School shall promptly provide the School District with written notice of any proposed changes to the school's staff. It is agreed and understood that all teachers must sign a written contract with School District before providing services. All hires,

retentions, and non-retentions of Charter School employees must be approved by School Board.

- A. **Evaluation:** a Type B Principal/Administrator will evaluate Teachers in a manner equivalent to that used for other district teachers.
- B. **Collective Bargaining:** Unless the School District and any association representing an employee agree to an exemption, all provisions of any existing negotiated or collective bargaining agreement applicable to any employee shall remain in effect while the employee provides services at Charter School.
- C. **Retirement:** All employees of the Charter School shall be members of the Teacher's Retirement System or the Public Employee's Retirement Association and subject to the requirements of those systems, if they are eligible.

12. Teachers to Student Ratio: Charter School will seek to maintain a teacher-to-student ratio of 1:22.5.

13. Enrollment: Charter School shall enroll a minimum of 150 students and expects to grow over time to a maximum of 225 students.

14. Contract Term: This contract shall be effective upon execution for a period of five (5) years, and shall expire on 10/3/2012 ^{RK 10} unless terminated as provided elsewhere within. This contract will be reviewed annually, and may be extended by mutual agreement of the parties for a term not to exceed ten (10) years.

15. Termination: This contract may be terminated by School Board for School's failure to meet educational achievement goals or fiscal management standards, for a default in any material provision of this agreement or for other good cause.

If there is evidence of a breach of contract, the District administration or the legally designated representative of the Charter School shall have a right to investigate this breach of contract and make a recommendation to the School Board regarding remedy. Based on this recommendation, the School Board actions could include but not be limited to 1) immediate corrective action for the situation at either the Charter School or School District, 2) Charter School on probationary status for a specified time period to correct deficiencies, 3) provide 30 days written notice to Charter School of its intent to terminate this contract and the reasons therefore. If Charter School fails to remedy the cause for termination within the time provided in this notice, this contract will automatically terminate at the end of the stated time.

Any unused funds or assets remaining upon termination will first be returned to donors or grantors if required, then utilized to discharge existing liabilities and obligations of Charter School. All remaining assets will be returned to the School District. Charter School will first offer School District a first right of refusal to purchase or rent such assets at a fair market or rental value.

16. Receipt and Use of Public Money: Charter School covenants and agrees that it shall comply with all state and federal requirements for receipt and use of public money.

17. Contract Compliance. The Governing Board of the APC agrees to oversee its operations of FSICS to ensure the terms of this contract are met. The Board agrees to meet regularly with members of the APC (the current parents, teachers, staff and community members who have applied and been approved) and students (where appropriate) to review, evaluate, and improve operations of the FSICS.

In addition to the mutual covenants and agreements set forth above, this charter shall bind Fronteras Spanish Immersion Charter School to its stated purpose, goals, operational procedures and all other aspects of the approved proposal, excepting the APC Bylaws and the Independent Academic Policy, which may be changed by a 2/3 majority vote of the APC Governing Board.

18. Notice: Any written notice required to be given to the Charter School shall be sent certified mail or delivered to the following person(s) or at the following addresses:

FSICS Chair
Robert Kalander
P.O. Box 4462
Palmer, AK 99645

Any applicable deadlines or identified time periods shall run from the date of receipt of such notice.

Dated: 10/03/07 Larry DeVillier
Larry DeVillier, School Board President

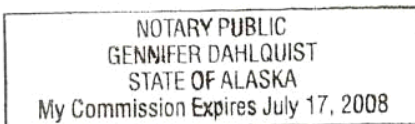
Dated: Oct 03, 2007 Robert Kalander
Robert Kalander, Fronteras APC Chair

STATE OF ALASKA
THIRD JUDICIAL DISTRICT ss.

Subscribed and sworn to me this 3rd day of October
2007.

Gennifer Dahlquist
NOTARY PUBLIC in and for Alaska

My commission expires: July 17, 2008



B. Responsibilities of the Academic Policy Committee

The roles and responsibility of the Academic Policy Committee and the APC Governing Board and its members are clearly laid out in our bylaws, which follow this Law Provisions section.

C. Statutory and Regulatory Requirements

The responsibilities of the Academic Policy Committee regarding provisions of the law are fully addressed in the Academic Policy Committee Bylaws under Specific Duties of the APC.

Additionally, the APC Board must comply, where applicable, with any and all provisions of the Mat-Su Borough School District policy regarding charter schools, Alaska Statute regarding charter schools, and the Mat-Su Education Association. When in doubt of any responsibilities regarding any provisions of the law or of union contract, our APC Board has, and will continue to, consult with the MSBSD and their attorney as well as the MSEA.

Fronteras operates within the bounds of AS 14.03 and 4 AAC 33.110 in their most recently adopted forms.

Furthermore, the Fronteras APC Board has joined The Foraker Group, a local training organization. From time to time, we consult with Foraker in order to ensure compliance with board policies and state statutes. Additionally, we have set up board training and enrolled in classes offered by Foraker. The next board training is scheduled for April 21, 2012. Discussion about ongoing Board training can be found in the APC Board Meeting Minutes from December 13, 2013. These meeting minutes follow the APC Bylaws below. For evidence of one such discussion, please refer to section VII. E. Committee/ Team Reports, and find item 1. Board Development.

The Fronteras APC Bylaws follow:

**Bylaws of the Academic Policy Committee of
Fronteras Spanish Immersion Charter School**
As Approved 12/13/2011

Article I

Name, Location, and Fiscal Year

Section 1. Name

The name of the organization is Fronteras Spanish Immersion Charter School and will also be referred to as Fronteras, FSICS or “the School”

Section 2. Location

The primary office of Fronteras Spanish Immersion Charter School will be at the facility of FSICS in the Matanuska-Susitna Borough, Alaska.

Section 3. Fiscal Year

The fiscal year of the School shall coincide with the fiscal year of Matanuska-Susitna Borough School District, July 1 through June 30.

Article II

Purpose

Fronteras is organized for the following educational purposes:

- A. The organization is authorized to contract with the Matanuska-Susitna Borough School District for the operation of Fronteras Spanish Immersion Charter School, a public charter school of the Matanuska-Susitna Borough School District (hereinafter referred to as MSBSD).
- B. The organization is authorized to serve as the Academic Policy Committee for FSICS, which will hereafter be referred to as the APC.

Article III

Members

All parents/legal guardians of students currently enrolled at Fronteras Spanish Immersion Charter School, all teachers and staff member employed by FSICS, and up to ten community members (who have applied and been accepted), shall be members of the Fronteras Academic Policy Committee.

Article IV

The Governing Board

Section 1: General Powers

The Governing Board shall be the primary governing body of the FSICS Academic Policy Committee, and will hereinafter be called the Board.

Subject to the laws of Alaska, the activities and affairs of the Fronteras APC shall be conducted by or under the direction of the Governing Board. The Governing Board may exercise all powers as are provided by state and federal law, MSBSD policy, and these bylaws.

Section 2: Duties and Responsibilities

The Board shall oversee all aspects of the School and shall be responsible for the establishment and management of policies for the school, and shall fulfill the duties as prescribed in A.S.14.03.250, and as set forth in these Bylaws.

The Board shall perform the following duties:

- A. Enter into a contract with the Matanuska-Susitna Borough School District for the operation of FSICS; hereinafter, referred to as the (Operational) Contract.
- B. Administer the Contract in accordance with the terms therein.
- C. Ensure that the FSICS Academic Policy Committee is operated in compliance with applicable federal, state and local laws and regulations.
- D. Ensure that the duties and obligations of the APC, as defined by law or contract, are met.
- E. Oversee and have ultimate accountability and responsibility for academics, curriculum, legal/risk management, finances, operations/maintenance and budgeting issues, and as otherwise permitted or required by the above-mentioned contract or by law.

Specifically, the Board shall:

- 1. Adopt sound financial management practices for the FSICS Academic Policy Committee.
- 2. Review and approve the FSICS Learning Plan/Curriculum, consistent with state law and the contract with the MSBSD.
- 3. Approve the annual budget, and all major financial decisions and major changes to the budget. The Governing Board will review the budget at least quarterly. The Governing Board will define “major financial decisions,” and “major changes”.
- 4. Select, evaluate, and dismiss if/when necessary, a Type B School Principal/Administrator, consistent with state law and with the Operational Contract.
- 5. Delegate to the School Principal/Administrator the duties deemed appropriate by the Governing Board.
- 6. Participate with the Principal/Administrator in the selection of staff members, consistent with state law and the Operational Contract.
- 7. Promote a positive image of FSICS to the public.
- 8. Review and rule on other questions, issues or policies as may arise from time to time, to the extent limited by law.
- 9. Meet at such times and places as described in these Bylaws.

No members of the APC shall act on his or her own in the name of the APC unless authorized to do so by these Bylaws or by a resolution of the APC Governing Board.

Section 3. Members of the Governing Board

A. Number

The number of Governing Board members shall be between seven (7) and eleven (11) voting members, and one (1) to three (3) advisory members.

B. Board Composition

The Governing Board will consist of:

1. 2-4 staff members (At least two (2) shall be teachers). These Board members may also be parents of students in the school, although efforts shall be made to recruit Board Members from the school staff before filling the positions with Parent members.
2. 2-4 Parents. An effort will be made to have parent members on the Governing Board with children in different grade levels. Only one parent per family may serve on the board at one time.
3. 1-3 Community members at large (CML). These Board Members may also be non-teaching staff, or parents of students in the school, although efforts shall be made to recruit Board Members from diverse segments of the community, including business, education, industry, government and human services. In order to seat a Community Member at Large, such a seat must be filled by Board appointment.
4. Whenever a teacher, staff or community member seat is filled by a parent member, and any board seat held by a parent becomes vacant for any reason, staff members or community members shall be solicited for applications prior to re-offering the seat to a parent. When staff and community-member positions are both held by parents, staff shall be recruited to fill the positions before recruiting community members.

C. Ex officio members

1. **Principal:** The Principal currently under contract to the School shall be an ex officio member of the Governing Board. S/He will serve in an advisory capacity to the Board and will not have a vote.
2. **Advisory Members:** From time to time the Governing Board may designate other ex-officio members to the Board to serve for a designated time and purpose. These members will serve in an advisory capacity and will not have a vote.

D. Term

All members of the APC Governing Board will serve two-year terms.

E. Term Limitations

The maximum consecutive terms on the Governing Board that parent members may serve will be two (2). There will be no limitations to the number of consecutive terms or nonconsecutive terms that any paid staff member shall serve (unless they are also a parent of a current FSICS student, in which case they will be limited to two (2) consecutive terms).

A majority vote of the full APC board shall be required to change any term.

F. Vacancies.

Any member may resign from the Board by submitting written notice of resignation to the Chair or Secretary. Resignation shall be effective upon receipt, or at the date specified in the notice. Acceptance of resignation by the Board is not required.

In the event of a vacancy on the Board, due to resignation, removal, or death, the Elections Committee shall provide nomination(s) of interested and qualified APC member(s). Any vacancy can be filled by the affirmative vote of the majority of the remaining members of the Governing Board, at a regular or special meeting. Vacancies on the Board shall be filled as soon as practicable.

The term of office for the Board member appointed to fill a vacant seat shall be for the balance of the unexpired term of his/her predecessor. The member elected to fill the vacant seat shall be

eligible, when his/her term expires, for re-election in accordance with election procedures outlined in Article V. If elected, he/she shall be eligible to serve the maximum number of terms as specified in Article III, Section E, not including the time already spent in fulfillment of the expired term of his/her predecessor.

G. Removal

A Board Member may be removed from the Governing Board at any time, by a 2/3 majority vote of the Board, if the Member:

1. Has missed two (2) or more of the regular meetings of the Board during any fiscal year, without valid reason, or prior written notice.
2. Has not carried out his/her responsibilities as a Board Member, or has demonstrated, through words and/or actions, a lack of support of the mission, goals, philosophy, and programs of the School, as detailed in the Charter.
3. Has been convicted of a felony, in which case the removal shall be immediate upon notice of such conviction.
4. Has been declared of unsound mind by a final order of court;
5. For other good causes as the Board may determine, when the removal of the Board Member is judged to be in the best interests of FSICS.

H. Compensation.

Members of the Governing Board shall not receive any salaries for their services as Members of the Board. However, the Board may approve reimbursement of a Board Member's actual and necessary expenses while conducting business for the Board.

I. Conflict of Interest.

Service on the Governing Board is a trust created in the interest of the common good and for the benefit of the School. It is the intent of these Bylaws to maintain confidence and prevent the use of this membership for private gain or any other improper purpose. Board Members shall disclose to the Board, in writing, any known or potential conflicts of interest prior to the time set for voting on the matter. In the event of a conflict of interest, any involved individual(s) will excuse themselves from voting on the matter. The written disclosures will be attached to the minutes of the meeting in which the Board action occurred relating to the matter disclosed.

J. Binding Actions

No action of any board member, committee, employee, or agent of Fronteras Spanish Immersion Charter School shall be binding upon it unless expressly ratified by the Governing Board.

Article V

Election of Members to the Governing Board

Section 1. Election Committee.

Elections of Board Member shall take place during April of each year. The Elections Committee shall oversee the nominations and election process and provide a written report of the results. The resulting report shall be kept at the principal office of the school and shall be made available for review by current parents, teachers or staff members of the School. The Elections Committee shall be responsible for monitoring voter eligibility and resolving any disputes involved in the casting of ballots.

In January of each year, an Elections Committee will be appointed by the Board Chair. The Elections Committee will consist of no less than three (3) persons. One person shall be a parent member of the Governing Board, one shall be a Fronteras teacher, who may or may not be a Board member, and one shall be a non-Board parent of a student currently enrolled at FSICS.

Not later than March 1st of each year, the Elections Committee shall give notice to eligible voters of the date of upcoming Board elections. The seats open for election, and the qualifications for, and duties of, those seats, shall be made available. By March 15th, notice will be made, and information provided to, eligible voters regarding any other issues that are determined by the Governing Board to require a vote of APC members, and which will be placed on the ballot.

Section 2. Nomination to the Governing Board.

The Elections Committee shall solicit and accept applications from qualified APC members interested in serving on the Board. The Fronteras Governing Board shall determine the form of the application. Applications must be complete and signed by the candidate in order to be considered as valid. The Elections Committee shall be responsible to the Board for confirming that candidates are eligible for service on the Board.

Applications will be accepted up through the regular March Board meeting. Names of potential candidates shall be made public within a week of the regular March Board meeting. Copies of statements that a candidate may choose to submit to the nominating committee and/or to APC members will be kept in the main School office and made available to eligible voters.

Section 3. Election Procedures.

1. The Election Committee shall prepare a ballot listing those candidates who have submitted a complete, timely application. Ballots shall be distributed to voting members of the APC at a time and in a manner determined by the Board to be fair and valid. Any other issues that require a vote of APC members shall also be included on the ballot.
2. Ballots may be submitted in one of three ways; a) on the day of the annual meeting in April, between 8:30-3:30 at the main School office, b) at the annual meeting, but prior to the start of the meeting, or c) by absentee ballot completed with procedures established by the Elections Committee. No more than two parents or legal guardians may vote per family.
3. Election Committee members shall collect the ballots and conduct the counting of the votes in a way that ensures a fair and valid election.
4. Candidates and APC members shall be advised of the election results.
5. Newly elected Board members shall assume office at the first APC meeting following their election.

Article VI

Officers of the Academic Policy Committee

Section 1. Designation of Officers.

The Executive Officers of the Governing Board will be Chair, Vice-Chair, Treasurer and Secretary. Officers of the Governing Board must be elected members of the Board.

Officers of the Board shall be elected by the Governing Board, at the first monthly meeting of the Board after the annual meeting (in April). If the election of officers shall not be held at such meeting, elections shall be held as soon thereafter as conveniently may be held. At its earliest convenience following the adoption of these bylaws, elections for the initial officers of the Governing Board shall be conducted.

Section 2. Term of Office.

Each officer holds office at the pleasure of the Board, and shall hold such office until he or she resigns, is removed or disqualified from service, or until his or her successor is elected, whichever occurs first.

Section 3. Resignation and Removal

Any officer may resign at any time by giving written notice to the Chair, or if he/she holds that position, to the Vice-Chair. Resignation takes effect upon receipt or on the date specified.

The Board may remove from office any elected or appointed officer of the Governing Board, with or without cause, at any time, by a majority vote of the full Board.

Section 4. Vacancies.

A vacancy in any office due to resignation, removal, disqualification, or death may be filled by a majority vote of the full Governing Board for the unexpired portion of the term. If the resignation is that of a member of the Executive Committee, the Board will appoint a current qualified Board Member to fill the position on the Executive Committee for the remainder of the vacant seat's term.

Section 5. Duties of Officers

A. Duties of the Chair

The Chair shall be the chief executive officer of the Fronteras Spanish Immersion Charter School APC. S/He shall, subject to the control of the Governing Board, supervise and direct all of the business and affairs of the Fronteras APC, and shall see that the orders and resolutions of the Governing Board are carried into effect. The Chair shall:

If present, preside over all meetings of the Governing Board, and shall preside over the annual meeting or special meetings of APC members.

The Chair, with participation from the Executive Committee, shall determine the agenda for each meeting of the Governing Board.

The Chair shall, in the name of the Fronteras Spanish Immersion Charter School Academic Policy Committee, execute such leases, contracts, bonds, deeds, mortgages, checks, or other instruments

which may from time to time be authorized by the Governing Board, except as otherwise expressly provided by law or by these Bylaws.

With the approval of the Governing Board, the Chair may appoint someone to perform an audit of the APC books in April, prior to the election of a new treasurer.

In general, the Chair shall perform all duties and may exercise all rights as are incident to the office of Chair of the Governing Board and such other duties as may be prescribed by the Governing Board or these Bylaws.

No action of the Chair shall be construed to substitute for, or relieve the Governing Board of their legal and moral responsibilities or authorities.

B. Duties of the Vice Chair.

In the absence of the Chair, or in the event of his/her death, inability or refusal to act, the Vice Chair or other APC member designated by the Chair shall perform the duties of Chair, and when so acting, shall have all the powers of and be subject to all the restrictions upon the Chair. Any Vice Chair shall perform such other duties as from time to time may be prescribed by law, by these Bylaws, or by the Governing Board.

C. Duties of the Secretary.

The Secretary shall attend all meetings of the Governing Board. He/She shall keep full minutes of each meeting and shall record all acts and votes of each meeting. The Secretary shall sign the minutes as approved after such minutes are corrected and approved by the Governing Board. S/He shall keep the electronic files of these records, and a printed copy, at the primary office of FSICS, or at such other place as the Governing Board shall determine.

The Secretary shall keep an electronic and printed copy of these Bylaws as amended or otherwise altered to date, at the primary office of FSICS or at a place that the Board shall determine.

The Secretary shall keep a current list of the names, mailing addresses, email addresses and telephone numbers of each member of the Governing Board.

The Secretary shall see that all notices are duly given in accordance with the provisions of these Bylaws, or as required by law, and shall perform other such duties as assigned by the Chair or by the Governing Board.

D. Duties of the Treasurer.

The Treasurer shall provide financial oversight for the operations of FSICS, shall report regularly to the Board, and in all ways shall be accountable to the Governing Board. The Treasurer shall render to the Chair and Board members, whenever requested, an account of any or all of his or her transactions as Treasurer and of the financial condition of the organization.

Fronteras currently holds a non-profit corporate status; the duties of the Treasurer are also dictated by the terms of the contract of incorporation.

The Treasurer shall work with the Governing Board and the Principal/Administrator to develop a budget for each upcoming school year, and shall ensure that this budget justly supports Fronteras' mission and goals.

The Treasurer shall ensure completion of the audits specified in the Charter and in these Bylaws.

The Treasurer shall, in general, perform all duties incident to the office of Treasurer, and such duties as required by law, by these Bylaws or which may be assigned to him or her from time to time by the Governing Board.

Article VII

Meetings of the Governing Board

Section 1. Open Meetings Act

All meetings shall be conducted, and all notices and agendas posted in accordance with, the Open Meetings Act, A.S. 44.62.310 (the Act.). If any portion of these Bylaws is more specific than the Act, then that portion of the Bylaws shall control over the Act, unless prohibited by law.

Section 2. Conduct of Meetings

Meetings of the FSICS Governing Board shall be presided over by the Chair, or in his/her absence, by the Vice Chair. In the absence of both the Chair and Vice Chair, the Board members present will choose, through a majority vote, a substitute Chair to preside over the meeting. The Board Secretary will take full minutes of each meeting, or in his/her absence, another person shall be appointed by the presiding Chair to act as Secretary at that meeting.

Section 3. Procedural Guidelines

All Board meetings shall be governed by Robert's Rules of Order, as deemed necessary by the Board, and insofar as such rules are not inconsistent with or in conflict with these Bylaws or with provisions of the law.

Section 4. Place of Meeting.

Meetings of the Governing Board shall be held at the principal FSICS facility, or at any other regular place that the Board may designate.

Section 5. Annual Meeting.

The annual meeting of members of the Fronteras Spanish Immersion Charter School (FSICS) Academic Policy Committee shall be held during the month of April for the election of Board members and for receiving and presenting reports of finances, curriculum, and academics and to conduct other business determined by the Board.

Section 6. Regular Meetings.

The Governing Board shall meet on a regular day and week of the month as determined by the Governing Board. The Board shall meet no less than four times per year.

Section 7. Special Meetings.

Special Meetings of the Governing Board may be called by the Chair, or by any four (4) members of the Board.

Section 8. Executive Sessions

All regular and special meetings of the Governing Board shall be open to the public, except that, in accordance with the Act (AS 44.62.310(c)), upon a vote of the majority of Board members present, an executive session may be held to discuss the following types of issues/topics:

1. Matters, the immediate knowledge of which would clearly have an adverse effect upon the finances of the organization;
2. Contract proposals and matters subject to negotiations;
3. Matters, which by law, municipal charter or ordinance are required to be confidential.
4. Matters that may prejudice the reputation or character of a person;

The motion requesting the executive session shall state the nature of the matter to be discussed in enough specificity to describe the subject of the session without compromising the purpose for holding an executive session. Executive sessions are held only at the discretion of the Board, and only those APC members who are expressly invited by the Board may attend. Matters discussed during Executive Session shall remain confidential among those attending.

The Board shall not take any official action during an executive session, except that the Governing Board may give direction to its attorney regarding the handling of a specific legal matter. No final policy decisions, nor resolution, rule, regulation or any formal action approving a contract or requesting the payment of money be adopted or approved at any session closed to the general public.

The Board shall provide advanced notice to the affected individual when the Board believes an Executive Session may be warranted to discuss a subject that may prejudice the reputation of character of a person. The notice shall state the date and time of the executive session and shall inform him/her of his or her right to request a public hearing of the matter.

Section 9. Notice of Meetings

1. If the Bylaws, or the Board, fix a regular time and place for meetings of the Governing Board, then no further notice needs to be given.
2. If a regular time and place for meetings has not been established, then notice of all regular meetings of the Governing Board shall be given at least 10 days, and not more than 45 days, before the meeting. Notice of such meetings shall be posted at a consistent central location at the school, and shall be posted on the school website and/or in the school newsletter.
3. Notice of special meetings of the Governing Board shall be given at least twenty-four (24) hours prior to the meeting, in accordance with the Act. Public notice of such special meetings shall be posted at a consistent central location at the school, and when sufficient time exists, shall be published on the school website and/or in the school newsletter. Board Members may be given notice of such special meetings through first class mail, email, telephone, facsimile, or through other written or oral notice. Such notice shall include the time, place, date and purpose of the meeting.
4. The agenda or summary of the agenda, of any regular meeting of the Board shall be posted at the School at least seventy-two (72) hours prior to each meeting. At the end of any meeting,

time permitting, issues not posted on the agenda may be raised, discussed and voted on at the discretion of the Chair.

Section 10. Quorum for Meetings.

Greater than 50% of the Governing Board will constitute a quorum. Participation by electronic means is permitted, as long as all participating members can hear one another. Participation by such means constitutes presence in person.

The Board shall not take any official action at any meeting of the Governing Board in which a quorum is not present.

Section 11. Informal Action by Members.

Any permitted or required action that may be taken at a meeting of the Governing Board may be taken without a meeting if all of the Board members consent in writing to the taking of that action. Such consent shall be filed with the minutes of the Board proceedings, and shall have the same effect as a unanimous vote.

Section 12. Member Comment.

At each regular meeting of the Governing Board, a “persons to be heard” time will be allocated. The time allowed per member, and the number of speakers per meeting will be limited.

APC members who wish to comment on a specific issue at a regular board meeting may sign up before the meeting commences, at the discretion of the Board Chair. Alternatively, if an APC member wishes to submit comments, but does not wish to speak, he/she may submit written comments by the Friday prior.

At the Board’s discretion, APC member comments may also be invited at any meeting, with respect to any agenda item or specific matter affecting the school.

Section 13. Attendance.

Attendance at all meetings of the Governing Board is expected of Board members. If a Board member will not be able to attend an upcoming meeting, it is expected that notice will be given to the Board Chair or Secretary at least one week ahead of time, except in case of illness or emergency.

Section 14. Proxies/Absentee Voting

No proxies or absentee voting shall be allowed.

Article VIII **Principal/Administrator**

Section 1: Selection and Removal

The Type B Principal/Administrator shall serve at the pleasure of the Governing Board as provided for by state law and by contract with the MSBSD for the operation of FSICS.

The Principal/Administrator shall be selected by the Governing Board, consistent with Alaska State Statutes. Removal of the Principal/Administrator shall require a majority vote of the full Governing Board, when it is the judgment of the Board that the best interests of the School would be served thereby.

Section 2. Duties of the Charter School Principal/Administrator

The Fronteras Administrator will provide strategic and instructional leadership and will oversee management of the day to day operations of the school. The Administrator will work with the Fronteras Academic Policy Committee Governing Board (the Board) to ensure that the terms of the Charter are met and will implement the priorities and direction identified by the Board. The Administrator is responsible for leading the day-to-day operations of a school that is committed to the ongoing development and wellbeing of the students, teachers and staff. In addition to the requirements outlined in the Fronteras Administrator's Standards document found in Section 7, page 91 of this document, the Administrator shall meet the requirements applicable to all elementary and middle school Administrators in the State of Alaska as defined by the Alaska Department of Education and Early Development.

The Charter School Principal/Administrator shall:

1. Provide effective educational leadership and promotes the success of all students, as defined in the Fronteras Administrator's Standards and work with the Academic Curriculum Committee to plan a program to meet the Fronteras and District curricular objectives and meet the needs, abilities and interests of all students.
2. Ensure that all operations of the school – maintenance of school buildings, all contracted services, technology, terms of the Fronteras Charter, and all directives from the Superintendent, Governing Board, all applicable laws, collective bargaining agreements, and administrative regulations of the District are met, as outlined in the Administrator's Standards document.
3. Develop and manage the school budget with input from staff and the Finance/Budget Committee of the Governing Board, as well as maintain financial records of the charter school;
4. Oversee personnel issues at the school, including hiring, placing, managing and evaluating staff according to District approved practices and applicable bargaining agreements, working with staff to strengthen the instructional program, maintain staff morale, support ongoing education and professional development of staff and participate in an annual review process with the Governing Board.
5. Ensure that individual student educational needs are being met, student data management is current and meeting District and Governing Board goals provide educational availability to students and parents outside of the instructional and develop and implement an effective discipline policy.
6. Promote positive image of school, submit appropriate information as required by the District and the Charter School Governing Board, participate in all monthly Board meetings with few exceptions to monitor progress and achieve Board policies and goals.
7. Take all necessary and reasonable precautions to ensure the health and safety of all students and to protect equipment, materials and facilities.
8. The Principal/Administrator shall serve in an advisory position on the Board, and will not be a voting member.
9. In administering the affairs of Fronteras Spanish Immersion Charter School, the Principal shall consult with staff members, the Governing Board, advisory committee members and APC members on a reasonable and regular basis.
10. The Charter School Principal/Administrator shall perform other duties as assigned by the Governing Board.

Article IX **Committees**

Section 1. Appointment.

The Governing Board may designate and appoint committees to perform specific tasks assigned by the Board, through resolutions approved by a majority of a quorum of the Board. Qualified and interested committee members shall be selected by the Board from the APC membership (which consists of parents, staff and community members.) Each standing advisory committee shall include a representative member from the Governing Board.

Section 2. Authority/Responsibilities.

The Governing Board possesses certain legal powers that cannot be surrendered or delegated. Thus, all recommendations of an advisory committee must be submitted to the Board for action. The Governing Board shall have the power to dissolve any committee and shall have the right to exercise this power at any time during the life of the committee.

Each committee shall receive instruction from the Board regarding the selection of members, the length of time members are requested to serve, the services the Board wishes the committee to render, the extent and limitations of responsibility, the resources the Board will provide, and the approximate dates on which the Board would like to receive written or oral reports from the committee.

Section 3. Executive Committee.

The Executive committee shall be composed of the Officers of the Governing Board, and may include one additional member of the Governing Board to be elected by the Board.

The Executive Committee shall be chaired by the Governing Board Chair. The quorum of the Executive Committee shall be three (3) of the five (5) members.

The Executive Committee shall be empowered to meet in a special session to consider issues that require prompt attention and which can't wait until a regular meeting of the Governing Board. Any decisions made during such meetings shall be subject to approval by a majority of the quorum at the next regular Board meeting.

Section 4. Elections Committee.

The Elections Committee shall operate as detailed in Article V, Election of Members to the Governing Board.

Section 5. Standing Advisory Committees.

Each Standing Advisory Committee shall be chaired by a member of the Governing Board. The FSICS Academic Policy Committee shall have the following Standing Advisory Committees (in addition to the Executive Committee and the Elections Committee).

- A. **Curriculum:** The Curriculum Committee shall include at least two teachers, the principal and at least one additional APC member who is not a teacher. The Curriculum Committee shall review and make recommendation to the Governing Board regarding the Fronteras Learning Plan.
- B. **Finance/Budget:** The Finance/Budget Committee shall oversee the annual budget process, and shall perform other such tasks as the Board directs. The budget will be submitted to the Governing Board for approval. The Committee will prepare the annual budget for submittal to the School Board.

- C. **Facilities:** The Facilities Committee shall oversee and direct the process of acquiring a building for lease or purchase, in accordance with state, borough and MSBSD laws and policies. Responsibilities of this committee may include evaluating and making recommendations related to facility use, facility maintenance and grounds improvement.
- D. **Partnerships/Public Relations:** The Partnership/Public Relations Committee shall approve and develop relationships with businesses, organizations and individuals for the purpose of promoting and furthering the mission and goals of FSICS. This committee shall direct the marketing and public relations efforts of FSICS, and shall perform other duties as assigned by the Board.

Section 6. Other Advisory Committees.

Other Advisory Committees may be designated when necessary by a resolution of the Governing Board. These committees may be chaired by a Governing Board member or by another qualified member of the APC. These committees may exist for a short or long time period, and will be formed in response to current needs of the School, as recommended by the Governing Board or by members of the APC.

Section 7. Notice.

Advisory Committees shall comply with the requirements concerning public meetings that are specified in Article VII, Section 9 above, in compliance with the Open Meetings Act.

Section 8. Meetings.

Meetings of committees shall take place in compliance with requirement of the Open Meetings Act (AS 44.62.310).

Article X **Books and Records**

Section 1. Accounting. The Principal/Administrator or his/her designee shall present to the Governing Board at least quarterly an accounting of income, expenses and budget transfers since the prior regular meeting. The Governing Board may at any time initiate a full or partial audit of School monies.

Section 2. Contracts and Grants. The Governing Board has the authority to enter into contracts, execute and deliver instruments and otherwise legally bind the school. The Governing Board may delegate this authority, either in specific instances, or in general, to the Principal/Administrator or his/her designees, or to any officer of the Governing Board. Such authority may be general or confined to specific instances or transactions. Unless so authorized, no officer, agent or employee shall have any power to bind the APC by any contract or engagement or to pledge its credit or to render it liable monetarily for any purpose or in any amount.

Section 3. Bank Accounts, Checks and Withdrawals.

All school monies not held by the District shall be deposited in a bank account(s) in the name of the School. The Treasurer shall be responsible for submitting a copy of the current bank statement for this/these account(s) at each regular meeting of the Governing Board. Signers on the school bank account shall include the officers of the Governing Board and the Principal/Administrator.

Withdrawals or transfers from any and all District-monitored school funds, bank accounts, budget transfers and any expenditure over a Board-determined amount shall be approved by the Principal and either the Treasurer or the Chair. Expense and budget changes over a Board-determined amount shall require approval by the Governing Board.

Any expenditures or changes in the budget less than \$1000 require any two signatures of the signers (the Principal/Administrator and an officer of the Governing Board).

Section 4. Gifts.

The Governing Board may accept on behalf of the Fronteras APC, any contribution, gift, bequest or device for general purposes or any special purpose of the school.

Article XI **Indemnification**

The School may, to the maximum extent permitted by law and in the absence of School or District insurance, defend, hold harmless and indemnify all current and former members of the Governing Board, all persons who at the request of the Board have acted or not acted, and all persons currently or previously employed by the school, from and against any claims, civil or criminal, in which that person is made a party by reason, in whole or part, of being or having been a Board member or officer, at the request of the Board have acted or not acted, or being or having been an employee of the School, when that person has acted within the course or scope of his or her duties to the School.

Indemnification shall be provided by a majority of a quorum of the Board, on a case-by-case basis.

Article XII **Amendments to Bylaws**

These Bylaws may be altered, amended, or repealed and new Bylaws may be adopted by a two-thirds (2/3) vote of the Board who are present at any regular or special meeting where a quorum is present, provided that the proposed change in the Bylaws has been submitted in writing to all of the members of the APC Governing Board and posted publicly at a regular, central location in the School at least two (2) days prior to the meeting at which the proposed change shall come up for a vote. Proposed changes to the

Bylaws may be submitted by any member of the Board, or by any APC member, for consideration by the Governing Board.

Current Fronteras Governing Board Members:

Michelle Niland, Chair	Jackie Cochran
Joe Dinwiddie, Vice Chair	Hillarie Mauldin
Heather Gluth, Treasurer	Andrew Reynolds
Nicole Whittington-Evans, Secretary	Jill Bang
Gwen Schneider	Marcus Reum
Jennifer Schmidt, Principal (ex officio)	

Meeting minutes where the Charter Reapplication was adopted:

Fronteras Spanish Immersion Charter School
P. O. Box 871433 Wasilla, Alaska 99687-1433
(907) 745-2223 (info@fronteras-k8.us)

APC Board Meeting Minutes
Location: (Building A – Multi Purpose Room)
December 13th, 2011 6:00-8:00p.m.

Meeting minutes are as follows:

- I. Call to Order:** called to order at 6:06 PM
- II. Pledge of Allegiance:** stated in Spanish
- III. Roll Call/Determine Quorum** Chris Hamilton, Joe D., Jen Schmidt, Michelle Niland, Gwen Schneider, Nicole Whittington-Evans. We have a quorum.
- IV. Approval of the agenda for today's meeting:** Board member list needs to be updated.
Motion: Michelle moved we add item to the agenda: Discussion of procedure for possible alteration of bylaws. Motion seconded. **Motion carries.**
Motion: Michelle moves to approve agenda with changes. Gwen seconds.
Motion approved unanimously.
- V. Review meeting protocol**
- Wait for recognition from the chair to speak
 - Let people give their reports and ask questions after each report
 - Keep non-productive comments to a minimum
- VI. Persons to be Heard** – no persons requesting to be heard at this meeting
- VII. Standing Agenda**
- A. Approval of meeting minutes** from October 11th, 2011 regular meeting, October 17th, 2011 Special meeting, and November 8th, 2011 regular meeting;
Motion: Nicole moves to approve meeting minutes for October. Michelle seconds. **Motion unanimously approved.**
Motion: Nicole moves to approve Special Meeting minutes. Gwen seconds.
Motion unanimously approved.
Motion: Gwen moves to approve November meeting minutes. Michelle seconds. **Motion unanimously approved.**
- B. Chair Report 5-15 minutes-** In the interest of time, no Chair report for today's meeting.
- C. Principal's Report 15 – 30 minutes**
- Budget for 2011-2012 school year

- Student performance & curriculum
- Enrollment
- Parent communications/concerns
- Hiring
- Other

On Nov. 11th, I went to Chugiak Elementary/Mirror lake Middle; we are considering joint field trips and collaborative cultural studies events with these schools. Chugiak has an event in May. There is the potential to compete in the Mirror Lake speech competition. During two days in February and for the first time, Fronteras students will join Chugiak E. students to do Battle of the Books. Also, Chugiak will join Fronteras in the valley for a Spelling Bee. Palmer High School is working to open their theater 9am-3 pm for this event. Mirror Lake Middle will join us as well. Great to be mixing with local children in south-central. This is really exciting! Any other activities you think we can do, please share your ideas with Principal Schmidt. Both sets of schools are fairly isolated, so this is great for all schools involved.

The Music Holiday performance was very successful. Our children looked and sounded great. We packed the church. Next year we'll look for a larger venue.

Tomorrow from about 1 – 2:15 pm the Sharon Peak dancers will be performing here and our choir will sing with them as well. This will take place in the Gym.

Joe D. and Jen Schmidt met with Palmer High School staff to discuss becoming a Spanish Immersion High School. They are very open to this idea and excited about it. One idea is to take 6 – 8 grade students to spend a day with Palmer High IBA students. One of our students would shadow one of their students. The Principal is very excited about this prospect. It will help students from both schools. Garth Morgan and Nikki will come to Fronteras to do an evening session with Fronteras to discuss this.

2011 School Bond project: All Charter Schools received \$65,000. There is a form that Jennifer is filling out for requests for that money. This money can be used for safety, playground equipment and technology. We need to meet a January 6th deadline. Please generate thoughts on how this money could best be used for our new facility. Ideas for technology – I-Pads; Upgrade laptops; Create upgraded computer lab. We have 5 years to spend the money. Safety ideas – additional monitors; cameras; Playground ideas – we'll need a lot of playground equipment at our new school. Contact Principal via e-mail with ideas. One vendor will be used for all playground equipment.

Thanks to all for our great students, parents and teachers. Fronteras is a fabulous school to be a part of.

D. Treasurer's Report

Heather sent budget report. It is attached to the agendas. The slight increase of funds from last report is the E-Scripts fund – Safeway money that we get from people shopping there.

E. Committee/Team Reports –*Written reports should be submitted to the Secretary 1 week prior to Board meetings via email in order that they may be included in meeting minutes.*

(a) Board Development:

There has been a miscommunication with Foraker regarding dates. There is a new possible date in January for the training. Michelle will communicate with other board members not in attendance as well about this to determine if it will work for our board. We will move forward with our plans to schedule board training in the very near future.

(b) Facilities Committee Report:

Ernie reports for Facilities committee meeting. The School District is as positive and supportive as they can be. They believe Fronteras students deserve the best facility possible. It is feasible that we could have a site selected by January, with an RFP out by March for construction to begin in summer of 2012. The new Day School site, right off Bogard; Larson, Cottonwood Creek and Finger Lake are potential sites. They will be put into a matrix to determine which site best meets our needs (based on parking, number of students, traffic, etc...). Assemblyman, Jim Colver has been very helpful. The Facilities committee is hopeful, but recognizes that we still face some potential roadblocks. As for upcoming actions, the site selection committee would make a recommendation to the planning committee. From the planning committee it goes to the Assembly. Fronteras board will/would still approve any site approved by the Assembly. It may be best for Fronteras to produce a 35% design, and then the contractor would finish designing the school. All the contractors will start at the same place. Chris Whittington-Evans and Ernie will likely be drawing up the 35% design. The next meeting of the Facilities Committee will be held on January 12th. We'll know then if a site has been selected.

VIII. Unfinished Business- Action Items

(a) Vacant Board Seat- 10 minutes

We have an applicant now, Hilarie Mauldin, though the elections committee has not met formally to approve this applicant. Discussion ensued regarding the process and deadline to review this application. **Motion:** Chris H. moved that we extend decisions to our next meeting. No one seconded.

Gwen, Chris, Barrie B. Green on elections committee. Gwen has spoken to Barrie B. Green, who approves of Hilarie's candidacy.

Motion: Gwen moved that we approve Hilarie's board application. Michelle seconded the motion. **Motion passes**, Hilarie is a new Fronteras board member.

(b) Charter Renewal Working Session – 45 minutes

Chris Hamilton's report on the document so far. The Charter language has not changed substantially. The revised application is a 100-page document. Sections 1 and 2 – Michelle, Nicole, Chris H. and Jennifer S. are only ones that made changes to these sections. Heather's changes came too late to incorporate.

Not a lot of subject matter changes in the document. About 10 parents helped review the draft Charter. Audit section – was a little lean. Chris H. went to District web site to get budget documents that show we are fiscally responsible. Our testing results are commendable, and this is clear in our draft renewal document. Questions regarding clarifying the board composition rules

were raised. Clarifying our fiscal solvency – do we need an audit? Targeted ratios for the school? We have what the board approved for our previous Charter. The Anchorage Charter School renewal just approved does not have targeted ratios. We may want to create these for our school in the future. We did not originally specifically address Special Ed at the school. Chris included statement in our draft renewal (p. 76) that addresses this – we maintain one Special-Ed teacher. Principal will check with Katie Gardener about our collective bargaining contract (signed by George Stuart on pg. 78). Principal believes that we have a blanket agreement that is good for the life of the Charter. Principal will look into this.

Chris pulled out volunteer activities. Administrator's Standards document is included in the draft. Enrollment and staffing projections: 346 students – 16 teachers – this is our target. How many students can we fit into this facility now? Originally 225, now it is 240. Chris came up with a teacher-driven number that is 256. Number of restrooms limits us (Ernie). Fire Marshall may have a limit on this facility. 240 is the number we agree to use moving forward as a limit for the facility.

We need a new contract from the District as well as the minutes from this meeting to finalize. Board composition needs to reflect the bylaw change that the board approved when Ernie was Chair. Term limits - Section 3E, Bylaws Article 4. Extending – needed a clerical change to say “APC board” instead of just “APC.”

Chris H. brought up issue of board composition - the number and composition of board members, that member numbers are variable and that our board composition is confusing. When we have a vacancy, we make every effort to fill it. The complexity of the rules is a bit overwhelming. Simplicity could benefit us. Chris H. prepared some suggested changes to our board composition. The primary purpose of these changes is to simplify board business by making the board easier to manage by reducing number of board members overall, not removing teachers but reducing number of teachers on the board. We may want to strategize about how to replace parents. Next spring we could be facing a completely new board again, which is not optimal. The Charter Renewal committee discussed the proposal that would include a total of 9 board members, two of which are teacher seats. The remaining seven seats would be parent and community-member seats. Everyone would need an election, including for community member seats. Community members at large are not just appointed to the board, but need to be elected. One potential with this proposed structure and concern is that it could open the door to all seven seats becoming community-member board members.

Motion: Chris moved that we approve the changes recommended by the Charter renewal committee. Michelle seconded. Discussion ensued regarding number of teachers on board, what an optimal number would be, and balance between parent, teacher and community seats on the board. **Motion to change board number and composition failed.**

Discussion continued regarding what needs to be done to complete the Charter renewal.

We need to look at the Appendices;

Waiver – still needs to be found, and/or old one deleted.

January School Board meeting is early enough for us to turn our Charter renewal application in. The state contract does not expire until December, 2012. October is another date we need to focus on. **Motion by Michelle** to approve this new Charter application with the stipulation that we update the Mat-Su Ed Assoc. waiver. Joe seconded. **Motion unanimously approved.**

Hilarie abstained.

3. EDUCATION PROGRAMS

A. Academic Goals

Fronteras has made great strides towards meeting our academic goals. We achieved Annual Yearly Progress (AYP) for the 2010 – 2011 academic year. The following table displays Fronteras' AMO testing results and shows that we not only made AYP but we also exceeded state targets with our overall scores of 82.88% for Reading/Writing/Language and 74.57 % in Mathematics.

Meets AYP		2010-2011 Adequate Yearly Progress						AMOs: Reading/Writing/Language: <u>82.88%</u>			
								Mathematics: <u>74.57%</u>			
School District: Matanuska-Susitna Borough School District				School: Fronteras Charter School							
Group	Participation Rate			"Full Academic Year"	Performance on the Language Arts Composite Score (LA=R+W)			Performance on the Mathematics Score			Other Indicator
	(A) Number Enrolled (On 1st day of week of testing in grades 3-10)	(B) Number Tested (grades 3-10) (with one or more valid scores in R, W, or M)	(C) Participation Rate (95% if # enrolled is > 40 or all but 2 if # enrolled is 40 or fewer)	(D) Number Tested (B) enrolled for "Full Academic Year" (FAY) (Gr. 3-10)	(E) Number of FAY Students Proficient on Language Arts Composite Score (R+W=LA)	(F) Percent Proficient in Language Arts (E / D) X 100 = F	(G) Meet AMO for Language Arts Comp. Score? (+ 99% Conf. Int.) (Yes/No)	(H) Number of FAY Students Proficient on the Math Score	(I) Percent Proficient in Math (H / D) X 100 = I	(J) Meet AMO for Maths Comp. Score? (+ 99% Conf. Int.) (Yes/No)	(K) Meet the Required % for Other Indicator (Yes/No)
School as a Whole	91	91	Yes	91	87	96%	Yes	75	82%	Yes	Yes
African American	1	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Alaska Native and American Indian	7	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Asian	0	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Caucasian	73	73	Yes	73	^	95% or More	Yes	65	89%	Yes	
Hispanic	10	10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Two or More Races	0	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Economically Disadvantaged	9	9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Students with Disabilities	7	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
LEP Students*	0	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

OTHER INDICATOR STATUS		TITLE 1 STATUS		Confidence Interval Formula: $AMO - 2.33 \times \sqrt{\frac{pq}{N}}$		Printed 12/09/2011
Other Indicator - Graduation Rate:	N/A	Schoolwide Title 1 School	<input type="checkbox"/>			
Other Indicator - Attendance Rate:	95%	Targeted Assistance School	<input type="checkbox"/>	"School as a Whole" and Safe Harbor Thresholds: Attendance Rate 85%, Graduation Rate 85%		

* LEP and Students with Disabilities Subgroup include former LEP and former SWD students that are being monitored for up to two years. ^ Results are suppressed to protect individual confidentiality.

The overall AMO scores of 82.88% for Reading/Writing/Language and 74.57 % in Mathematics are clear evidence of steady student progress from 2008. Our School Report Card also displays additional information regarding our standardized test results that illustrates our strong performance in the MSBS District. Our most recent School Report Card follows:

School: Fronteras Charter School **District:** Matanuska – Susitna Borough School District
Grades: K-8 **School Enrollment:** 235
Title I School? No **Title I Program:** _____
Accreditation: No

A Title I school receives federal money to support low-achieving students. A school-wide Title I Program uses the money to improve the education for all students. A Targeted Assistance Title I Program uses the money to provide help for students who need it most.

I. Assessment Results for Adequate Yearly Progress	Percent of Students* Proficient or Advanced in Language Arts <i>State Target: 82.88%</i>	Percent of Students* Proficient or Advanced in Mathematics <i>State Target: 74.57%</i>	Percentage of All Students Tested <i>II. State Target: 95%</i>
III. ALL STUDENTS	96%	82%	100.0%
African American	N/A	N/A	N/A
Alaska Native/American Indian	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A
Caucasian	95% or More	89%	100.0%
Hispanic	N/A	N/A	N/A
Multi-Ethnic	N/A	N/A	N/A
Economically Disadvantaged	N/A	N/A	N/A
Students with Disabilities**	N/A	N/A	N/A
Limited English Proficiency**	N/A	N/A	N/A

* Assessment results reported for students enrolled in district for a full academic year (FAY).

** Proficiency results include former students with disabilities or LEP students for two years to monitor academic progress for AYP determination only.

School Adequate Yearly Progress (AYP) Status				
Met AYP: <u>Yes</u>		AYP Level*: _____		Years @ Level 5: _____
Key for School Improvement Levels			<i>Title I schools in Level 2 or above must develop and implement a school improvement plan each year. Schools at Levels 4 & 5 must also develop corrective action and restructuring plans.</i> <i>Parents are encouraged to contact the principal or district office for information on how to participate in these planning processes.</i>	
AYP Level	IV. Status	Description		
2	Improvement (I)	2 nd year not meeting AYP		
3	Improvement (I)	3 rd year not meeting AYP		
4	Corrective Action (CA)	4 th year not meeting AYP		
5	Restructuring (R)	5 th year not meeting AYP		

Number of Teachers With Highest Degree:			
<i>Bachelors</i>	<i>Masters</i>	<i>Ed Specialist</i>	<i>Doctorate</i>
7	5		

V. Additional information on teacher qualifications, including type of certification and college degree(s) is available from your school or district upon request. You may also request information on whether your child is provided service by paraprofessionals, and, if so, their qualifications.

Percentage of Classes Taught by Highly Qualified Teachers	91.66%	<i>The percentage of teachers in the school teaching with an Emergency Teacher Certificate is 0%. Alaska does not issue emergency certificates to teachers.</i>
Percentage of Classes NOT Taught by Highly Qualified Teachers	8.34%	

Attendance & Graduation Rates		
Student Subgroups	Attendance Rate State Target 85%	Graduation Rate State Target 85%
VI. ALL STUDENTS	94.55%	N/A
Female	94.63%	N/A
Male	94.44%	N/A
African Americans	N/A	N/A
Alaska Native/American Indian	91.32%	N/A
Asian/Pacific Islander	N/A	N/A
Caucasian	94.69%	N/A
Hispanic	95.14%	N/A
Multi-Ethnic	N/A	N/A
Economically Disadvantaged	92.55%	N/A
Students with Disabilities	94.39%	N/A
LEP Students	N/A	N/A
Migrant students	N/A	N/A

Grades KG-8 Retention Rate:	0.0%	Number of High School Graduates:	N/A
Percentage Diploma HSGQE Waiver:	N/A	Number of Diploma HSGQE Waiver:	N/A
Grades 7-12 Dropout Rate:	0	Number of Grade 7-12 Dropouts:	0
Enrollment Change:	68	Enrollment Change Due to Transfers:	28.9%
Students Survey Return Rate:	0	Parents Survey Return Rate:	0
Students Commenting:	0	Parents Commenting:	0
Average Volunteer Hours Per Week:	0	Community Members Commenting:	0
Persistently Dangerous School:	No	School/Business Partnerships:	0

- The District Report Card and School Report Cards are available
from the school or district at: <http://www.matsuk12.us/frc>
or on the district website at: <http://www.matsuk12.us>

In addition, assessment and AYP results for the state and all schools and districts are available on the Alaska Department of Education & Early Development website.

For results at the state, district, or school level, go to: <http://www.eed.alaska.gov/tls/assessment/results.html>

For AYP information for districts and schools, go to: <http://www.eed.alaska.gov/tls/assessment/accountability.html>

All Students Tested Grades 3 – 10

VII. READING	VIII. % Advanced			% Proficient			% Below			% Far Below			Total Tested	Percent Tested		
	School	District	State	School	District	State	School	District	XII. State	School	District	State		IV. School	V. District	XVI. State
XVII. ALL STUDENTS	50	41.4	34.6	46.7	45.3	43.7	3.3	9.9	15.2	0	3.5	6.4	90	99	98	98%
Female	58.6	46.7	38.8	37.9	43.5	43.5	3.4	7.6	13	0	2.3	4.8	58	100	99	98%
Male	34.4	36.4	30.6	62.5	47	44	3.1	12	17.3	0	4.6	8	32	97	98	98%
African American	*	*	19	*	*	51.6	*	*	20.6	*	*	8.7	*	100	100	98%
Alaska Native/American Indian	28.6	28.2	14.1	71.4	50.5	42.7	0	14.9	28.4	0	6.3	14.8	7	100	99	97%
Asian/Pacific Islander	NA	33.2	24.3	NA	46.5	48.2	NA	17.8	20.6	NA	2.5	7	NA	NA	96	98%
Caucasian	55.6	44	46.9	43.1	44.3	41.8	1.4	8.7	8.4	0	3	2.9	72	99	98	98%
Hispanic	30	32.3	28.6	50	54	49.5	20	9.3	16	0	4.4	5.9	10	100	99	98%
Multi-Ethnic	NA	46.1	33.8	NA	40.4	47	NA	9.4	13.9	NA	4.1	5.3	NA	NA	100	98%
Economically Disadvantaged	22.2	29.4	21.1	66.7	49.9	46.6	11.1	14.6	22.3	0	6.2	10.1	9	100	98	98%
NOT Economically Disadvantaged	53.1	48.5	45.1	44.4	42.5	41.6	2.5	7.1	9.7	0	1.9	3.6	81	99	99	98%
Students with Disabilities	*	8.4	7.2	60+	43.8	33.9	40-	30.3	35.1	*	17.5	23.8	5	100	98	97%
Students WITHOUT Disabilities	52.9	46.6	38.7	44.7	45.5	45.2	2.4	6.6	12.2	0	1.3	3.8	85	99	99	98%
LEP Students	NA	3.6	1.5	NA	47.4	28.8	NA	36.8	43.4	NA	12.1	26.3	NA	NA	96	96%
NOT LEP Students	50	42.3	38.5	46.7	45.2	45.5	3.3	9.2	11.9	0	3.3	4.1	90	99	99	98%
Migrant students	*	*	19.8	*	*	45.4	*	*	23.9	*	*	10.9	*	100	99	98%
XVIII. NOT Migrant students	51.7	41.7	35.7	44.8	45.1	43.6	3.4	9.8	14.6	0	3.4	6.1	87	99	98	98%

All Students Tested Grades 3 – 10

XIX. WRITING	XX. Advanced			Proficient			Below			Far Below			XII. Total Tested	Percent Tested		
XXIII. Student Subgroup	School	District	State	School	District	State	School	District	XXIV. State	School	District	State	XXV. School	XXVI. School	XXVII. District	XXVIII. State
XXIX. ALL STUDENTS	38.9	21.9	19.7	51.1	59.3	54.5	10	16.5	21.6	0	2.4	4.3	90	99	98	98 %
Female	48.3	28.9	24.9	43.1	59.2	55.8	8.6	11.1	16.9	0	0.9	2.4	58	100	99	98 %
Male	21.9	15.5	14.7	65.6	59.4	53.2	12.5	21.4	25.9	0	3.7	6.1	32	97	98	98 %
African American	*	*	12.6	*	*	53	*	*	28.8	*	*	5.6	*	100	100	98 %
Alaska Native/American Indian	28.6	13.2	7	57.1	58	44.7	14.3	24.3	38.6	0	4.6	9.7	7	100	99	97 %
Asian/Pacific Islander	NA	19.5	16.5	NA	60.6	56.2	NA	17.8	23.3	NA	2.1	4	NA	NA	96	98 %
Caucasian	44.4	23.4	26.2	48.6	59.6	58.2	6.9	15	13.4	0	2	2.1	72	99	98	98 %
Hispanic	10	20.2	17.1	60	57.7	56.6	30	20.2	22.8	0	2	3.5	10	100	99	98 %
Multi-Ethnic	NA	23	21	NA	59.4	54.6	NA	14.3	21.1	NA	3.3	3.3	NA	NA	99	98 %
Economically Disadvantaged	22.2	14.6	11.6	44.4	57.9	51.3	33.3	23.4	30.5	0	4.1	6.6	9	100	98	98 %
NOT Economically Disadvantaged	40.7	26.3	26	51.9	60.1	57	7.4	12.3	14.6	0	1.3	2.5	81	99	99	98 %
Students with Disabilities	*	4.4	4.1	60+	41.1	33.3	40-	44.6	47.1	*	9.9	15.5	5	100	98	98 %
Students WITHOUT Disabilities	41.2	24.7	22	50.6	62.2	57.7	8.2	12	17.7	0	1.2	2.6	85	99	99	98 %
LEP Students	NA	0.8	1.1	NA	46.6	28	NA	44.1	55.3	NA	8.5	15.5	NA	NA	96	96 %
NOT LEP Students	38.9	22.5	21.8	51.1	59.6	57.6	10	15.8	17.6	0	2.2	3	90	99	99	98 %
Migrant students	*	*	9.9	*	*	50.8	*	*	32.2	*	*	7.1	*	100	99	98 %
XXX. NOT Migrant students	40.2	22.2	20.4	50.6	59.2	54.7	9.2	16.3	20.8	0	2.3	4.1	87	99	98	98 %

All Students Tested Grades 3 – 10

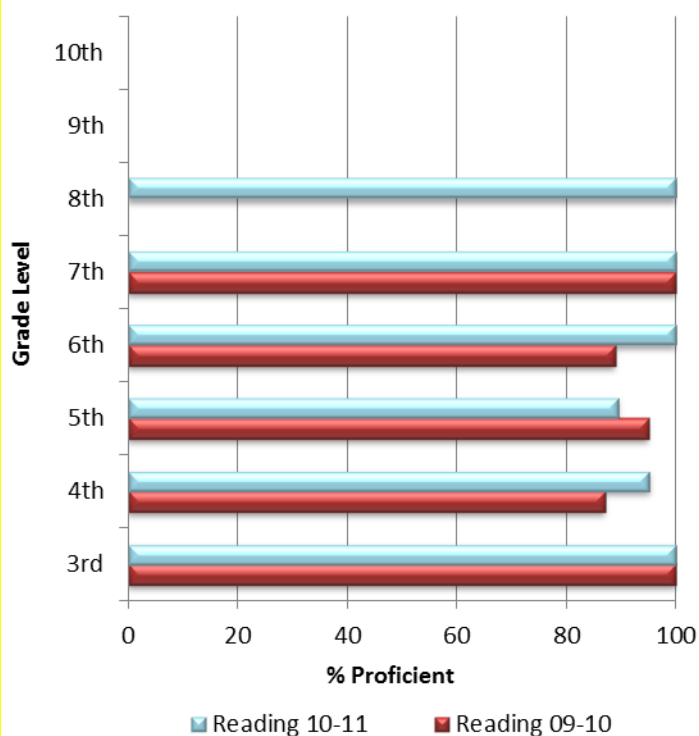
XXXI. MAT H	XXXII. XXXIII. Advanced			Proficient			Below			Far Below			XXXIV. School Total Tested	Percent Tested		
XXXV. Student Subgroup	School	District	State	School	District	State	School	District	XXXVI. State	School	District	State	XXXVII. School	XXXVIII. School	XXXIX. District	XL. State
XLI. ALL STUDENTS	33	36.1	31.4	49.5	39.7	37.3	13.2	14.7	16.4	4.4	9.5	14.9	91	100	98	98%
Female	36.2	37.2	31.8	43.1	39.8	38.2	13.8	14.8	16.5	6.9	8.1	13.5	58	100	98	98%
Male	27.3	35.1	31.1	60.6	39.6	36.4	12.1	14.5	16.2	0	10.7	16.2	33	100	98	98%
African American	*	*	17.9	*	*	36.1	*	*	21	*	*	24.9	*	100	99	98%
Alaska Native/American Indian	*	26.8	15.1	60+	41	34.5	40-	17.8	22.7	*	14.4	27.7	7	100	98	97%
Asian/Pacific Islander	NA	35.4	29.5	NA	36.2	37.6	NA	18.3	17.5	NA	10.2	15.4	NA	NA	98	99%
Caucasian	39.7	38.1	40.2	49.3	39.5	38.3	9.6	14	12.9	1.4	8.4	8.5	73	100	98	98%
Hispanic	0	25.6	26.6	40	45.5	38.5	30	17.1	18.1	30	11.8	16.8	10	100	98	98%
Multi-Ethnic	NA	36.9	31.8	NA	42.7	37.8	NA	12	16.8	NA	8.3	13.6	NA	NA	98	98%
Economically Disadvantaged	0	26.8	20.5	77.8	41.2	37.1	11.1	17.7	20.5	11.1	14.2	21.9	9	100	97	98%
NOT Economically Disadvantaged	36.6	41.7	39.9	46.3	38.8	37.5	13.4	12.9	13.2	3.7	6.6	9.4	82	100	98	98%
Students with Disabilities	*	9.4	8.1	60+	29.6	24.5	*	27.3	24	40-	33.8	43.4	5	100	97	97%
Students WITHOUT Disabilities	34.9	40.4	35	48.8	41.3	39.2	14	12.7	15.2	2.3	5.6	10.6	86	100	98	98%
LEP Students	NA	5.2	3.9	NA	39.2	24.6	NA	27.2	26.8	NA	28.4	44.7	NA	NA	97	97%
NOT LEP Students	33	36.9	34.7	49.5	39.7	38.8	13.2	14.4	15.2	4.4	9	11.3	91	100	98	98%
Migrant students	*	*	21.4	*	*	36.9	*	*	19.9	*	*	21.8	*	100	98	98%
XLII. NOT Migrant students	34.1	36.3	32.2	47.7	39.6	37.3	13.6	14.8	16.1	4.5	9.4	14.4	88	100	98	98%

All Students Tested Grades 4, 8, & 10

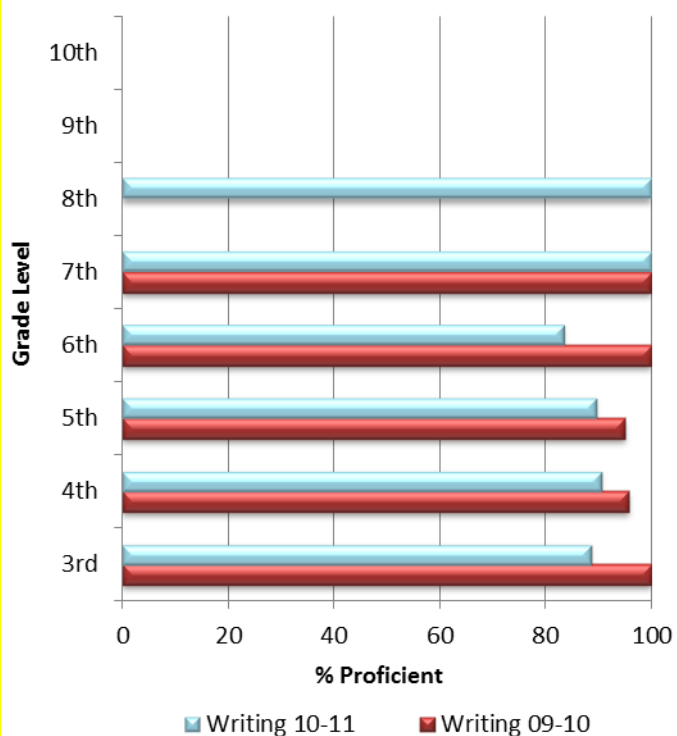
XLIII. SCIENCE	XLIV. Advanced			Proficient			Below			Far Below			LVI. Total Tested	Percent Tested		
XLVII. Student Subgroup	School	District	State	School	District	State	School	District	LVIII. State	School	District	State	LIX. School	School	District	LII. State
LIII. ALL STUDENTS	34.6	28.8	26.4	26.9	33.7	30.1	34.6	22.9	24	3.8	14.7	19.5	26	100	96	95%
Female	33.3	26.8	24	33.3	33.4	30.7	26.7	25.6	25.6	6.7	14.3	19.7	15	100	95	95%
Male	36.4	30.7	28.7	18.2	33.9	29.5	45.5	20.4	22.4	0	15	19.3	11	100	96	95%
African American	NA	9.8	9.8	NA	23	26.7	NA	31.1	32.6	NA	36.1	30.8	NA	NA	97	94%
Alaska Native/American Indian	*	*	9.8	*	*	21.1	*	*	29.7	*	*	39.5	*	100	96	94%
Asian/Pacific Islander	NA	31.7	16.9	NA	26.8	26.7	NA	24.4	29.3	NA	17.1	27.1	NA	NA	94	97%
Caucasian	39.1	31	37.1	26.1	34.4	34.3	30.4	21.7	19.1	4.3	12.9	9.5	23	100	96	94%
Hispanic	*	*	18.9	*	*	31.1	*	*	28.4	*	*	21.6	*	100	99	96%
Multi-Ethnic	NA	30.4	24.5	NA	35.9	31.7	NA	20.7	28.3	NA	13	15.6	NA	NA	97	95%
Economically Disadvantaged	*	*	14.3	*	*	25.1	*	*	30.2	*	*	30.3	*	100	95	94%
NOT Economically Disadvantaged	33.3	33.7	35.4	29.2	35.9	33.8	37.5	19.9	19.4	0	10.5	11.5	24	100	96	95%
Students with Disabilities	*	*	7	*	*	17.7	*	*	28.1	*	*	47.2	*	100	95	94%
Students WITHOUT Disabilities	36	31.9	29.1	28	35.3	31.8	36	22.3	23.4	0	10.5	15.6	25	100	96	95%
LEP Students	NA	1.1	1.2	NA	9.6	7	NA	33	27.3	NA	56.4	64.5	NA	NA	95	95%
NOT LEP Students	34.6	29.5	29.5	26.9	34.3	32.9	34.6	22.6	23.6	3.8	13.6	14.1	26	100	96	95%
Migrant students	NA	20	14	NA	30.8	23.9	NA	29.2	30.1	NA	20	32	NA	NA	98	95%
LIV. NOT Migrant students	34.6	29.1	27.3	26.9	33.7	30.5	34.6	22.7	23.5	3.8	14.5	18.6	26	100	96	95%

Two-Year Trend for District Students Scoring Proficient or Above by Grade Level

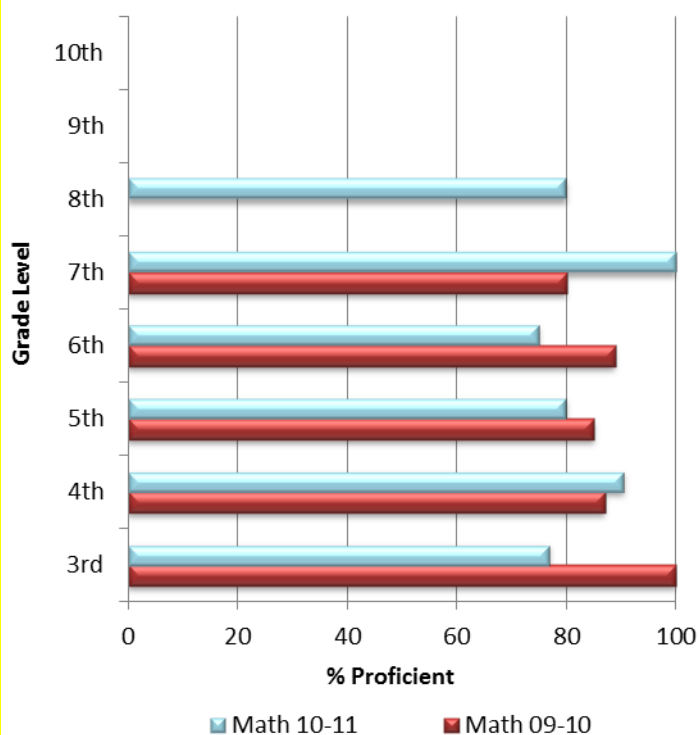
READING ASSESSMENTS



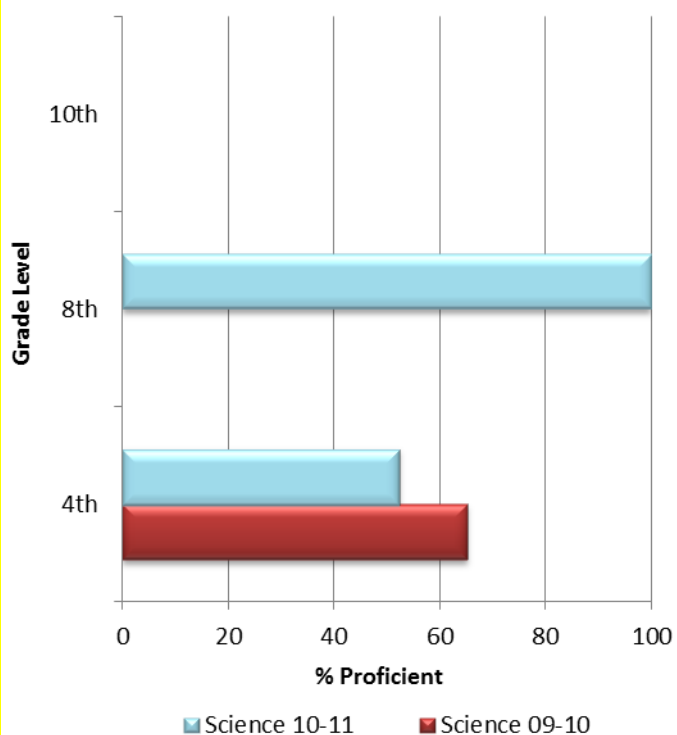
WRITING ASSESSMENTS





MATHEMATICS ASSESSMENTS





SCIENCE ASSESSMENTS




FALL 2010 HSGQE												
 Grades	Reading				Writing				Mathematics			
	Proficient	% Proficient	Not Proficient	% Not Proficient	Proficient	% Proficient	Not Proficient	% Not Proficient	Proficient	% Proficient	Not Proficient	% Not Proficient
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All Grades	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SPRING 2011 HSGQE												
 Grades	Reading				Writing				Mathematics			
	Proficient	% Proficient	Not Proficient	% Not Proficient	Proficient	% Proficient	Not Proficient	% Not Proficient	Proficient	% Proficient	Not Proficient	% Not Proficient
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All Grades	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Terra Nova - Reading									
 Grades	Top Quartile		Third Quartile		Second Quartile		Bottom Quartile		National Percentile Rank
	76 - 99		51 - 75		26 - 50		1 - 25		
	#	%	#	%	#	%	#	%	
5	9	45.0%	4	20.0%	6	30.0%	1	5.0%	
7	5	71.4%	0	0.0%	2	28.6%	0	0.0%	
All Grades									

Terra Nova - Language									
 Grades	Top Quartile		Third Quartile		Second Quartile		Bottom Quartile		National Percentile Rank
	76 - 99		51 - 75		26 - 50		1 - 25		
	#	%	#	%	#	%	#	%	
5	9	45.0%	4	20.0%	5	25.0%	2	10.0%	
7	5	71.4%	0	0.0%	1	14.3%	1	14.3%	
All Grades									

Terra Nova - Mathematics									
 Grades	Top Quartile		Third Quartile		Second Quartile		Bottom Quartile		National Percentile Rank
	76 - 99		51 - 75		26 - 50		1 - 25		
	#	%	#	%	#	%	#	%	
5	7	35.0%	7	35.0%	2	10.0%	4%	20.0%	
7	5	71.4%	1	14.3%	1	14.3%	0	0.0%	
All Grades									

The success of our program is reflected in our students' standardized test results that are displayed in the School Report Card. Three standardized tests are currently used at Fronteras: AIMSweb benchmarks are administered three times per year, SBA's are administered on a yearly basis, and MAPS are administered at least two times per year. This testing satisfies the current State of Alaska and MSBS District requirements.

Additionally, our first 8th grade class graduated from Fronteras in the spring of 2011 which is a significant academic achievement for our school.

B. Statewide Assessments

Fronteras tests K-3rd graders reading fluency using AIMSweb. The overall AMO scores of 82.88% for Reading/Writing/Language and 74.57 % in Mathematics are clear evidence of steady student progress.

Our School Report Card also displays additional information regarding our standardized test results that illustrates our strong performance compared to other MSBS District schools. AIMSweb measures our 44 kindergarten students on letter naming, letter sound, and nonsense word fluency. During the 2010 – 2011 academic school year, 49.8% of kindergarteners scored within the emergent or established range on letter naming, 45.2% scored within the emergent or established range on letter sounds, and 53% scored within the emergent or established range on nonsense word fluency. R-CBM (Reading-Curriculum Based Measure) results for grades 1-3 during the 2010 – 2011 academic year showed 75.6% of our 1st graders were average or above, 74.3% of our 2nd graders were average or above, and 75% of our 3rd graders were average or above for reading fluency.

One hundred percent of Fronteras' 3rd-8th grades participated in SBA testing during the 2010 – 2011 academic year. Fronteras scored proficient overall.

C. Other Assessments

Informally, teachers use a variety of tools to assess Spanish proficiency. For example, teachers use individual interviews with students to assess student Spanish proficiency. Teachers also use curriculum assessments, often before and after a particular unit, to help measure growth. In Science, for example, Fronteras utilizes the FOSS Science Curriculum written and performance assessments. In Language Arts, teachers often do written and reading assessments. Additionally, we have used AIMS RCBM Spanish to assess our Spanish proficiency during the last several years. In the fall of 2011, we began using Development Reading Assessments (DRA) twice per year (fall and spring), school-wide, to assess Spanish reading. Our students will be tested again using DRA's in the spring of 2012.

Fronteras also provides highly qualified teachers, a native speaker Spanish Tutor Advisor, smaller classes than the MSBS District average, parent involvement, and special programs from the SPED department. Furthermore, we have started (and hope to continue to expand) collaboration efforts with other language immersion programs in Alaska to compare success strategies that work for Alaskan students in an immersion setting.

Fronteras adheres to the MSBS District Standards and Grade Level Expectations (GLE) for each level and our school does this in Spanish. Math instruction, for example, is delivered primarily in Spanish. Teachers also take individual initiative to complete assessments. For example, one

teacher uses the Stanford Foreign Language Oral Skills Evaluation Matrix (FLOSEM) to assess student levels and comprehension of the language. Thus, Fronteras has been informally monitoring the effectiveness of our Spanish instruction, both on a school-wide and individual classroom basis, this school year as well as prior years.

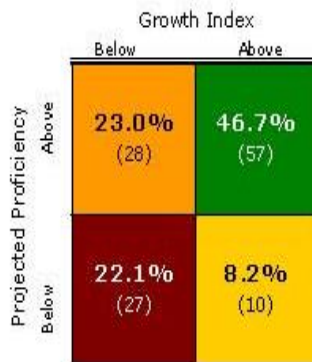
Fronteras has demonstrated progress on other assessments as well. For example, Fronteras uses MAPS testing for additional assessments. Our 2010 – 2011 scores showed steady growth in reading and math from 1st to 8th grade. The MAPS document outlines the achievement in each grade from last academic year by comparing students in two categories: growth and proficiency. 69.7% of 1st - 8th graders were proficient in reading. 67.8% of 1st - 8th graders were proficient in math. By 8th grade, 100% of Fronteras' students were proficient in math and reading according to this measurement. Nearly all students participated in MAPS testing during the 2010 – 2011 academic year; two students were unavailable during our testing window. NWEA MAP Assessments are included:

School: Fronteras Charter School

Roster: Spring 2011

Growth Seasons: Fall 10 - Spring 11

Reading Quadrant



Quadrant Legend:

Below Growth: Student's growth index is less than zero

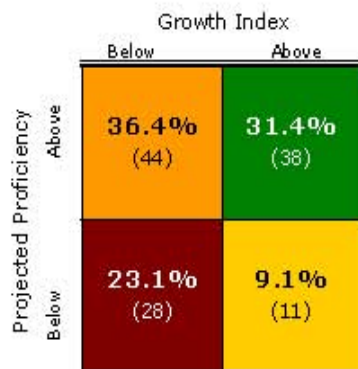
Above Growth: Student's growth index is greater than or equal to zero

Above Proficiency: Student's performance is projected to be above the state standard

Below Proficiency: Student's performance is projected to be below the state standard

Grade	Student Count for Growth	% Growth	Student Count for Season	% Proficient	% Median
1	41	39.0%	43	-	62.8%
2	35	42.9%	36	58.3%	58.3%
3	25	56.0%	25	60.0%	56.0%
4	21	61.9%	21	81.0%	66.7%
5	20	65.0%	20	80.0%	80.0%
6	11	45.5%	11	72.7%	63.6%
7	6	66.7%	7	85.7%	71.4%
8	4	75.0%	4	100.0%	50.0%

Mathematics Quadrant



Quadrant Legend:

Below Growth: Student's growth index is less than zero

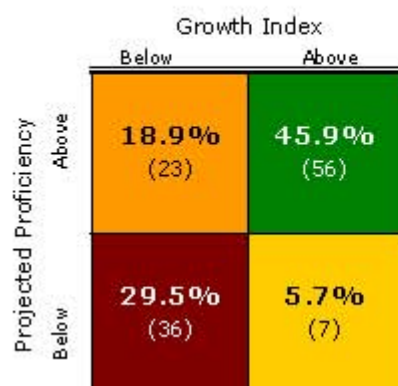
Above Growth: Student's growth index is greater than or equal to zero

Above Proficiency: Student's performance is projected to be above the state standard

Below Proficiency: Student's performance is projected to be below the state standard

Grade	Student Count for Growth	% Growth	Student Count for Season	% Proficient	% Median
K	1	-	1	-	100.0%
1	41	78.0%	43	-	81.4%
2	35	40.0%	36	61.1%	52.8%
3	25	36.0%	25	52.0%	44.0%
4	21	28.6%	21	71.4%	47.6%
5	18	50.0%	20	75.0%	70.0%
6	12	41.7%	12	75.0%	50.0%
7	6	50.0%	7	100.0%	71.4%
8	4	75.0%	4	100.0%	100.0%

Language Usage Quadrant



Quadrant Legend:

Below Growth: Student's growth index is less than zero

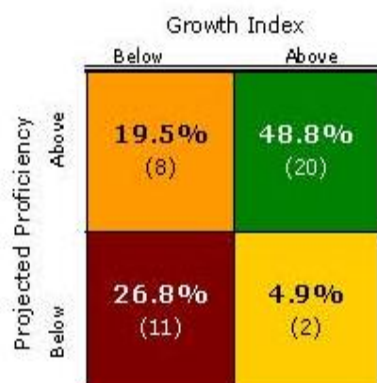
Above Growth: Student's growth index is greater than or equal to zero

Above Proficiency: Student's performance is projected to be above the state standard

Below Proficiency: Student's performance is projected to be below the state standard

Grade	Student Count for Growth	% Growth	Student Count for Season	% Proficient	% Median
1	-	-	20	-	-
2	34	35.3%	36	47.2%	47.2%
3	25	36.0%	25	48.0%	44.0%
4	21	71.4%	21	71.4%	66.7%
5	20	65.0%	20	90.0%	85.0%
6	12	50.0%	12	75.0%	50.0%
7	6	83.3%	7	85.7%	71.4%
8	4	75.0%	4	75.0%	75.0%

General Science Quadrant



Quadrant Legend:

Below Growth: Student's growth index is less than zero

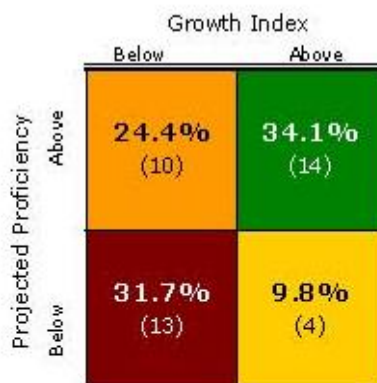
Above Growth: Student's growth index is greater than or equal to zero

Above Proficiency: Student's performance is projected to be above the state standard

Below Proficiency: Student's performance is projected to be below the state standard

Grade	Student Count for Growth	% Growth	Student Count for Season	% Proficient	% Median
4	21	57.1%	21	61.9%	61.9%
5	20	50.0%	20	75.0%	75.0%
6	-	-	12	50.0%	41.7%
7	-	-	7	85.7%	85.7%
8	-	-	4	50.0%	50.0%

Concepts and Processes Quadrant



Quadrant Legend:

Below Growth: Student's growth index is less than zero

Above Growth: Student's growth index is greater than or equal to zero

Above Proficiency: Student's performance is projected to be above the state standard

Below Proficiency: Student's performance is projected to be below the state standard

Grade	Student Count for Growth	% Growth	Student Count for Season	% Proficient	% Median
4	21	47.6%	21	52.4%	57.1%
5	20	40.0%	20	65.0%	75.0%
6	-	-	12	33.3%	33.3%
7	-	-	7	85.7%	85.7%
8	-	-	4	75.0%	75.0%

D. Curriculum and Instruction

Fronteras uses its assessment data to drive decision-making in curriculum and instruction. Fronteras completes AIMS testing in accordance with the district timeline, using benchmarks, three times per year. Also, MAP assessments occur at least twice per year during the district-set window for K-8. Often, teachers use the tool during the winter test window in order to inform instruction decisions and to check progress of students. Teachers make adjustments based on AIMS testing results as well as informal classroom observation and unit assessments provided with curriculum materials. For instance, students who demonstrated proficiency with letter naming and letter sound skills were provided instruction according to what they were ready for next while those students still acquiring those skills continued to receive direct instruction and practice with curriculum materials according to their specific needs. Fronteras staff has examined the school's formal and informal assessments, and the school continues to strive toward greater degrees of excellence. As teachers plan together to align the curriculum throughout all grades, especially in English Language Arts (ELA) and Spanish Language Arts (SLA), we believe our younger students will experience a higher rate of success. We continue to implement ELA and SLA instruction according to student need in every grade in order to increase proficiency in both languages for all our students.

E. Performance-Based Assessment Criteria

The MSBS District sets criteria for English achievement, and Fronteras strives to meet those criteria, such as meeting AYP and adhering to MSBS District standards and grade level expectations. Additionally, Fronteras has clear criteria regarding performance-based assessments in other areas as well, such as the goal of closing the achievement gap between its K-2nd and 3rd-8th grade populations mentioned above. As an emerging K-8 charter school, however, Fronteras is still working to develop criteria in other areas, such as Spanish proficiency at the 8th grade graduation level. While last academic year saw the first 8th grade graduating class at Fronteras, this area of our curriculum is still in its infancy.

4. Program Achievement

A. Plan for Equal and Bias-free Access

Fronteras is established for K-8 students in the Mat-Su Valley who are interested in and motivated to learn and perform academically in both English and Spanish. Our school does not discriminate against students based on sex, race, color, religion, national origin, ethnic group, marital or parental status, and physical and mental disability as per AS 14.18.010. Students with various learning styles and abilities benefit through their involvement with immersion programs. Children from all backgrounds and ethnicities are afforded the opportunity to learn and grow at Fronteras.

Our annual lottery, which is used to select new Kindergarten and 1st grade students is a random drawing which does not allow a preference or bias. In order to gain entrance at higher grades, Fronteras uses a test for language compatibility at the appropriate grade level. These tests are standard and do not vary from student to student, which ensures equal and bias free access for all students.

Additionally, our after-school enrichment programs are open to enrollment on a first come, first serve basis and likewise do not restrict access to any specific group of students. For students who may not be able to afford after school enrichment programs, Fronteras offers a scholarship program which covers any costs.

Our volunteer coordinators help to network with families who may be able to aid with transportation if and when that need presents itself with any of our families. In these ways as well as many others, Fronteras strives towards equal access for all students.

B. Plan for Lower Performing Students

Through assessments and observation, teachers determine which students require reinforcement in order to achieve academic success. Teachers utilize creative scheduling, differentiated instruction, modified groupings, and additional assistants (available teachers, aides, trained parents, trained community volunteers, etc.). Any students who either consistently struggle to meet grade level expectations, have particular behavior issues, or need further challenge, may be referred to the school's intervention team. The intervention team may recommend classroom accommodations or interventions for specific learning goals, targeted assistance by qualified staff members, or they may recommend enrichment opportunities.

When designing and evaluating intervention plans, Fronteras follows a 3 tiered plan:

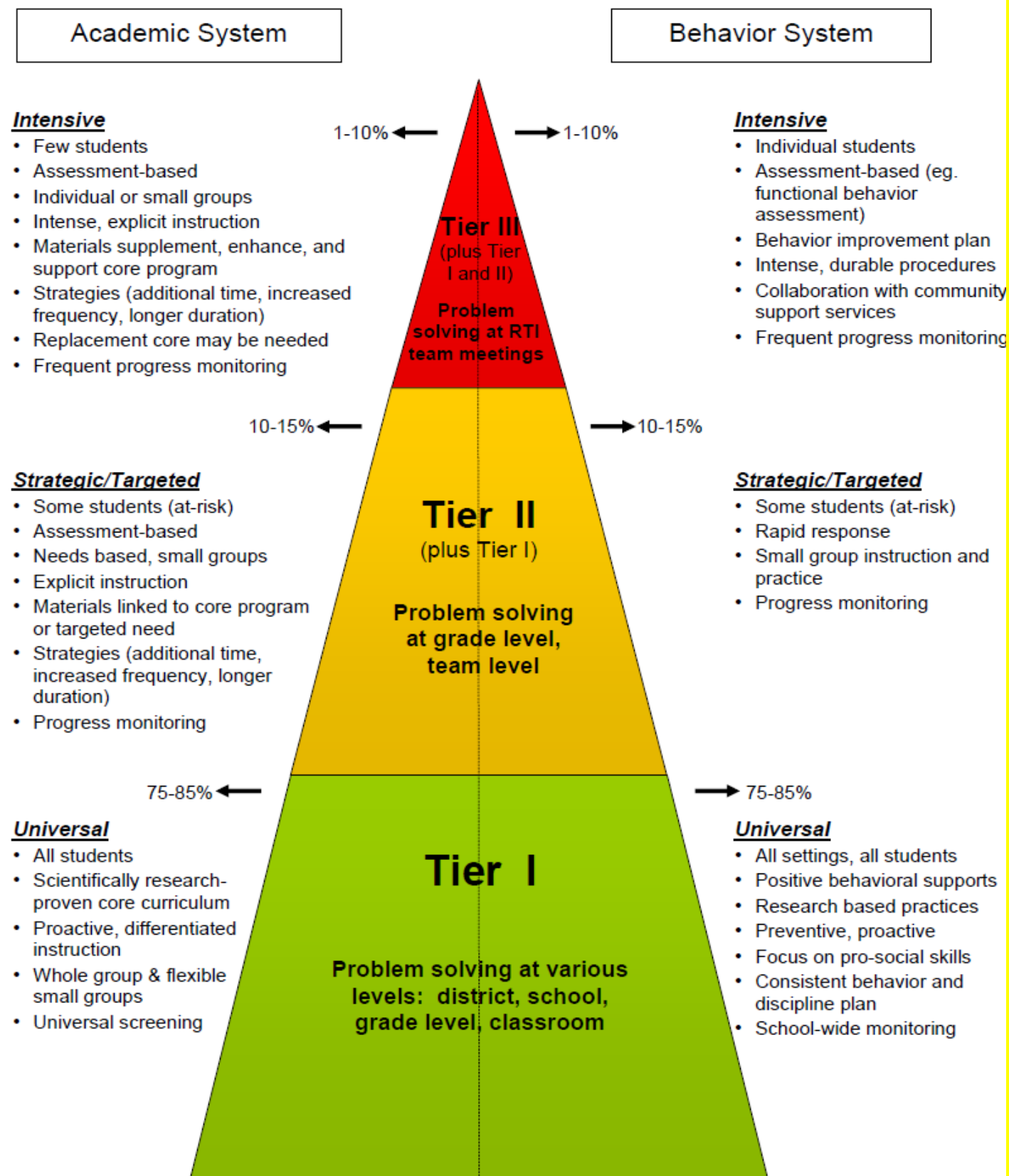
Tier I: Students receive high quality, scientifically based core instruction in the general education classroom. A universal screening tool identifies students who may be at risk for academic difficulties.

Tier II: Students not making adequate progress in the core curriculum are provided small group supplemental instruction, in addition to the time allotted for core instruction. Teachers monitor progress frequently using multiple assessments.

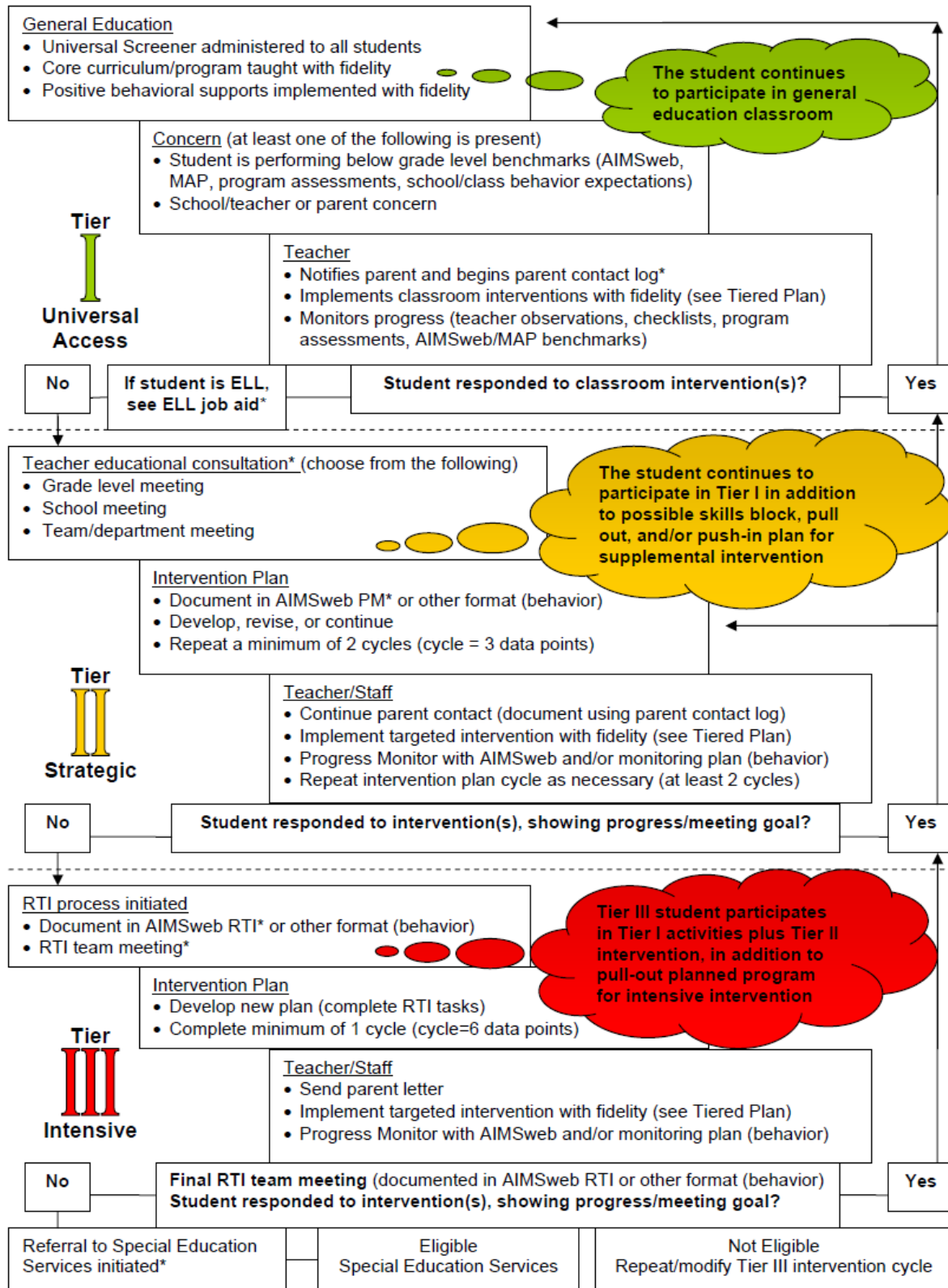
Tier III: Students receive intensive, strategic, supplemental instruction specifically designed and customized to meet student needs. Typically this instruction is delivered in small groups and time is extended beyond the instruction provided in Tier I and Tier II. Frequent progress monitoring is used to determine the impact of the intervention on student learning.

This approach follows the current MSBSD intervention design for students. The following diagrams outline that approach:

An Overview of Response to Instruction/ Intervention (RTI) Problem Solving Model



Details of RTI: A Flow Chart for MSBSD



* See Job Aid

MSBSD Dept. of Education and Instruction

Since population numbers for MSBSD sub-categories are too small to report for Fronteras, our educators review overall AYP data for student populations within the district in order to help identify where special efforts may need to be made within our school.

Mat-Su School District AYP - Language Arts

	2005	2006	2007	2008	2009	2010	2011
<i>District</i>	79%	81%	83%	83%	85%	86%	85%
<i>Economically Disadvantaged</i>	70%	73%	75%	76%	78%	79%	77%
<i>Students with Disabilities</i>	37%	41%	43%	52%	54%	56%	55%
<i>LEP Students</i>	52%	61%	64%	70%	72%	69%	63%
<i>State AMO</i>	71.48%	71.48%	71.48%	77.18%	77.18%	77.18%	82.88%

Mat-Su School District AYP - Math

	2005	2006	2007	2008	2009	2010	2011
District	67%	68%	75%	74%	75%	78%	76%
Economically Disadvantaged	57%	58%	67%	67%	68%	72%	69%
Students with Disabilities	30%	32%	39%	45%	45%	50%	46%
LEP Students	43%	45%	60%	59%	59%	59%	54%
State AMO	57.61%	57.61%	57.61%	66.09%	66.09%	66.09%	74.57%

Mat-Su School District AYP - Language Arts by Student Ethnicity

	2005	2006	2007	2008	2009	2010	2011
District	79%	81%	83%	83%	85%	86%	85%
African American	63%	67%	73%	72%	80%	70%	71%
Alaska Native & American Indian	69%	72%	74%	73%	76%	77%	76%
Asian	81%	83%	88%	84%	84%	87%	82%
Caucasian	80%	83%	85%	85%	87%	88%	86%
Hispanic	69%	69%	71%	76%	80%	84%	85%
Multi-Ethnic		82%	85%	81%	84%	83%	86%
State AMO	71.48%	71.48%	71.48%	77.18%	77.18%	77.18%	82.88%

Mat-Su School District AYP - Math by Student Ethnicity

	2005	2006	2007	2008	2009	2010	2011
District	67%	68%	75%	74%	75%	78%	76%
African American	47%	48%	57%	56%	60%	68%	58%
Alaska Native & American Indian	59%	59%	68%	64%	67%	71%	69%
Asian	71%	76%	81%	77%	75%	80%	73%
Caucasian	68%	70%	77%	76%	77%	80%	78%
Hispanic	54%	52%	59%	63%	64%	73%	71%
Multi-Ethnic		65%	75%	73%	72%	77%	79%
State AMO	57.61%	57.61%	57.61%	66.09%	66.09%	66.09%	74.57%

C. Reporting Student Progress to Parents

Fronteras teachers report progress to parents in a variety of ways throughout the year. District report cards are used quarterly in conjunction with more detailed checklists of skills, continuums and scoring guides. Conferences take place formally at least twice per year, while informal conferences and discussions take place on a more frequent basis with many parents. I-Parent and communication programs such as Edmodo are used at Fronteras to help inform parents and students of daily progress. Prior to middle school, students bring home daily agendas which require parent signature in order to help keep students on track with assignments and help parents monitor their studying and homework time.

D. Adequate Yearly Progress Participation Rates

Participation rate data was collected from the Department of Education for Adequate Yearly Progress. The 2008-2009, 2009-2010, and 2010-2011 school years were analyzed as the data was the most recent provided by the Department of Education at the time that this charter application was developed. The following information was compiled:

	School year	08-09	09-10	10-11
Fronteras Spanish Immersion Charter School		100%	93.90%	100%
Matanuska-Susitna Borough School District		99.22%	99.03%	99.04%

E. & F. Comparison of School, District, and State Assessment Outcomes

The first class to fully complete the Fronteras program will be the third grade class of 2011. Grades 4-8 are composed of students who entered Fronteras from a variety of programs. It will not be until the year 2016 that we will be able to fully demonstrate the growth of our students through our program from start to finish.

When Fronteras opened in 2007/2008, our upper grade level spots were allowed to be filled by students who did not have a background in any language program. We have since changed our enrollment policy and do not allow students to enter our program without prior Spanish language exposure. We expect to see test scores demonstrate a steady growth as our 2008 K-1 class reaches graduation in 2017.

A comparison of our school's assessment outcomes with district and state outcomes can best be viewed using the following tables:

SBA -Reading Proficiency

	2009			2010			2011		
	Fronteras	Mat-Su	Statewide	Fronteras	Mat-Su	Statewide	Fronteras	Mat-Su	Statewide
Grade 3	86.40%	85.6%	78.3%	90+%	86.5%	79.8%	90+%	88.1%	81.5%
Grade 4	90+%	87.2%	78.0%	87%	87.8%	80.4%	90+%	83.5%	74.3%

Grade 5	80+%	87.2%	79.1%	90+%	90.7%	83.1%	80+%	88.0%	78.5%
Grade 6	75+%	86.3%	77.4%	75%	87.1%	79.6%	80+%	85.6%	75.1%
Grade 7	NA	87.0%	79.7%	60+%	92.8%	83.9%	60+%	86.7%	78.0%
Grade 8	NA	90.1%	81.9%	NA	91.2%	85.3%	60+%	91.6%	83.3%

SBA -Writing Proficiency

	2009			2010			2011		
	Fronteras	Mat-Su	Statewide	Fronteras	Mat-Su	Statewide	Fronteras	Mat-Su	Statewide
Grade 3	86.4%	82.6%	74.8%	90+%	81.9%	74.4%	90+%	82.0%	74.4%
Grade 4	87.5%	86.6%	78.6%	90+%	87.6%	79.2%	80+%	81.6%	74.3%
Grade 5	71.4%	82.4%	77.3%	90+%	82.3%	75.2%	80+%	82.8%	75.1%
Grade 6	75+%	81.0%	73.6%	75+%	80.0%	72.2%	80+%	77.5%	70.4%
Grade 7	NA	81.8%	73.5%	60+%	82.4%	72.4%	60+%	81.0%	72.7%
Grade 8	NA	84.4%	76.4%	NA	79.1%	72.3%	60+%	85.1%	77.1%

SBA - Mathematics Proficiency

	2009			2010			2011		
	Fronteras	Mat-Su	Statewide	Fronteras	Mat-Su	Statewide	Fronteras	Mat-Su	Statewide
Grade 3	90+%	83.1%	74.9%	90+%	84.5%	77.2%	76.9%	88.1%	74.6%
Grade 4	87.5%	81.0%	73.8%	87%	83.1%	75.7%	90+%	80.4%	75.2%
Grade 5	71.4%	75.9%	70.4%	90+%	84.1%	76.0%	80%	77.9%	70.1%
Grade 6	75+%	75.9%	69.3%	75+%	80.0%	74.6%	75%	77.7%	69.7%
Grade 7	NA	72.7%	66.2%	60+%	79.6%	69.8%	60+%	76.3%	68.8%
Grade 8	NA	59.0%	66.4%	NA	77.3%	70.0%	60+%	77.5%	67.8%

SBA - Science Proficiency

	2009			2010			2011		
	Fronteras	Mat-Su	Statewide	Fronteras	Mat-Su	Statewide	Fronteras	Mat-Su	Statewide
Grade 4	70.8%	55.2%	46.3%	65.2%	56.2%	49.2%	52.4%	55.4%	49.5%
Grade 8	NA	59.0%	54.9%	NA	57.3%	56.1%	75%	60.9%	56.5%

G. Disaggregation across student categories

The tables below show Fronteras's performance by sub-category and student ethnicity. The population size for these sub-categories and ethnic groups at Fronteras are very small. Therefore, reporting is not done, in an effort to maintain student privacy.

Fronteras AYP - Language Arts

	2009	2010	2011	2012
School	87%	96%	96%	
Economically Disadvantaged				
Students with Disabilities				
LEP Students				
AMO	77.18%	77.18%	82.88%	88.58%

Fronteras AYP - Math

	2009	2010	2011	2012
School	84%	96%	96%	
Economically Disadvantaged				
Students with Disabilities				
LEP Students				
AMO	66.09%	66.09%	74.57%	83.05%

Fronteras AYP - Language Arts by Student Ethnicity

	2009	2010	2011
School	87%	96%	96%
African American			
Alaska Native & American Indian			
Asian			
Caucasian	88%	95%	95%
Hispanic			
Multi-Ethnic			
AMO	77.18%	77.18%	82.88%

Fronteras AYP – Math by Student Ethnicity

	2009	2010	2011
School	84%	89%	82%
African American			
Alaska Native & American Indian			
Asian			
Caucasian	88%	92%	89%
Hispanic			
Multi-Ethnic			
AMO	66.09%	66.09%	74.57%

H. Professional Development

Once standardized test scores are available for the year, our staff meets and designs a professional development plan for the upcoming year. Decisions regarding professional development are directly connected to the Fronteras mission, philosophy, learning plan and/or performance/program goals. In scheduling professional development, staff focuses on training that will help increase student achievement as measured by state test scores and teacher assessments of student performance. Teacher needs (collectively or individually) for support and training in specific teaching methods or content areas also guide decision-making in regards to planning.

In order for our teachers and staff to be most effective as educational leaders in a Spanish Immersion Charter School, we feel that it is important to provide opportunities for them to improve their Spanish through seminars and coursework in Spanish-speaking countries. They participate in workshops and conferences related to the educational program, including, but not limited to, inquiry-based learning, language immersion, differentiated instruction, multiage education, and content area instruction. Early release for students one Fridays per month also allow opportunities for staff planning, review of assessment data, collaboration and professional development.

I. Progress over Time

Through the use of the various assessment and evaluation tools, Fronteras is able to track individual student growth over time. Our students have followed a progression of growth in standardized test scores which closely follows an immersion model. In any immersion language program, it is not uncommon for students in grades k-2 to be at or below grade level expectation, as they are immersed in a foreign language for a large portion of their day. We expect that students will meet grade level expectations at about third grade and will continue to excel as they move further along through our program. To date, most of our students have reached and begun to exceed grade level expectation by the third grade, demonstrating that we are on track with testing scores and statewide grade level standards.

Individual goal setting and monitoring, and portfolios that progress through the grades with each child provide excellent tools for tracking progress over several years. Assessment data, both standardized and performance-based, also allow teachers, parents and students to monitor school and individual progress toward goals.

Currently, the Fronteras curriculum committee is developing a plan to objectively assess language acquisition. Having a uniformed assessment of language acquisition will allow teachers at any grade level to compare individual student strengths and weaknesses with those of their peer group. Using this information, proper growth and progress will be monitored for Spanish language ability.

5. ADMISSION PROCEDURES

A. Admissions Criteria

Fronteras does not discriminate toward any individual on the basis of race, creed, sex, color, gender, national origin, religion, or need for special education services. We strive to provide a nurturing and stimulating environment for all students. Students are placed in classes heterogeneously following the MSBSD Enrollment Policy including giving attention to pupil/teacher ratio guidelines, gender balance, and student behavior patterns.

Fronteras welcomes any eligible student conforming to the following out-lined expectations to attend our school. Our nondiscrimination policy is consistent with MSBSD, state, and federal requirements. In all cases, a firm commitment by the parents of students at Fronteras is expected. It is the expectation that children enrolled in Fronteras in kindergarten or first grade will remain at Fronteras for the duration of their elementary and middle school years. Our program is rigorous and parents should be aware that we have very high academic expectations for our students in two languages. Additional support is expected of parents to reinforce their child's English literacy: reading, writing, and oral language. It is expected that parents will be responsible for the transportation of their child to and from school each day, providing a healthy, daily snack and lunch, and fulfillment of a minimum average of four volunteer hours per month, per family. A commitment to being part of the program offered at Fronteras should be dedicated and long-term.

New students will be admitted to kindergarten and first grade as space allows, until the beginning of the second semester of first grade. Students placed beyond first grade will be interviewed on a case-by-case basis. For consideration of students beyond first grade, a significant background in Spanish is highly recommended. At these grade levels, entrance is contingent upon both space available and the ability of the individual student to demonstrate that they closely match the Spanish proficiency level of their grade level peers who are currently enrolled in Fronteras.

Student Return Rate: Fronteras is a K-8 program. Therefore, an accurate return rate for students is calculated without inclusion of graduating 8th graders. Over the past 4 years, our return rate for students has averaged 89%. Current Intent Form numbers indicate that for the 2012-2013 school year, we year should have a higher than average return rate of students.

B. Eligible Students

Fronteras encourages interested students and their families to familiarize themselves with our program and apply for admission if they meet the above expectations for entrance and can commit to being compliant with our guidelines.

It has proven very beneficial for kindergarten students to enter into our language immersion program with a basic foundation of their first language. This may include, but is not limited to, good verbal expression, a progressive grasp of letter names and their sounds, and proficiency with sound imitation. However, apart from agreeing to commit to our program, there are no pre-requisite requirements for enrollment of kindergarten students.

For entrance into Fronteras at grades 2-8, an interview is conducted to determine the individual appropriateness of students entering the program at this level. Should students succeed at the entrance interview at these grade levels, they will be eligible for enrollment into Fronteras as

openings become available. Having missed sequential Spanish language experience in kindergarten and first grades, prospective students will need to have had some exposure to Spanish language in order to succeed in this interview. Fronteras maintains and routinely reviews a guide sheet for the interviewer so that all applicants may be scored fairly and consistently.

Enrollment Priority:

Kindergartners are enrolled by the following priority:

- a. Children of Fronteras employees
- b. Siblings of students who are currently enrolled in the school
- c. Other interested students

Registration: Annual fall registration will take place the first full week of August. Fronteras students enroll through the Mat-Su Borough School District using a centralized enrollment system.

Intent to Return Forms: Intent Forms are appropriate for returning Fronteras students, their incoming siblings, and children of current Fronteras Staff. These forms are available each year after January 15th from the Fronteras main office. Additionally, these forms may be downloaded from the Fronteras website. They should be completed and returned to the front office as soon as possible, but no later than April 15th, so that we know how many seats will be available at our annual lottery.

C. Enrollment Provisions for additional students

If available spaces within any grade level are not filled by students who have submitted Intent Forms, then those seats open up to students who have submitted Enrollment Forms.

Enrollment Forms: Any interested families who are not eligible to complete Intent Forms may indicate an interest in Fronteras by completing an Enrollment Form. If by the last Tuesday in April, the number of students who have submitted Enrollment Forms for any grade level is equal to or less than the number of openings available for that grade level, then these students will be offered the seats available without a lottery.

If, by the last Tuesday in April, the number of students who have submitted Enrollment Forms for any grade level is greater than the number of openings available for that grade level, then entrance will be offered via a lottery. Any students who participate in such a lottery and do not gain entrance to the school will be automatically placed on an entrance waiting list. Students placed on the waiting list prior to starting kindergarten or first grade, will remain on the waiting list through first grade. After that they will need to reapply each year, as any vacancies after first semester of first grade will require an interview and will be considered on a case-by-case basis. Regardless of the number of vacancies available, Fronteras requires a successful interview and evaluation of any student who would be new to Fronteras past the first grade.

If a family on the waiting list is offered an opening prior to the start of the school year or as space becomes available during the school year, they have 48 hours to accept. If they decline the offer, their name is removed from the waiting list and they must submit another Enrollment Form for future consideration.

Vacancies in the fall: In the case that there are still vacancies after placing students from the waiting list, open enrollment will be posted and Enrollment Forms will be collected during the first two weeks of August. Procedures would be followed as outlined for the spring enrollment and lottery.

Waiting List: A waiting list for all grades is maintained throughout each academic year. Priority for the waiting list is given to any students who were involved in the lottery but did not gain entrance at that time. The number of students on our waiting list more than doubled in our first few years. This is a growth rate of 29%, which is presented in the table below:

FY 2010	FY 2011	FY 2012
24	47	55

In future years, we hope to accommodate more of these students. The growing demand for entrance into our program can best be met through the acquisition of a larger facility which would allow us to accept many or all of the students on our kindergarten waitlist.

Withdrawals: Students/families who need to withdraw for an extended period of time from Fronteras either for medical reasons, family emergencies, or some other legitimate reason will have their positions held at the top of the waiting list and will be readmitted as soon as space becomes available.

Lottery Provisions: If there more interest in attendance than what is filled by the children of Fronteras employees and siblings of students currently in the program, we will hold a lottery (a random drawing) with the names from Enrollment Forms that have been turned in by the lottery date. When administering the lottery, an effort is made to maintain a balance of boys and girls. Parents may attend the lottery, but are not obligated to do so. The results are witnessed, and parents are notified of the results. Fronteras commits to making lottery and enrollment procedures and practices clear and transparent to parents, staff, and the community.

Students are eligible for the lottery if their Enrollment Form has been received on or before the last Tuesday of April by 3 P.M. Any other names from Intent Forms received after April 15 will be placed on the waiting list, in date and time order, after those who were placed on the waiting list by the lottery selection process. This same format will be followed for students entering into first grade if the need arises. If all spaces are not filled in this first lottery, a second or third lottery will be scheduled.

A waiting list, based on the most recent lottery is maintained throughout each academic year. Families are advised if an opening becomes available.

Annual Schedule for Enrollment Forms and Lottery:

- Enrollment Forms and Intent Forms are available after January 15th.
- Completed Student Intent Forms are due by April 15th for currently enrolled students and their siblings as well for as children of staff.
- Enrollment Forms for prospective new students are due by 3 P.M. on the last Tuesday of April.
- Enrollment lottery will be held on the last Tuesday of April at 7 P.M.

E. Vacancies occurring Mid-year:

Through kindergarten and the middle of first grade, students on the waiting list may be admitted any time an opening becomes available. Entrance to Fronteras past the second semester of first grade is on a case-by-case basis only. It is a big adjustment for a student to begin a language immersion program in the middle of the year, without previous knowledge or experience of the immersion language. Therefore, we cannot enroll students in Fronteras past the middle of first grade without a successful entrance interview. This is regardless of their position on our waiting list.

6. ALTERNATIVE OPTION

A. Provision for Attendance at Other Schools

In the Matanuska-Susitna Valley, there are many elementary schools for children to choose to attend. Fronteras is not a singular choice, rather an additional choice.

In the event of termination of Fronteras Charter School, students will return to a school in their home attendance area. Since the children that attend Fronteras Charter School reside in many different parts of the Mat-Su Valley, it should not be an undue burden on any one school to have the students return to their ‘neighborhood’ school. In the unlikely event of a Fronteras closure, students would be assisted in making such transitions with the least disruption possible.

7. ADMINISTRATIVE POLICIES

A. Compliance

Fronteras Spanish Immersion Charter School complies with Alaska State Statutes applicable to charter schools and to Matanuska-Susitna Borough School District Charter School Policy. The bylaws of the Fronteras Academic Policy Committee adhere to applicable laws, policies, and regulation of the district, borough, and state. When in doubt, the APC Board and administration of Fronteras refer to the MSBSD, MSEA, and appropriate training institutions for guidance on charter school law, labor law, and state and local school district policy. Further evidence and details of compliance may be found in Sections 1 and 2 of this Application. MSEA has promised prompt return of our current waivers.

B. Obligations of the Principal/Administrator

The charter application, including the APC Bylaws, serves as the Administrative Policy Manual for Fronteras. This living document is maintained by the APC Board and provides guidelines that ensure that the daily requirements of the school's operations are met. Guidance of on-going actions and practices ensure that they fall within the parameters established by the founders of Fronteras and are approved by both the MSBSD and DEED.

The Principal of Fronteras is expected to follow the administrative policies outlined in the charter bylaws. The administrator attends district-wide Principal meetings when possible and advises the staff and APC Board of MSBSD policies and procedures. Other expectations are outlined in the Fronteras Administrative Standards document:



FRONTERAS' ADMINISTRATOR'S STANDARDS

Fronteras Spanish Immersion Charter School (Fronteras) is a Spanish Immersion K-8 academic center that promotes high academic success in a nurturing, creative, multiage environment, and fosters increased cultural understanding, communication and citizenship in our community, nation and world. Fronteras maintains high and rigorous standards for student academic and social learning and provides ambitious academic content to all students in core academic subjects.

The Fronteras Administrator will provide strategic and instructional leadership and will oversee management of the day to day operations of the school. The Administrator will work with the Fronteras Academic Policy Committee Governing Board (the Board) and will implement the priorities and direction identified by the Board. The Administrator is responsible for leading the day-to-day operations of a school that is committed to the ongoing development and well-being of the students, teachers and staff. In addition to the requirements outlined in this document, the Administrator shall meet the requirements applicable to all elementary and middle school Administrators in the State of Alaska as defined by the Alaska Department of Education and Early Development.

Specific duties of the Administrator are defined below and the Administrator may be asked to perform other duties as assigned by the Board.

EDUCATIONAL LEADERSHIP:

The school administrator is an educational leader who promotes the success of all students. The administrator has knowledge and understanding of, as well as demonstrates and incorporates the following values:

1. Effective communication.
2. Effective consensus-building and negotiation skills.
3. The educability of all.
4. A school vision of high standards of learning.
5. Continuous school improvement.
6. The inclusion of all members of the school community.
7. Ensuring that students have the knowledge, skills, and values needed to become successful adults.
8. A willingness to continuously examine one's own assumptions, beliefs, and practices.
9. Doing the work required for high levels of personal and organization performance.

SPECIFICALLY THE ADMINISTRATOR WILL PROMOTE THE SUCCESS OF ALL STUDENTS AND WILL:

1. Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
2. Advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.
3. Ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. Collaborate with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Act with integrity, fairness, and in an ethical manner.
6. Remain current and updated, respond to, and influence the larger political, social, economic, legal, and cultural context.
7. Ensure individual, team, and school goals for rigorous student academic and social learning.

ADDITIONAL DUTIES:

1. Operations
 - a) Ensure maintenance of school buildings and grounds to provide a safe school environment.
 - b) Oversee all contracted services (cleaning, facilities maintenance, etc.).
 - c) Maintain state of the art information technology similar to other schools in the District and ensure its working order.
 - d) Ensure terms of the Fronteras Charter contract are being met.
 - e) Carry out all directives from the Associate Superintendent and comply with all applicable laws, Board policies, collective bargaining agreements, and administrative regulations of the District.
2. Financial Management
 - a) Develop and manage the annual school budget with input from staff and Finance/Budget Committee of the Board.
 - b) Analyze and control expenditures with an understanding of the relationship between school objectives and the budget process and use cost/benefit analysis for budgetary decisions.
 - c) Give presentation of monthly financial reports to the Board at monthly Board meetings.
 - d) Keep current financial records.
 - e) Inform Finance/Budget Committee on any budget changes over \$2,500.00.
 - f) Obtain approval from Finance/Budget Committee on any budget changes over \$5,000.00.
 - g) Maintain accurate and up to date records as required by law, district policy, and administrative regulations.
 - h) Develop site based school budget and prudently monitor all school expenditures.
3. Personnel
 - a) Work collaboratively with all staff to strengthen the instructional program.
 - b) Recommend hiring, retention and non-retention of teachers together with the Board Hiring Committee for the improvement of the school system.
 - c) Hire and assign all staff within the school according to personnel procedures.
 - d) Evaluate staff according to district approved practices and applicable bargaining agreement.
 - e) Participate in a mid-year and annual review process for the Administrator with the Board as defined by the Board.

4. Staff Management

- a) Supervise and evaluate employees of Fronteras and participate with the Board to recruit and select employees.
- b) Provide daily supervision, training, and evaluation of all staff that are part of the school.
- c) Maintain positive staff morale and a healthy staff team environment.
- d) Support ongoing education and maintenance of professional teaching standards for staff.

5. Student Management

- a) Ensure that Student Data Management is current and meeting district goals and students are being effectively evaluated for their progress.
- b) Ensure that overall and individual student educational needs are being met and, when needed, additional resources provided to meet educational and development goals.
- c) Provide availability to students and parents for education-related purposes outside the instructional day.
- d) Encourage students to set and maintain standards of behavior.
- e) Develop and implement an effective discipline policy that is understood by students, staff and the greater Fronteras community by:
 - i. Implementing policies and rules governing student life and conduct in school;
 - ii. Developing reasonable rules of behavior and procedures for discipline; and
 - iii. Maintaining order in the school in a fair and just manner.

6. Communication

- a) Submit appropriate information as required by the district and the Board.
- b) Provide the district with names of students who have pre-registered prior to the starting date of each school year ("Waiting List" information shall be provided to the district upon request).
- c) Participate in all monthly Board meetings and at a minimum on a quarterly-basis each year to monitor progress and achieve Board policies and goals.
- d) Communicate information, explanations, justifications, expectations, directions and evaluations to students, teachers, parents, other district staff, and community members with efficiency and clarity.
- e) Promote positive image of school district, Fronteras and maintain positive public relations at all times.

7. Curriculum

- a) Work with Academic Curriculum Committee to plan a program of study to meet the individual needs, interests, and abilities of all students and adhere to the Fronteras and District curricular objectives.

8. Health and Safety

- a) Take all necessary and reasonable precautions to protect students, equipment, materials and facilities.

END OF FRONTERAS ADMINISTRATIVE STANDARDS DOCUMENT

C. Strong Leadership

In order for Fronteras to succeed, it is imperative that leadership be comprised of strong, capable, dedicated individuals who share a common vision and are willing and capable of working together towards the betterment of the school on behalf of all Fronteras students.

A charter school is a school of choice. Fronteras is a school of choice not just for parents but also for teachers and staff. This fact ensures that strong and interested leaders naturally choose to participate in the operation of Fronteras. This can be said for both the administrative leadership and the governing leadership of Fronteras. Our Principal serves the school out of a specific interest and passion for our program.

Likewise, the APC Governing Board is comprised of parents, staff, and community members who have chosen to become involved. Our board, which includes our administrative leader, is comprised of very committed, hard working parents, teachers, and staff with a wide array of skills. Over the past four years, the APC Board has dedicated thousands of volunteer hours towards the development of our program.

Fronteras is led by a dual system of governance and management. Such a bicameral system requires the development and maintenance of a healthy and strong working relationship between the two branches of leadership.

Governing Leadership

On behalf of our APC, the APC Governing Board of Fronteras oversees all affairs of the school. The board has worked for several years towards a five-year goal of securing a permanent facility for our staff, teachers, and students. With support of the MSBSD, we have gained significant ground on that front. For the past year and a half, current and former APC Board members have worked with the MSB Assembly to provide legislation that allows MSBSD charter schools the opportunity to utilize public facilities to educate charter school students. Now, more than a year after this legislation passed, we are pioneering a process for utilization of these initiatives along with the MSBS District, MSB School Board, and Borough Assembly.

Beyond the visible successes of the facility drive, other compelling evidence of strength in leadership includes the attraction of a solid administrative leader and the rapid growth of our program. Fronteras began with four teachers, as a school-within-a-school program at Larson Elementary. Our teaching staff now numbers 11 and student numbers are much too large to reside within another program. Our successful attraction of highly qualified bilingual teachers, who hold their student's needs as top priority, shows that our model not only survives but also thrives and continues to attract more families each year.

A long-term, shared vision is evidenced by the continued involvement of former school leaders. The APC Board has term limits for parent members, assuring regular turnover of APC Board seats. Despite this self-enforced turnover, the pace of growth at Fronteras has not slowed. When new parents join the APC Board, previous leaders remain within the school family. This demonstrates that the Fronteras vision remains strong and leadership remains solid. Our APC Board has current membership that dates back to the original school steering committee. Having original founders so heavily involved magnifies our internal strength.

Administrative Leadership

Charter schools require a very diverse type of Principal with a high degree of commitment. In addition to the typical qualities one might find in a non-charter public school leader, being a Principal at Fronteras requires the ability to:

- Develop and manage a multi-million dollar school budget;
- Effectively evaluate Spanish language instruction;
- Select, manage, and assess targeted marketing efforts;
- Solicit and retain quality instructors who are fluent in Spanish;
- Assist in the selection of Spanish curriculum which will also help students excel at state standards;
- Manage a high volume of volunteers;
- Work cooperatively with the APC Board; and
- Lobby at local, state, and federal levels on behalf of their students and school.

Finding an individual to meet these standards was difficult and effectively took more than four years.

Charter schools go through a natural progression as they grow and mature. Typically, there are two stages that mark their growth. The first stage is the organizational phase. During this phase, charter schools work towards the development of an original charter, find an initial facility, develop plans for future growth, and begin early operational development. As is common in this phase, the Fronteras APC Board was heavily involved in the day-to-day management of the school. The APC Board evaluated and hired the first teachers and created many of the day-to-day policies for admissions, enrollment, parent commitment, and student discipline. During this initial stage of our development, the board also managed volunteers, maintained the school website, and handled the school newsletter.

As the school has matured and grown, we have moved out of this organizational stage and entered into the operational stage of development. As a direct result of this growth, our APC Board has been able to move away from the management of daily operations and move towards a truer form of overall governance. Today, the daily operations of the school are overseen by the Principal. Many of the managerial tasks previously handled by the APC Board have now moved completely into the hands of the Principal. Some examples include:

- Coordination of the school newsletter
- Oversight of all non-board related communication to our APC members
- Oversight and management of the volunteer club “Amigos de Fronteras”
- Management of the school website

The Fronteras APC Board policy regarding hiring of an administrator is to interview and select a Type B school Principal/Administrator as outlined in AS 14.03.255. The Principal serves at the pleasure of the APC Governing Board and is expected to work cooperatively with the board and with Fronteras staff to serve the Fronteras community. The Principal is responsible for ensuring that the terms of our operational contract and any MSEA contracts or waivers are being met.

D. Organizational Challenges and Analysis of Strengths and Weaknesses

Developing a charter school from the ground up was not unlike starting a new business. When and where necessary, adjustments have been made to our staff, curriculum, and facilities. School and personnel challenges experienced have been successfully resolved through staff

reassignment and additional hiring. In addition, highly qualified and professional staff, supportive parents, community members, district support, as well as engaged students, and support from our school district made all of these challenges surmountable.

Two major organizational challenges occurring within the past 10 months have both been met successfully. As a result, Fronteras as a community and as a school has prospered and become strengthened. Both of the challenges involved changes in school leadership. The first involved a large board turn over as terms expired for original board members. The second involved securing the proper administrative leadership for Fronteras.

In March of 2011, terms for initial APC Board parent members matured. As a result, that May, a largely new APC Board was seated. Board Chair Ernie Hetrick stepped down and shortly thereafter was replaced by our current APC Board Chair, Michelle Niland. This largely new board was immediately tasked with finding a new Principal. Seeking to excel in this endeavor, the APC Board worked closely with the MSBSD and formed a tiered group of committees to handle that task.

The MSBSD facilitated a nationwide job posting which included a job description composed by the Fronteras APC Board. The first committee created was a 9-member School Advisory Committee (SAC) consisting past board members, current board members, current teachers, and non-teacher Fronteras parents. This committee determined the skill sets necessary to effectively manage our school and used this information to create interview questions for prospective candidates. In preparation for this, a total of five local charter school principals/leaders were interviewed and their feedback incorporated into our interview questions.

Next, the MSBSD provided the SAC with a list of qualified applicants along with their applications. After several days of review, the SAC moved the top eight candidates up to a six-member Initial Interview Committee, consisting of three board members and three non-board, non-teacher APC members. The task of the Initial Interview Committee was to interview and move forward between two and three final candidates. At that point, the APC Board performed a final interview and selected the candidate who we felt would best lead our school. That candidate was current Principal, Jennifer Schmidt.

To date, this process was the most rigorous, lengthy, and involved principal hire process we have used at our school. The overwhelming success of this tiered process indicates that this would certainly serve as a model for any future principal hires at Fronteras. Our continued hope and expectation is that we will not soon find out.

Under the leadership of our new principal, Fronteras has continued the search for a new facility, reached out to local businesses for partnership, and resolved several operational issues. The smooth transition to the new Principal and APC Board membership demonstrates the effective and competent leadership provided by the bicameral system at Fronteras.

E. Conflict Resolution

Conflict is inherent in any organization, and a school full of passionate individuals is certainly no exception. The APC Board has created a process for handling complaints or grievances. To date, this process has been extremely successful. The vast majority of grievances are successfully resolved in the very early stages of conflict with open dialog and, when needed,

facilitated communication. Our policy on conflict resolution encourages healthy, productive communication.

Sometimes, conflicts cannot be addressed directly by those in conflict. Conflicts between students are handled by the teacher. Conflicts with teachers (whether between teachers and students, teachers and parents, or among teachers) are handled by the Principal.

A conflict resolution procedure and associated forms have been developed to help guide individuals towards finding healthy and fair resolutions. Unless they directly involve the Principal, all staff conflicts are handled by the Principal of the school who follows the negotiated agreements between the MSBSD and the Matanuska-Susitna Education Association (MSEA), the Classified Employees Association (CEA), and the Matanuska-Susitna Principals Association for any staff related grievances.

Conflicts involving the Principal are handled by the APC Governing Board. In addressing these matters, the APC Board follows the negotiated agreements between the MSBSD and the Matanuska-Susitna Education Association (MSEA). Since the Principal is an ex-officio board member, the board also follows all provisions of the Alaska Open Meetings Act when handling any conflict that involves the Principal. If necessary or deemed appropriate, the MSBSD may be involved.

Additionally, Principal Evaluation and Teacher Evaluation survey forms are available on the Fronteras website for those wishing to express opinions or grievances which are not specifically conflicts. These forms mimic those available at other MSB schools and through the MSBSD. These are effective tools for public feedback as well as for formal evaluation processes. This form may be used to initiate conversations not serious enough to warrant use of a Conflict Resolution Form.

Instructions for processing complaints or grievances are found at the end of the Conflict Resolution Form. Our process is supported by a Conflict Resolution Form, which can be used by any APC member (parent or staff), along with a set of clear instructions for the processing and handling of any such complaints. A copy of this document is included:



CONFLICT RESOLUTION FORM

Please try to resolve all conflicts directly and at the lowest level through informal means utilizing peaceful discussion, whenever possible. Should the conflict remain unresolved, please fill out this form and turn it in to the appropriate person:

- Conflict with the Principal – turn this form in to the APC Governing Board Chair
- Conflict with a member of the staff – turn this form in to the Principal
- Conflict with another parent on a school issue – turn this form in to the Principal
- Conflict with a teacher – turn this form in to the Principal

DESCRIPTION OF COMPLAINT: Please include all important information such as location, names, dates, who was present, and to whom it was reported. Please use additional paper if more space is needed.

1. Who or what is your complaint against?

Person/Persons involved:

Position:

2. What is your complaint?

3. Has this been discussed with him/her? Yes / No (If no, explain why not)

Dates Discussed:

4. Has the complaint been discussed with the Principal or supervisor? Yes / No

Dates Discussed:

5. What Remedy or action do you suggest?

Submitted By:

Signature: _____ Date: _____

Printed Name: _____

Address: _____ Phone: _____

Received at Fronteras:

Signature: _____ Date: _____

Printed Name: _____

RESOLUTION PROCEDURES

It is a fundamental, constitutional right to have freedom of expression including criticism of public agencies and their employees. Public employees are also entitled to various rights including the right to the protection of due process of law. In order to satisfy any conflicting rights, the following procedures are established by Fronteras Spanish Immersion Charter School for processing complaints against employees or employee practices of the school district.

Most complaints can be resolved by informal discussions between the complainant and the employee or the employee's Principal/supervisor. This formal complaint process is reserved for complaints that are not resolved after the informal process has been attempted and must be filed by May 1st of the current school year. For extenuating circumstances, the deadline may be extended. Even when this formal complaint procedure is initiated, efforts may occur at any point to accomplish satisfactory informal resolution. In no case is there to be retaliation from either party.

Directions for processing complaints against employees, policies, practices, and procedures of the Fronteras Spanish Immersion Charter School:

- First, a person lodging a complaint against a district employee or employee practices should meet with the person with whom you have a conflict in an attempt to reach a solution. (Always try to resolve at the lowest level.)
- Second, if you feel you have not reached a solution, you may want to informally meet with the Principal or APC Chair to discuss the problem in an attempt to reach a solution.
- Any person who still feels dissatisfied with the result of such a meeting may wish to complete a Conflict Resolution Form.
- Turn the form into the office. A letter of receipt stating who will be working with you to resolve this complaint and their contact numbers will be sent to you.
- A copy of the complaint form will be provided to the employee against whom the charge is made with a request that the employee respond in writing to the appropriate administrator within ten (10) working days of receipt of the complaint. The employee shall cooperate in resolving the complaint.
- If the complaint is not resolved at the lowest level, the appropriate next level will review the complaint and related material, interview parties, and submit findings back to the complainant.
- The Principal or designee will notify the person filing the complaint and employee in writing of the final determination. A final decision will be issued in a timely manner, not to exceed 45 working days, after the filing of the formal complaint.
- If the person filing the complaint is not satisfied with the results, an appeal may be made to the Fronteras APC Governing Board.
- Employees impacted by use of the Conflict Resolution Form may choose to exercise rights given them by law or by employment agreement. Both the employees and the complaining party may have representation of their choice throughout the process.
- At any point after the complaint process has been initiated, if the person filing the complaint indicates a desire to pursue formal litigation, or does in fact file suit, the MSBS District's Conflict Resolution process will be terminated. The Fronteras APC Governing Board will then turn the matter over to counsel.

POSSIBLE OUTCOMES OF A FORMAL COMPLAINT PROCEEDING

- The Fronteras Principal or the APC Governing Board may request additional information from the complainant regarding this matter. The complainant will need to provide such information as is available. It should also be understood that the complainant may be required to testify or be subject to cross-examination.
- The requested resolution recommended by the complainant will be carefully considered, but it should be understood that the ultimate resolution may be more or less severe than what was originally recommended, as deemed appropriate by those in authority of the complaint proceedings.
- If the complaint is directed toward the actions of an employee, Fronteras will give a copy of the complaint to the individual(s) about whom the complaint is lodged. That person(s) will be given the opportunity to respond to the complaint. The complainant will be provided with any written response.
- If this matter is not informally resolved, a hearing may at some point be held before the APC Governing Board. That hearing shall be held in Executive Session in accordance with the provisions of the Open Meeting Act. At that hearing, the person against whom the complaint was lodged has the right to be present. He or she may also have the right to be represented, to call witnesses, to introduce evidence, and to cross-examine the complainant as well as other witnesses for the complainant. A record of the meeting will be kept.
- The complainant may request to withdraw the complaint at any time. However, in the event that Fronteras views the matter raised in the complaint as being sufficiently serious, agents of Fronteras may pursue the matter in spite of the complainant's desire not to proceed. If any judicial proceedings arise from the matters raised in the complaint, both the complainant and the person accused of the wrong are both entitled to all the rights and protections available in such judicial proceedings.
- It is understood that a complaint should be of a serious nature. Repeated frivolous complaints from the same party may be reason enough to consider future inconsequential complaints from that party void.

8. FUNDING ALLOCATION

Fronteras currently operates within the financial practices set forth by the Mat-Su Borough School District for charter schools. Fronteras has a charter school budget summary in place that designates the funding allocation from the local school board that works with our charter school budget. The following is a summary of our current budget practices:

Budget Summary:

Revenue

1. Allocation from District

Funding for Fronteras is based on the per pupil proportionate share of funding received by the MSBS District for students attending Fronteras.

2. Grants, Gifts, Donations, Special Revenue Funds

Fronteras may continue to receive revenues from grants and from special revenue funds (beyond the per-pupil allocation) approved by the MSBS District. Grants and special revenue funds received by Fronteras Charter School from MSBSD pass directly into the operating fund and are used as specified in grant requirements. Fronteras retains all other revenues received from donations, gifts, and applicable grants (those that are not required to be funneled through the MSBS District) to be used as requested by the donor/grantor consistent with district policy and the law. All donations, gifts, and grants will be utilized to help accomplish the mission and goals of Fronteras Charter School.

3. Fees

Charter schools may not charge tuition to students who reside within the MSBS District. Fees charged to students by Fronteras, including but not limited to, supply, and activity fees, shall be retained by Fronteras and included in the school program budget. Fees will not exceed \$100 per family per semester. Currently fees are only charged for optional activities outside of the instructional day and occasional field trips off school grounds.

Accommodations are made for families that cannot afford supply or activity fees (e.g. through donations, gifts, and other means to be determined by the APC Governing Board and the Fronteras Parent/Community Organization).

Budget

A proposed budget for FY 2011-2012, based on 225 enrolled students, immediately follows this section. These charts, prepared by the Mat-Su Borough School District, are taken directly from the 600-page report that the MSBS District presents to the Mat-Su Borough School Board each year for the MSBS District's upcoming FY budget. The budget is based on a per pupil allocation of \$9,667.76. The MSBS District adjusts the funding to reflect the actual student count of Fronteras, and the actual per student allocation is determined separately for each FY. Other costs that have been estimated and which may require adjustment include:

1. Salaries and Benefits

Currently there are 15 MSBSD teachers and one administrator working at Fronteras.

Salary and benefit costs are included based on current salary steps for these teachers. Salaries for the classified staff members are based on current salary and benefit schedules and on levels of experience. These numbers will be adjusted as needed, as there will inevitably be personnel movement.

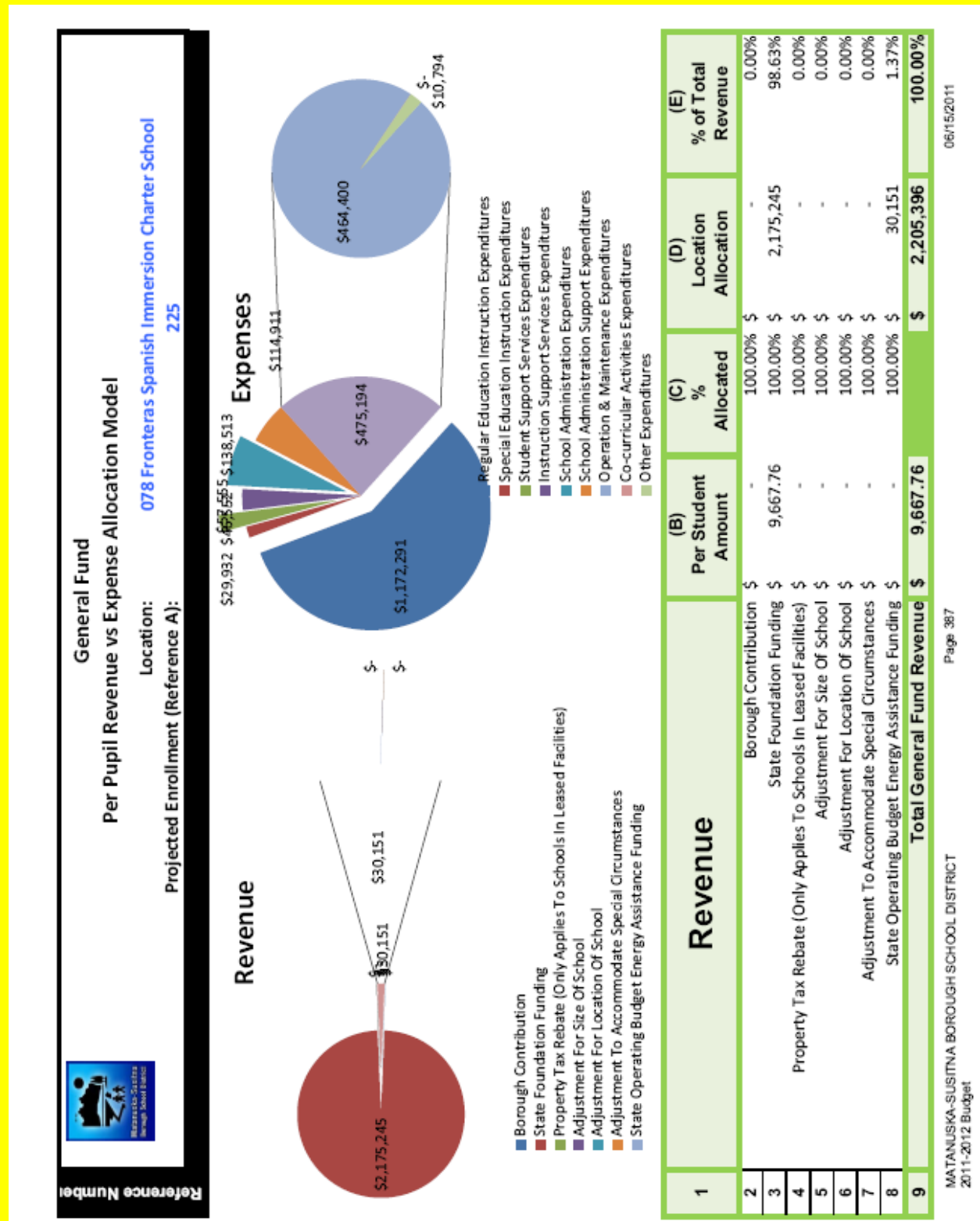
The current bargaining agreement between Mat-Su Education Association and the Mat-Su Borough School District will expire in 2013. It is recognized that actual costs will differ depending on the outcome of future contract negotiations.

2. Facilities

The cost for leasing our current site is \$288,000 per school year, plus approximately \$30,000 per school year for borough taxes. Fronteras Spanish Immersion Charter School is currently in the process of pursuing new facility options. Fronteras is being assisted in this process by the Mat-Su Borough School District, Mat-Su Borough School Board, as well as the Mat-Su Borough Assembly.

3. Instructional Materials

The cost of instructional materials differs yearly and depends upon specific school and classroom needs recommended by the Curriculum Committee of the APC.





Reference Number

General Fund

Per Pupil Revenue vs Expense Allocation Model

Location: 078 Fronteras Spanish Immersion Charter School

225

Projected Enrollment (Reference A):

10	Expenditures	(F) Per Student Amount	(G) % To Be Apportioned	(H) Location Apportionment	(I) % of Total Expenditures
	Expenditures Cost-centered to Location				
11	Regular Education Instruction Personnel Expenditures	\$ 5,210.18	100.00%	\$ 1,172,291	53.16%
12	Special Education Instruction Personnel Expenditures	\$ 133.03	100.00%	\$ 29,932	1.36%
13	Student Support Services Personnel Expenditures	\$ 206.90	100.00%	\$ 46,552	2.11%
14	Instruction Support Services Personnel Expenditures	\$ 255.80	100.00%	\$ 57,555	2.61%
15	School Administration Personnel Expenditures	\$ 615.61	100.00%	\$ 138,513	6.28%
16	School Administration Support Personnel Expenditures	\$ 510.72	100.00%	\$ 114,911	5.21%
17	Operation & Maintenance Expenditures	\$ 2,064.00	100.00%	\$ 464,400	21.06%
18	Co-curricular Activities Expenditures	\$ -	100.00%	\$ -	0.00%
19	Indirect Cost Reimbursement at .50% of Total Budget	\$ 47.97	100.00%	\$ 10,794	0.49%
20	Charges For District Services				
	Instructional Services				
21	Career & Technical Education Support	\$ 148.49	0.00%	\$ -	0.00%
22	Current Fiscal Year Projects & Initiatives	\$ 17.67	0.00%	\$ -	0.00%
23	Curriculum Initiatives & Support	\$ 67.09	0.00%	\$ -	0.00%
24	District-wide Co-curricular Events/Programs	\$ 5.78	0.00%	\$ -	0.00%
25	Document Services Agreement	\$ 34.98	0.00%	\$ -	0.00%
26	Education & Instruction	\$ 133.99	0.00%	\$ -	0.00%
27	ELL & Federal Programs	\$ 113.84	0.00%	\$ -	0.00%
28	Furniture & Equipment Refresh	\$ -	0.00%	\$ -	0.00%
29	Graduation Rate Intervention - Reserve for Advance Path	\$ 25.85	0.00%	\$ -	0.00%
30	Health Services Support	\$ 4.70	0.00%	\$ -	0.00%
31	Instruc. Technology Refresh	\$ -	0.00%	\$ -	0.00%
32	Major Equipment Refresh	\$ -	0.00%	\$ -	0.00%
33	Quality Schools	\$ 23.98	0.00%	\$ -	0.00%
34	Student Support Services	\$ 670.39	0.00%	\$ -	0.00%




Reference Number

General Fund
Per Pupil Revenue vs Expense Allocation Model

Location: 078 Fronteras Spanish Immersion Charter School
Projected Enrollment (Reference A): 225

35	Talented & Gifted Instruction	\$ 63.15	0.00%	\$ -	0.00%
36	Column movements, hold teachers, National Board Certification	\$ 47.76	0.00%	\$ -	0.00%
37	Operational & Support Services				
38	Accounting Services	\$ 35.24	0.00%	\$ -	0.00%
39	Administration & Business Services	\$ 17.04	0.00%	\$ -	0.00%
40	Administration Building Overhead	\$ 23.67	0.00%	\$ -	0.00%
41	Budget & Finance	\$ 12.91	0.00%	\$ -	0.00%
42	Chief Financial Officer	\$ 12.21	0.00%	\$ -	0.00%
43	Custodial Services & Support	\$ 45.23	0.00%	\$ -	0.00%
44	Facility Rentals/Community Access	\$ 2.00	0.00%	\$ -	0.00%
45	Financial Audits and Legal Services	\$ 10.60	0.00%	\$ -	0.00%
46	Human Resources	\$ 41.42	0.00%	\$ -	0.00%
47	Information Technology Software & Support	\$ 155.85	0.00%	\$ -	0.00%
48	Information Technology Systems Support	\$ 171.67	0.00%	\$ -	0.00%
49	Infrastructure Technology Refresh	\$ 19.94	0.00%	\$ -	0.00%
50	Operations & Maintenance	\$ 306.07	0.00%	\$ -	0.00%
51	Payroll Services	\$ 32.70	0.00%	\$ -	0.00%
52	Planning/Demographics	\$ -	0.00%	\$ -	0.00%
53	Purchasing Services	\$ 19.36	0.00%	\$ -	0.00%
54	Risk Management/Insurance	\$ 95.38	0.00%	\$ -	0.00%
55	Security Systems and Alarm Monitoring	\$ 10.63	0.00%	\$ -	0.00%
56	SubFinder	\$ 1.32	0.00%	\$ -	0.00%
57	Utility Reserves	\$ 26.37	0.00%	\$ -	0.00%
58	Warehouse Services	\$ 22.02	0.00%	\$ -	0.00%
59	EEO/ADA Compliance	\$ 11.08	0.00%	\$ -	0.00%
60	District Level Services				
61	Free/Reduced & Breakfast Programs	\$ 27.17	0.00%	\$ -	0.00%
62	Student Transportation Program	\$ -	0.00%	\$ -	0.00%
63	Public Information Office	\$ 9.67	0.00%	\$ -	0.00%
64	Reserve for Contingencies	\$ 20.10	0.00%	\$ -	0.00%

<div>  <div> <div>General Fund</div> <div>Per Pupil Revenue vs Expense Allocation Model</div> <div> <div>Location:</div> <div>078 Fronteras Spanish Immersion Charter School</div> </div> <div> <div>Projected Enrollment (Reference A):</div> <div>225</div> </div> </div> </div>									
Reference Number									
65	Reserve for Fund Balance	\$	65.05	0.00%	\$	-	0.00%		0.00%
66	School Board	\$	20.20	0.00%	\$	-	0.00%		0.00%
67	Superintendent	\$	25.29	0.00%	\$	-	0.00%		0.00%
68	Sub-Total For Standard District Services	\$	11,642.08		\$	2,034,948.00		92.27%	
69	Special Adjustments For Unique Circumstances	\$	-	100.00%	\$	88,215.82		4.00%	
70	Total General Fund Expenditures Before Location Discretionary	\$	11,642.08		\$	2,123,163.82		96.27%	
71	Per Student Allocation - Health Services Supplies	\$	-	100.00%	\$	-		0.00%	
72	Per Student Allocation - Accelerated Learning	\$	-	100.00%	\$	-		0.00%	
73	Per Student Allocation - Educational Support Supplies	\$	365.49	100.00%	\$	82,234.18		3.73%	
74	Total Amount Available for Location Level Discretionary	\$	365.49		\$	82,234.18		3.73%	
75	Total Expenditures	\$	9,801.77		\$	2,205,398.00		100.00%	
76	Excess of Revenue Over Expenditures When Positive. Excess used to balance resources within the District. Deficit of Revenue Over Expenditures When Negative. Deficit funded by excess revenues from other sites.	\$	(134.01)		\$	(2.42)			




Reference Number

General Fund

Per Pupil Revenue vs Expense Allocation Model

Location: 078 Fronteras Spanish Immersion Charter School
Projected Enrollment (Reference A): 225

77	Staffing	FY 2011 Current	FY 2012 Proposed	Difference	% of Total Staffing
78	Function # & Description	Certificated Staffing FTE by Function			
79	100 Regular Education Instruction	14.50	14.50	-	0.69
80	110-633 Accelerated Learning	-	-	-	-
81	160 Career & Tech Ed	-	-	-	-
82	110 Elementary Specials (Music, PE, Art)	-	-	-	-
83	200 Special Education	0.50	0.50	-	0.02
84	320 Counseling	-	-	-	-
85	330 Health Services - extended contract	1.00	1.00	-	0.05
86	351 Improvement of Instruc.	-	-	-	-
87	352 Library/Media Services	-	-	-	-
88	400 School Administration	1.00	1.00	-	0.05
89	Sub-total	17.00	17.00	-	0.80
90		Non-certificated Staffing FTE by Function			
91	100 Regular Education Instruction	-	-	-	-
92	110-633 Accelerated Learning	-	-	-	-
93	160 Career & Tech Ed	-	-	-	-
94	200 Special Education	-	-	-	-
95	301 Student Safety	2.13	2.13	-	0.10
96	351 Improvement of Instruc.	-	-	-	-
97	352 Library/Media Services	-	-	-	-
98	450 School Admin Support	1.00	2.00	1.00	0.09
99	550 District Admin Support	-	-	-	-
100	600 Operation & Maintenance	-	-	-	-
101	Sub-total	3.13	4.13	1.00	0.20
102	Total Staffing FTE	20.13	21.13	1.00	
103	Estimated Average Class Size	15.52	15.52	-	<< % Change

Reference Number	 <div> <div>General Fund</div> <div>Per Pupil Revenue vs Expense Allocation Model</div> <div> Location: 078 Fronteras Spanish Immersion Charter School </div> <div> Projected Enrollment (Reference A): 225 </div> </div>			
	104	Co-curricular Certificated Staffing		
	105	700 Athletic Director		-
106	700 Co-curr. Stipend Contracts	-	-	-
107	Sub-total	-	-	-
Comments and Explanation of Special Adjustment for Unique Circumstances: School Board action has increased funding to charter schools above the state required level: Reduction to indirect cost recovery rate results in increase to Fronteras Charter of approximately \$88,216. Reduction to HB 108 operating fund appropriation for schools subject to ratio and metric allocation results in increase to Fronteras Charter of approximately \$30,150. Total benefit to Fronteras Charter = \$118,366 (offset by additional reductions to district schools and departments),				
<div> <div>MATANUSKA-SUSITNA BOROUGH SCHOOL DISTRICT</div> <div>2011-2012 Budget</div> <div>Page 382</div> <div>06/15/2011</div> </div>				

B. School District and Indirect Costs

Indirect Costs and District Services

There is a standard percentage of the per pupil operating revenue retained by the MSBS District for routine services provided by the MSBS District in the handling of payroll, purchasing, business services, accounts payable, insurance, and other services. In the event that extraordinary services in these areas are required of the MSBS District, the parties make an equitable adjustment to fairly allocate the additional costs involved. Fronteras will use the normal procedures established by the MSBS District for its accounting, purchasing, and business functions.

Other Services

a. The MSBSD provides appropriate assistance to Fronteras in the areas of finance, budget insurance, legal issues, administrative and instructional in-services, and workshops to help ensure the most economical and sensible decision-making process in the utilization of Fronteras' budget funds.

b. Library Media Services: The MSBSD makes district library media materials and services available to Fronteras in the same manner as for other schools of the MSBS District. Any equipment or materials that are dedicated solely for use by or at Fronteras may be purchased by Fronteras from the MSBS District at cost.

C. Additional Local Revenue

Fronteras is eligible for a percentage of the local revenue contribution as determined by the MSBS District. This amount is equal to the same amount received by other public schools and is not to be less than the 4 mills required in the foundation program.

D. Balanced Budget

Fronteras Charter School operates with a balanced budget as per MSBSD Policy. On or before March 1st of each year, the school administrator presents the upcoming school year's budget to the Academic Policy Committee for review. Fronteras provides a proposed annual budget to the Matanuska-Susitna School Board each year per MSBS District policy. The Mat-Su Borough School District includes Fronteras' budget in their annual budget presentation to the MSBSD School Board. We have extracted the most relevant information and presented it above in section A Budget. For further clarification, the 600-page presentation document can be found at:

[http://www.matsuk12.us/1733109311550873/blank/browse.asp?a=383&BMDRN=2000&BCOB=0&c=82327&1733109311550873Nav=\[6527\]&NodeID=6529](http://www.matsuk12.us/1733109311550873/blank/browse.asp?a=383&BMDRN=2000&BCOB=0&c=82327&1733109311550873Nav=[6527]&NodeID=6529)

The line item budget includes planned/estimated revenues, planned/estimated expenditures by category and function, and contracted services.

9. FISCAL SOLVENCY

A. Financial Plan

Fronteras is committed to employing high standards in our financial operations. Fronteras has developed a sound financial plan and has implemented clearly defined practices to help ensure fiscal solvency. We establish and retain appropriate financial records in accordance with all applicable federal, state, and local laws, rules, and regulations and make such records available to the MSBS District, as requested. Fronteras accounts for receipts and expenditures of public monies in compliance with the MSBS District's accounting, audit, and other fiscal procedures, unless otherwise provided in the charter.

Budget and other accounting reports are prepared by the Administrative Secretary and APC Governing Board Treasurer and submitted regularly to the APC.

The following pages are Fronteras' operating budget reports for the current fiscal year and the most recently 2 years:

Fronteras Budget Audit Report FY12

Prompts		Matanuska-Susitna Borough School District			Fiscal Year: 2012	
Fund: 100		Function Audits			Report Date: 02/28/2012	
Loc: 078						
Func: *						
Prog: *						

Prompts

Fund: 100

Loc: 078

Func: *

Prog: *

Matanuska-Susitna Borough School District**Function Audits**

Fiscal Year: 2012

Report Date: 02/28/2012

	Description	Beginning Budget	Current Budget	YTD Trans	Encumbrance	Balance
Object: 490	Other expenditures					
490	Exp Not Classif	\$1,000.00	\$1,000.00	\$200.90	\$0.00	\$799.10
527	Contingency	\$39,367.00	\$0.00	\$0.00	\$0.00	\$0.00
	Total For: 490	\$40,367.00	\$1,000.00	\$200.90	\$0.00	\$799.10
Object: 510	Equipment					
510	Equipment>\$5000	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	Total For: 510	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	Total For: 078	\$1,323,105.00	\$1,306,904.34	\$629,490.35	\$20,571.73	\$656,842.26
Func: 200	Special Ed. Instruction					
Loc: 078	Frontier Charter School					
Object: 310	Certified salaries					
315	Certif. Teacher	\$25,006.00	\$25,006.00	\$13,582.46	\$0.00	\$11,423.54
317	Cert. Substitute	\$825.00	\$825.00	\$0.00	\$0.00	\$825.00
319	Cert Lv Cash In	\$155.00	\$155.00	\$0.00	\$0.00	\$155.00
	Total For: 310	\$25,986.00	\$25,986.00	\$13,582.46	\$0.00	\$12,403.54
Object: 360	Employee benefits					
361	MSEA Ins Hlth Lf	\$0.00	\$9,567.50	\$4,984.98	\$0.00	\$4,582.52
362	Unemplnt Insur	\$52.00	\$52.00	\$34.14	\$0.00	\$17.86
363	Workers' Comp	\$325.00	\$325.00	\$190.19	\$0.00	\$134.81
364	FICA	\$377.00	\$377.00	\$180.62	\$0.00	\$196.38
365	TRS	\$3,141.00	\$3,141.00	\$1,706.13	\$0.00	\$1,434.87
367	SBS	\$51.00	\$51.00	\$0.00	\$0.00	\$51.00
	Total For: 360	\$3,946.00	\$13,513.50	\$7,096.06	\$0.00	\$6,417.44
Object: 450	Supplies materials and media					
450	Supplies	\$1,000.00	\$1,000.00	\$0.00	\$0.00	\$1,000.00
471	Textbooks	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00
	Total For: 450	\$1,500.00	\$1,000.00	\$0.00	\$0.00	\$1,000.00
	Total For: 078	\$31,432.00	\$40,499.50	\$20,678.52	\$0.00	\$19,820.98
Func: 301	School & Student Safety					
Loc: 078	Frontier Charter School					
Object: 310	Certified salaries					
317	Cert. Substitute	\$0.00	\$30.00	\$0.00	\$0.00	\$30.00
	Total For: 310	\$0.00	\$30.00	\$0.00	\$0.00	\$30.00
Object: 320	Non-certified salaries					
323	Non-cert Aides	\$37,538.00	\$37,538.00	\$22,006.76	\$0.00	\$15,531.24
329	Non-cert Subs	\$2,173.00	\$3,673.00	\$3,841.88	\$0.00	(\$168.88)
333	Non-cert Lv Cl	\$360.00	\$360.00	\$0.00	\$0.00	\$360.00
	Total For: 320	\$40,071.00	\$41,571.00	\$25,848.64	\$0.00	\$15,722.36
Object: 360	Employee benefits					
362	Unemplnt Insur	\$80.00	\$80.00	\$77.58	\$0.00	\$2.42
363	Workers' Comp	\$501.00	\$501.00	\$361.88	\$0.00	\$139.12

Report ID: GL1643S_FUNC_BUD_TRANS
 User ID: SE016238 SOLVEIG EIDSSNESS

Page #: 2

Date Report Run: 02/28/2012
 Time Report Run: 08:28:25

Prompts

Fund: 100

Loc: 078

Func: *

Prog: *

Matanuska-Susitna Borough School District**Function Audits**

Fiscal Year: 2012

Report Date: 02/28/2012

	Description	Beginning Budget	Current Budget	YTD Trans	Encumbrance	Balance
364	FICA	\$581.00	\$581.00	\$374.77	\$0.00	\$206.23
366	PERS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
367	SBS	\$2,456.00	\$2,456.00	\$1,584.50	\$0.00	\$871.50
371	Hlth/Life Others	\$0.00	\$8.16	\$11.22	\$0.00	(\$3.06)
Total For: 360		\$3,618.00	\$3,626.16	\$2,409.95	\$0.00	\$1,216.21
Object: 450	Supplies materials and media					
450	Supplies	\$500.00	\$500.00	\$0.00	\$0.00	\$500.00
Total For: 450		\$500.00	\$500.00	\$0.00	\$0.00	\$500.00
Total For: 078		\$44,189.00	\$45,727.16	\$28,258.59	\$0.00	\$17,468.57
Func: 330	Health Services					
Loc: 078	Fronteras Charter School					
Object: 310	Certified salaries					
317	Cert. Substitute	\$2,480.00	\$2,480.00	\$0.00	\$0.00	\$2,480.00
318	Cert. Specialist	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
319	Cert Lv Cash In	\$0.00	\$15.00	\$0.00	\$0.00	\$15.00
Total For: 310		\$2,480.00	\$2,495.00	\$0.00	\$0.00	\$2,495.00
Object: 360	Employee benefits					
362	Unemplnt Insur	\$5.00	\$25.00	\$0.00	\$0.00	\$25.00
363	Workers' Comp	\$31.00	\$35.00	\$0.00	\$0.00	\$35.00
364	FICA	\$36.00	\$36.00	\$0.00	\$0.00	\$36.00
365	TRS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
367	SBS	\$311.00	\$313.00	\$0.00	\$0.00	\$313.00
Total For: 360		\$383.00	\$409.00	\$0.00	\$0.00	\$409.00
Object: 450	Supplies materials and media					
450	Supplies	\$500.00	\$500.00	\$30.00	\$0.00	\$470.00
Total For: 450		\$500.00	\$500.00	\$30.00	\$0.00	\$470.00
Total For: 078		\$3,363.00	\$3,404.00	\$30.00	\$0.00	\$3,374.00
Func: 351	Improvement of Instruction					
Loc: 078	Fronteras Charter School					
Object: 310	Certified salaries					
318	Cert. Specialist	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total For: 310		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Object: 320	Non-certified salaries					
323	Non-cert Aides	\$28,102.00	\$28,102.00	\$18,263.84	\$0.00	\$9,838.16
329	Non-cert Subs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
333	Non-cert Lv Cl	\$270.00	\$270.00	\$0.00	\$0.00	\$270.00
Total For: 320		\$28,372.00	\$28,372.00	\$18,263.84	\$0.00	\$10,108.16
Object: 360	Employee benefits					
361	MSEA Ins Hlth Lf	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
362	Unemplnt Insur	\$57.00	\$57.00	\$45.58	\$0.00	\$11.42
363	Workers' Comp	\$355.00	\$355.00	\$257.13	\$0.00	\$97.87
364	FICA	\$411.00	\$411.00	\$245.90	\$0.00	\$165.10

Report ID: GL1643S_FUNC_BUD_TRANS
 User ID: SE016238 SOLVEIG EIDSNESS

Page #: 3

Date Report Run: 02/28/2012
 Time Report Run: 08:28:25

Prompts

Fund: 100

Loc: 078

Func: *

Prog: *

Matanuska-Susitna Borough School District**Function Audits**

Fiscal Year: 2012

Report Date: 02/28/2012

	Description	Beginning Budget	Current Budget	YTD Trans	Encumbrance	Balance
365	TRS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
366	PERS	\$6,182.00	\$6,182.00	\$4,039.99	\$0.00	\$2,142.01
367	SBS	\$1,739.00	\$1,739.00	\$1,125.70	\$0.00	\$613.30
371	Hlth/Life Others	\$20,439.00	\$20,439.00	\$9,203.04	\$0.00	\$11,235.96
Total For: 360		\$29,183.00	\$29,183.00	\$14,917.34	\$0.00	\$14,265.66
Total For: 078		\$57,555.00	\$57,555.00	\$33,181.18	\$0.00	\$24,373.82
Func: 400	School Administration					
Loc: 078	Frontier Charter School					
Object: 310	Certified salaries					
313	Principal/Asst.	\$100,153.00	\$100,153.00	\$63,019.79	\$0.00	\$37,133.21
317	Cert. Substitute	\$1,630.00	\$1,630.00	\$0.00	\$0.00	\$1,630.00
319	Cert Lv Cash In	\$621.00	\$1,121.00	\$1,290.50	\$0.00	(\$169.50)
Total For: 310		\$102,424.00	\$102,904.00	\$64,310.29	\$0.00	\$38,593.71
Object: 360	Employee benefits					
362	Unemplmt Insur	\$205.00	\$205.00	\$176.42	\$0.00	\$28.58
363	Workers' Comp	\$1,280.00	\$1,280.00	\$909.91	\$0.00	\$370.09
364	FICA	\$1,485.00	\$1,485.00	\$920.79	\$0.00	\$564.21
365	TRS	\$12,579.00	\$12,579.00	\$8,077.29	\$0.00	\$4,501.71
367	SBS	\$101.00	\$101.00	\$0.00	\$0.00	\$101.00
371	Hlth/Life Others	\$20,439.00	\$20,439.00	\$12,416.48	\$0.00	\$8,022.52
372	Cell Ph Allow	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total For: 360		\$36,089.00	\$36,089.00	\$22,500.89	\$0.00	\$13,588.11
Object: 420	Staff travel					
420	Staff Travel	\$3,000.00	\$3,000.00	\$0.00	\$0.00	\$3,000.00
421	Mileage Reimb.	\$1,000.00	\$1,000.00	\$680.00	\$0.00	\$320.00
Total For: 420		\$4,000.00	\$4,000.00	\$680.00	\$0.00	\$3,320.00
Object: 425	Student travel					
425	Student Travel	\$2,000.00	\$2,000.00	\$0.00	\$0.00	\$2,000.00
Total For: 425		\$2,000.00	\$2,000.00	\$0.00	\$0.00	\$2,000.00
Object: 440	Other purchased services					
440	Purchased Svcs	\$1,000.00	\$1,000.00	\$108.00	\$0.00	\$892.00
Total For: 440		\$1,000.00	\$1,000.00	\$108.00	\$0.00	\$892.00
Object: 450	Supplies materials and media					
450	Supplies	\$2,000.00	\$2,000.00	\$806.06	\$0.00	\$1,193.94
471	Textbooks	\$500.00	\$500.00	\$0.00	\$0.00	\$500.00
Total For: 450		\$2,500.00	\$2,500.00	\$806.06	\$0.00	\$1,693.94
Object: 490	Other expenditures					
490	Exp Not Classif	\$500.00	\$500.00	\$0.00	\$0.00	\$500.00
Total For: 490		\$500.00	\$500.00	\$0.00	\$0.00	\$500.00
Total For: 078		\$148,513.00	\$148,993.00	\$88,405.24	\$0.00	\$60,587.76
Func: 450	School Admin. Support					

Report ID: GL1643S_FUNC_BUD_TRANS
 User ID: SE016238 SOLVEIG EIDNESS

Page #: 4

Date Report Run: 02/28/2012
 Time Report Run: 08:28:25

Prompts

Fund: 100

Loc: 078

Func: *

Prog: *

Matanuska-Susitna Borough School District**Function Audits**

Fiscal Year: 2012

Report Date: 02/28/2012

		Beginning				
Description		Budget	Current Budget	YTD Trans	Encumbrance	Balance
Loc: 078	Fronteras Charter School					
Object: 320	Non-certified salaries					
324	Non-cert Support	\$54,369.00	\$47,299.00	\$20,210.24	\$0.00	\$27,088.76
329	Non-cert Subs	\$2,040.00	\$2,040.00	\$0.00	\$0.00	\$2,040.00
333	Non-cert Lv CI	\$522.00	\$189.00	\$185.91	\$0.00	\$3.09
Total For: 320		\$56,931.00	\$49,528.00	\$20,396.15	\$0.00	\$29,131.85
Object: 360	Employee benefits					
362	Unemplns Insur	\$114.00	\$114.00	\$55.36	\$0.00	\$58.64
363	Workers' Comp	\$712.00	\$712.00	\$285.51	\$0.00	\$426.49
364	PICA	\$825.00	\$825.00	\$295.74	\$0.00	\$529.26
366	PERS	\$11,961.00	\$11,961.00	\$4,446.20	\$0.00	\$7,514.80
367	SBS	\$3,490.00	\$3,490.00	\$1,250.29	\$0.00	\$2,239.71
371	Hlth/Life Others	\$40,878.00	\$30.00	\$12.24	\$0.00	\$17.76
Total For: 360		\$57,980.00	\$17,132.00	\$6,345.34	\$0.00	\$10,786.66
Object: 420	Staff travel					
420	Staff Travel	\$500.00	\$500.00	\$0.00	\$0.00	\$500.00
421	Mileage Reimb.	\$200.00	\$200.00	\$0.00	\$0.00	\$200.00
Total For: 420		\$700.00	\$700.00	\$0.00	\$0.00	\$700.00
Object: 430	Utility services					
433	Communications	\$200.00	\$200.00	\$0.00	\$0.00	\$200.00
Total For: 430		\$200.00	\$200.00	\$0.00	\$0.00	\$200.00
Object: 450	Supplies materials and media					
450	Supplies	\$6,000.00	\$6,000.00	\$1,179.09	\$0.00	\$4,820.91
Total For: 450		\$6,000.00	\$6,000.00	\$1,179.09	\$0.00	\$4,820.91
Total For: 078		\$121,811.00	\$73,560.00	\$27,920.58	\$0.00	\$45,639.42
Func: 550	District Admin. Support					
Loc: 078	Fronteras Charter School					
Object: 445	Insurance and bond premiums					
445	Ins/Bond Prens	\$3,700.00	\$3,700.00	\$3,700.00	\$0.00	\$0.00
Total For: 445		\$3,700.00	\$3,700.00	\$3,700.00	\$0.00	\$0.00
Object: 495	Indirect costs					
495	Indirect	\$11,027.00	\$11,027.00	\$0.00	\$0.00	\$11,027.00
Total For: 495		\$11,027.00	\$11,027.00	\$0.00	\$0.00	\$11,027.00
Total For: 078		\$14,727.00	\$14,727.00	\$3,700.00	\$0.00	\$11,027.00
Func: 600	Operations & Maintenance					
Loc: 078	Fronteras Charter School					
Object: 320	Non-certified salaries					
325	Non-cert Maint	\$0.00	\$20,410.00	\$12,832.08	\$0.00	\$7,577.92
329	Non-cert Subs	\$0.00	\$1,020.00	\$0.00	\$0.00	\$1,020.00
333	Non-cert Lv CI	\$0.00	\$196.00	\$0.00	\$0.00	\$196.00
Total For: 320		\$0.00	\$21,626.00	\$12,832.08	\$0.00	\$8,793.92

Report ID: GL1643S_FUNC_BUD_TRANS
 User ID: SE016238 SOLVEIG EIDSNESS

Page #: 5

Date Report Ran: 02/28/2012
 Time Report Run: 08:28:25

Prompts

Fund: 100

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Matanuska-Susitna Borough School District**Function Audits**

Fiscal Year: 2012

Report Date: 02/28/2012

	Description	Beginning Budget	Current Budget	YTD Trans	Encumbrance	Balance
Object: 360	Employee benefits					
362	Unemplmt Insur	\$0.00	\$43.00	\$31.25	\$0.00	\$11.75
363	Workers' Comp	\$0.00	\$270.00	\$179.70	\$0.00	\$90.30
364	PICA	\$0.00	\$314.00	\$165.71	\$0.00	\$148.29
366	PERS	\$0.00	\$4,490.00	\$2,823.08	\$0.00	\$1,666.92
367	SBS	\$0.00	\$1,326.00	\$786.63	\$0.00	\$539.37
371	Hlth/Life Others	\$0.00	\$20,439.00	\$9,203.04	\$0.00	\$11,235.96
	Total For: 360	\$0.00	\$26,882.00	\$13,189.41	\$0.00	\$13,692.59
Object: 430	Utility services					
432	Garbage	\$1,200.00	\$1,200.00	\$572.24	\$0.00	\$627.76
433	Communications	\$5,500.00	\$5,500.00	\$137.48	\$0.00	\$5,362.52
	Total For: 430	\$6,700.00	\$6,700.00	\$709.72	\$0.00	\$5,990.28
Object: 435	Energy					
435	Energy	\$22,000.00	\$22,000.00	\$14,879.35	\$0.00	\$7,120.65
	Total For: 435	\$22,000.00	\$22,000.00	\$14,879.35	\$0.00	\$7,120.65
Object: 440	Other purchased services					
440	Purchased Svcs	\$85,000.00	\$36,492.00	\$175.00	\$0.00	\$36,317.00
441	Rentals	\$325,000.00	\$325,000.00	\$243,821.88	\$71,994.00	\$9,184.12
442	Doc Svc Contr	\$8,000.00	\$8,000.00	\$2,328.68	\$0.00	\$5,671.32
	Total For: 440	\$418,000.00	\$369,492.00	\$246,325.56	\$71,994.00	\$51,172.44
Object: 445	Insurance and bond premiums					
445	Ins/Bond Prems	\$1,000.00	\$1,000.00	\$344.00	\$0.00	\$656.00
	Total For: 445	\$1,000.00	\$1,000.00	\$344.00	\$0.00	\$656.00
Object: 450	Supplies materials and media					
450	Supplies	\$10,000.00	\$10,000.00	\$996.92	\$0.00	\$9,003.08
457	Eqp > \$500	\$3,000.00	\$3,000.00	\$0.00	\$0.00	\$3,000.00
	Total For: 450	\$13,000.00	\$13,000.00	\$996.92	\$0.00	\$12,003.08
Object: 510	Equipment					
510	Equipment>\$5000	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	Total For: 510	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	Total For: 078	\$460,700.00	\$460,700.00	\$289,277.04	\$71,994.00	\$99,428.96
	Total for Report:	\$2,205,395.00	\$2,152,070.00	\$1,120,941.50	\$92,565.73	\$938,562.77

Report ID: GL1643S_FUNC_BUD_TRANS

User ID: SE016238 SOLVEIG EIDSNESS

Page #: 6

Date Report Run: 02/28/2012

Time Report Run: 08:28:25

Fronteras Budget Audit Report FY11

Prompts

Fund: 100
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Func: *
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Matanuska-Susitna Borough School District

Function Audits

Fiscal Year: 2011

Report Date: 06/30/2011

	Description	Beginning Budget	Current Budget	YTD Trans	Encumbrance	Balance
Func: 110	Regular Ed. Instruction					
Loc: 078	Fronteras Charter School					
Object: 310	Certified salaries					
315	Certif. Teacher	\$696,005.00	\$696,005.00	\$679,073.34	\$0.00	\$16,931.66
317	Cert. Substitute	\$19,200.00	\$4,500.00	\$4,130.00	\$0.00	\$370.00
319	Cert Lv Cash In	\$3,480.00	\$3,480.00	\$776.75	\$0.00	\$2,703.25
	Total For: 310	\$718,685.00	\$703,985.00	\$683,980.09	\$0.00	\$20,004.91
Object: 320	Non-certified salaries					
323	Non-cert Aides	\$0.00	\$600.00	\$201.04	\$0.00	\$398.96
329	Non-cert Subs	\$0.00	\$17,800.00	\$18,475.33	\$0.00	(\$675.33)
333	Non-cert Lv CI	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	Total For: 320	\$0.00	\$18,400.00	\$18,676.37	\$0.00	(\$276.37)
Object: 360	Employee benefits					
361	MSEA Ins Hlth Lf	\$209,172.00	\$196,172.00	\$197,367.18	\$0.00	(\$1,195.18)
362	Unemplmt Insur	\$0.00	\$1,000.00	\$1,246.35	\$0.00	(\$246.35)
363	Workers' Comp	\$10,780.00	\$10,780.00	\$10,348.97	\$0.00	\$431.03
364	FICA	\$10,420.00	\$10,420.00	\$9,839.72	\$0.00	\$580.28
365	TRS	\$87,855.00	\$87,855.00	\$85,155.60	\$0.00	\$2,699.40
366	PERS	\$0.00	\$115.00	\$44.23	\$0.00	\$70.77
367	SBS	\$1,177.00	\$1,377.00	\$1,398.14	\$0.00	(\$21.14)
	Total For: 360	\$319,404.00	\$307,719.00	\$305,400.19	\$0.00	\$2,318.81
Object: 410	Professional and technical ser					
410	Prof/Tech Fees	\$21,151.00	\$370.00	\$0.00	\$0.00	\$370.00
	Total For: 410	\$21,151.00	\$370.00	\$0.00	\$0.00	\$370.00
Object: 420	Staff travel					
420	Staff Travel	\$5,000.00	\$2,597.00	\$2,587.58	\$0.00	\$9.42
	Total For: 420	\$5,000.00	\$2,597.00	\$2,587.58	\$0.00	\$9.42
Object: 440	Other purchased services					
440	Purchased Svcs	\$23,289.00	\$17,289.00	\$15,433.50	\$0.00	\$1,855.50
	Total For: 440	\$23,289.00	\$17,289.00	\$15,433.50	\$0.00	\$1,855.50
Object: 450	Supplies materials and media					
450	Supplies	\$151,254.00	\$200,836.00	\$200,700.17	\$0.00	\$135.83
457	Eqp > \$500	\$0.00	\$141,872.00	\$141,644.97	\$0.00	\$227.03
471	Textbooks	\$0.00	\$3,887.00	\$3,886.23	\$0.00	\$0.77
	Total For: 450	\$151,254.00	\$346,595.00	\$346,231.37	\$0.00	\$363.63
Object: 490	Other expenditures					
490	Exp Not Classif	\$5,512.00	\$92.00	\$89.00	\$0.00	\$3.00
527	Contingency	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	Total For: 490	\$5,512.00	\$92.00	\$89.00	\$0.00	\$3.00
Object: 510	Equipment					
510	Equipment>\$5000	\$12,000.00	\$0.00	\$0.00	\$0.00	\$0.00

Report ID: GL1643S_FUNC_BUD_TRANS
User ID: SE016238 SOLVEIG EIDSSNESS

Page #: 1

Date Report Ran: 02/28/2012
Time Report Run: 08:27:10

Prompts

Fund: 100

Loc: 078

Func: *

Prog: *

Matanuska-Susitna Borough School District**Function Audits**

Fiscal Year: 2011

Report Date: 06/30/2011

	Description	Beginning Budget	Current Budget	YTD Trans	Encumbrance	Balance
Total For: 510		\$12,000.00	\$0.00	\$0.00	\$0.00	\$0.00
Total For: 078		\$1,256,295.00	\$1,397,047.00	\$1,372,398.10	\$0.00	\$24,648.90
Func: 200	Special Ed. Instruction					
Loc: 078	Proterras Charter School					
Object: 310	Certified salaries					
315	Certif. Teacher	\$46,320.00	\$23,660.00	\$23,565.38	\$0.00	\$94.62
317	Cert. Substitute	\$1,600.00	\$150.00	\$150.00	\$0.00	\$0.00
319	Cert Lv Cash In	\$232.00	\$0.00	\$0.00	\$0.00	\$0.00
Total For: 310		\$48,152.00	\$23,810.00	\$23,715.38	\$0.00	\$94.62
Object: 360	Employee benefits					
361	MSEA Ins Hlth Lf	\$17,431.00	\$8,431.00	\$8,338.26	\$0.00	\$92.74
362	Unemplmt Insur	\$0.00	\$40.00	\$41.59	\$0.00	(\$1.59)
363	Workers' Comp	\$722.00	\$722.00	\$348.84	\$0.00	\$373.16
364	FICA	\$698.00	\$698.00	\$320.70	\$0.00	\$377.30
365	TRS	\$5,847.00	\$3,047.00	\$2,959.82	\$0.00	\$87.18
367	SBS	\$98.00	\$98.00	\$9.19	\$0.00	\$88.81
Total For: 360		\$24,796.00	\$13,036.00	\$12,018.40	\$0.00	\$1,017.60
Total For: 078		\$72,948.00	\$36,846.00	\$35,733.78	\$0.00	\$1,112.22
Func: 301	School & Student Safety					
Loc: 078	Proterras Charter School					
Object: 320	Non-certified salaries					
323	Non-cert Aides	\$24,696.00	\$27,392.00	\$23,738.69	\$0.00	\$3,653.31
329	Non-cert Subs	\$1,350.00	\$2,450.00	\$2,427.36	\$0.00	\$22.64
333	Non-cert Lv Cl	\$183.00	\$200.00	\$168.75	\$0.00	\$31.25
Total For: 320		\$26,229.00	\$30,042.00	\$26,334.80	\$0.00	\$3,707.20
Object: 360	Employee benefits					
362	Unemplmt Insur	\$0.00	\$49.00	\$49.20	\$0.00	(\$0.20)
363	Workers' Comp	\$393.00	\$426.00	\$389.40	\$0.00	\$36.60
364	FICA	\$380.00	\$420.00	\$381.28	\$0.00	\$38.72
366	PERS	\$5,474.00	\$124.00	\$74.78	\$0.00	\$49.22
367	SBS	\$1,608.00	\$1,774.00	\$1,611.66	\$0.00	\$162.34
371	Hlth/Life Others	\$0.00	\$810.00	\$742.73	\$0.00	\$67.27
Total For: 360		\$7,855.00	\$3,603.00	\$3,249.05	\$0.00	\$353.95
Total For: 078		\$34,084.00	\$33,645.00	\$29,583.85	\$0.00	\$4,061.15
Func: 330	Health Services					
Loc: 078	Proterras Charter School					
Object: 310	Certified salaries					
317	Cert. Substitute	\$1,600.00	\$0.00	\$0.00	\$0.00	\$0.00
318	Cert. Specialist	\$1,706.00	\$2,453.00	\$2,430.90	\$0.00	\$22.10
319	Cert Lv Cash In	\$9.00	\$25.00	\$0.00	\$0.00	\$25.00
Total For: 310		\$3,315.00	\$2,478.00	\$2,430.90	\$0.00	\$47.10
Object: 360	Employee benefits					

Report ID: GL1643S_FUNC_BUD_TRANS
 User ID: SB016238 SOLVEIG EIDSNESS

Page #: 2

Date Report Run: 02/28/2012
 Time Report Run: 08:27:10

Prompts

Fund: 100

Loc: 078

Func: *

Prog: *

Matanuska-Susitna Borough School District**Function Audits**

Fiscal Year: 2011

Report Date: 06/30/2011

	Description	Beginning Budget	Current Budget	YTD Trans	Encumbrance	Balance
362	Unemplmt Insur	\$0.00	\$12.00	\$4.86	\$0.00	\$7.14
363	Workers' Comp	\$50.00	\$80.00	\$36.45	\$0.00	\$43.55
364	FICA	\$48.00	\$83.00	\$34.17	\$0.00	\$48.83
365	TRS	\$215.00	\$315.00	\$305.28	\$0.00	\$9.72
367	SBS	\$98.00	\$98.00	\$0.00	\$0.00	\$98.00
Total For: 360		\$411.00	\$588.00	\$380.76	\$0.00	\$207.24
Total For: 078		\$3,726.00	\$3,066.00	\$2,811.66	\$0.00	\$254.34
Func: 351	Improvement of Instruction					
Loc: 078	Fraser Charter School					
Object: 310	Certified salaries					
317	Cert. Substitute	\$0.00	\$150.00	\$150.00	\$0.00	\$0.00
318	Cert. Specialist	\$0.00	\$23,660.00	\$23,565.38	\$0.00	\$94.62
Total For: 310		\$0.00	\$23,810.00	\$23,715.38	\$0.00	\$94.62
Object: 320	Non-certified salaries					
323	Non-cert Aides	\$25,743.00	\$27,143.00	\$25,416.58	\$0.00	\$1,726.42
329	Non-cert Subs	\$900.00	\$0.00	\$0.00	\$0.00	\$0.00
333	Non-cert Lv Cl	\$190.00	\$190.00	\$0.00	\$0.00	\$190.00
Total For: 320		\$26,833.00	\$27,333.00	\$25,416.58	\$0.00	\$1,916.42
Object: 360	Employee benefits					
361	MSEA Ins Hlth Lf	\$18,596.00	\$8,596.00	\$8,338.47	\$0.00	\$257.53
362	Unemplmt Insur	\$0.00	\$75.00	\$87.71	\$0.00	(\$12.71)
363	Workers' Comp	\$403.00	\$713.00	\$724.29	\$0.00	(\$11.29)
364	FICA	\$389.00	\$589.00	\$661.03	\$0.00	(\$27.03)
365	TRS	\$0.00	\$2,450.00	\$2,959.78	\$0.00	(\$509.78)
366	PERS	\$5,705.00	\$6,005.00	\$5,591.49	\$0.00	\$413.51
367	SBS	\$1,645.00	\$1,665.00	\$1,567.20	\$0.00	\$97.80
371	Hlth/Life Others	\$0.00	\$17,864.00	\$17,848.08	\$0.00	\$15.92
Total For: 360		\$26,738.00	\$37,957.00	\$37,778.05	\$0.00	\$178.95
Object: 420	Staff travel					
420	Staff Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total For: 420		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Object: 450	Supplies materials and media					
450	Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total For: 450		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total For: 078		\$53,571.00	\$89,100.00	\$86,910.01	\$0.00	\$2,189.99
Func: 400	School Administration					
Loc: 078	Fraser Charter School					
Object: 310	Certified salaries					
313	Principal/Asst.	\$93,948.00	\$93,948.00	\$93,948.00	\$0.00	\$0.00
317	Cert. Substitute	\$1,600.00	\$0.00	\$0.00	\$0.00	\$0.00
319	Cert Lv Cash In	\$2,258.00	\$2,711.00	\$2,710.04	\$0.00	\$0.96
Total For: 310		\$97,806.00	\$96,659.00	\$96,658.04	\$0.00	\$0.96

Report ID: GL1643S_FUNC_BUD_TRANS

User ID: SE016238 SOLVEIG EIDNESS

Page #: 3

Date Report Run: 02/28/2012

Time Report Run: 08:27:10

Prompts

Fund: 100

Loc: 078

Func: *

Prog: *

Matanuska-Susitna Borough School District**Function Audits**

Fiscal Year: 2011

Report Date: 06/30/2011

	Description	Beginning Budget	Current Budget	YTD Trans	Encumbrance	Balance
Object: 360	Employee benefits					
362	Unemplmt Insur	\$0.00	\$200.00	\$169.85	\$0.00	\$30.15
363	Workers' Comp	\$1,467.00	\$1,467.00	\$1,421.73	\$0.00	\$45.27
364	FICA	\$1,418.00	\$1,418.00	\$1,374.99	\$0.00	\$43.01
365	TRS	\$12,084.00	\$12,084.00	\$11,799.84	\$0.00	\$284.16
367	SBS	\$98.00	\$98.00	\$0.00	\$0.00	\$98.00
371	Hlth/Life Others	\$17,431.00	\$17,981.00	\$18,038.82	\$0.00	(\$57.82)
	Total For: 360	\$32,498.00	\$33,248.00	\$32,805.23	\$0.00	\$442.77
Object: 420	Staff travel					
420	Staff Travel	\$0.00	\$1,261.00	\$1,261.00	\$0.00	\$0.00
421	Mileage Reimb.	\$0.00	\$1,200.00	\$860.88	\$0.00	\$339.12
	Total For: 420	\$0.00	\$2,461.00	\$2,121.88	\$0.00	\$339.12
Object: 450	Supplies materials and media					
450	Supplies	\$2,000.00	\$1,168.00	\$1,167.78	\$0.00	\$0.22
	Total For: 450	\$2,000.00	\$1,168.00	\$1,167.78	\$0.00	\$0.22
Object: 490	Other expenditures					
490	Exp Not Classif	\$0.00	\$200.00	\$125.00	\$0.00	\$75.00
	Total For: 490	\$0.00	\$200.00	\$125.00	\$0.00	\$75.00
	Total For: 078	\$132,304.00	\$133,736.00	\$132,877.93	\$0.00	\$858.07
Func: 450	School Admin. Support					
Loc: 078	Frontier Charter School					
Object: 310	Certified salaries					
317	Cert. Substitute	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
319	Cert Lv Cash In	\$0.00	\$20.00	\$0.00	\$0.00	\$20.00
	Total For: 310	\$0.00	\$20.00	\$0.00	\$0.00	\$20.00
Object: 320	Non-certified salaries					
323	Non-cert Aides	\$0.00	\$2,134.00	\$0.00	\$0.00	\$2,134.00
324	Non-cert Support	\$29,134.00	\$32,039.00	\$34,474.62	\$0.00	(\$2,435.62)
329	Non-cert Subs	\$900.00	\$1,562.00	\$1,561.50	\$0.00	\$0.50
333	Non-cert Lv Cl	\$216.00	\$14.00	\$0.00	\$0.00	\$14.00
	Total For: 320	\$30,250.00	\$35,749.00	\$36,036.12	\$0.00	(\$287.12)
Object: 360	Employee benefits					
362	Unemplmt Insur	\$0.00	\$62.00	\$64.31	\$0.00	(\$2.31)
363	Workers' Comp	\$454.00	\$518.00	\$531.17	\$0.00	(\$13.17)
364	FICA	\$438.00	\$511.00	\$520.46	\$0.00	(\$9.46)
365	TRS	\$0.00	\$600.00	\$364.36	\$0.00	\$235.64
366	PERS	\$6,457.00	\$7,007.00	\$6,603.49	\$0.00	\$403.51
367	SBS	\$1,854.00	\$2,485.00	\$2,030.75	\$0.00	\$454.25
371	Hlth/Life Others	\$18,596.00	\$22.00	\$29.95	\$0.00	(\$7.95)
	Total For: 360	\$27,799.00	\$11,205.00	\$10,144.49	\$0.00	\$1,060.51
Object: 420	Staff travel					
421	Mileage Reimb.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Report ID: GL1643S_FUNC_BUD_TRANS

User ID: SE016238 SOLVEIG EIDSNESS

Page #: 4

Date Report Run: 02/28/2012

Time Report Run: 08:27:10

Prompts

Fund: 100

Loc: 078

Func: *

Prog: *

Matanuska-Susitna Borough School District**Function Audits**

Fiscal Year: 2011

Report Date: 06/30/2011

	Description	Beginning Budget	Current Budget	YTD Trans	Encumbrance	Balance
Total For: 420		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Object: 450	Supplies materials and media					
450	Supplies	\$4,000.00	\$17,132.00	\$14,311.90	\$0.00	\$2,820.10
Total For: 450		\$4,000.00	\$17,132.00	\$14,311.90	\$0.00	\$2,820.10
Total For: 078		\$62,049.00	\$64,106.00	\$60,492.51	\$0.00	\$3,613.49
Func: 550	District Admin. Support					
Loc: 078	Frontier Charter School					
Object: 445	Insurance and bond premiums					
445	Ins/Bond Prem	\$1,700.00	\$2,700.00	\$2,626.00	\$0.00	\$74.00
Total For: 445		\$1,700.00	\$2,700.00	\$2,626.00	\$0.00	\$74.00
Object: 495	Indirect costs					
495	Indirect	\$10,405.00	\$10,683.00	\$10,683.00	\$0.00	\$0.00
Total For: 495		\$10,405.00	\$10,683.00	\$10,683.00	\$0.00	\$0.00
Total For: 078		\$12,105.00	\$13,383.00	\$13,309.00	\$0.00	\$74.00
Func: 600	Operations & Maintenance					
Loc: 078	Frontier Charter School					
Object: 320	Non-certified salaries					
325	Non-cert Maint	\$24,434.00	\$2,424.00	\$2,103.25	\$0.00	\$320.75
329	Non-cert Subs	\$900.00	\$5,400.00	\$4,747.50	\$0.00	\$652.50
333	Non-cert Lv Cl	\$181.00	\$0.00	\$0.00	\$0.00	\$0.00
Total For: 320		\$25,515.00	\$7,824.00	\$6,850.75	\$0.00	\$973.25
Object: 360	Employee benefits					
362	Unemplmt Insur	\$0.00	\$20.00	\$13.70	\$0.00	\$6.30
363	Workers' Comp	\$383.00	\$383.00	\$102.77	\$0.00	\$280.23
364	FICA	\$370.00	\$370.00	\$98.31	\$0.00	\$271.69
366	PERS	\$5,416.00	\$2,516.00	\$462.72	\$0.00	\$2,053.28
367	SBS	\$1,564.00	\$1,064.00	\$415.55	\$0.00	\$648.45
371	Hlth/Life Others	\$0.00	\$0.00	\$4,545.72	\$0.00	(\$4,545.72)
Total For: 360		\$7,733.00	\$4,353.00	\$5,638.77	\$0.00	(\$1,285.77)
Object: 430	Utility services					
432	Garbage	\$1,600.00	\$1,600.00	\$1,124.74	\$0.00	\$475.26
433	Communications	\$4,000.00	\$6,700.00	\$5,567.38	\$0.00	\$1,132.62
Total For: 430		\$5,600.00	\$8,300.00	\$6,692.12	\$0.00	\$1,607.88
Object: 435	Energy					
435	Energy	\$27,000.00	\$27,000.00	\$22,298.31	\$0.00	\$4,701.69
Total For: 435		\$27,000.00	\$27,000.00	\$22,298.31	\$0.00	\$4,701.69
Object: 440	Other purchased services					
440	Purchased Svcs	\$20,290.00	\$14,090.00	\$13,945.34	\$0.00	\$144.66
441	Rentals	\$356,000.00	\$317,842.00	\$317,841.86	\$0.00	\$0.14
442	Doc Svc Contr	\$0.00	\$8,500.00	\$9,788.48	\$0.00	(\$1,288.48)
Total For: 440		\$376,290.00	\$340,432.00	\$341,575.68	\$0.00	(\$1,143.68)

Report ID: GL1643S_FUNC_BUD_TRANS

User ID: SE016238 SOLVEIG EIDSNESS

Page #: 5

Date Report Run: 02/28/2012

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Matanuska-Susitna Borough School District**Function Audits**

Fiscal Year: 2011

Report Date: 06/30/2011

Description		Beginning Budget	Current Budget	YTD Trans	Encumbrance	Balance
Object: 445	Insurance and bond premiums					
445	Ins/Bond Prems	\$700.00	\$700.00	\$344.00	\$0.00	\$356.00
Total For: 445		\$700.00	\$700.00	\$344.00	\$0.00	\$356.00
Object: 450	Supplies materials and media					
450	Supplies	\$6,000.00	\$15,164.00	\$15,135.39	\$0.00	\$28.61
457	Eqp > \$500	\$5,000.00	\$2,375.00	\$2,375.00	\$0.00	\$0.00
Total For: 450		\$11,000.00	\$17,539.00	\$17,510.39	\$0.00	\$28.61
Object: 510	Equipment					
510	Equipment>\$5000	\$0.00	\$25,006.00	\$24,898.84	\$0.00	\$107.16
Total For: 510		\$0.00	\$25,006.00	\$24,898.84	\$0.00	\$107.16
Total For: 078		\$453,838.00	\$431,154.00	\$425,808.86	\$0.00	\$5,345.14
Total for Report:		\$2,080,920.00	\$2,202,083.00	\$2,159,925.70	\$0.00	\$42,157.30

Report ID: GL1643S_FUNC_BUD_TRANS
User ID: SE016238 SOLVEIG EIDSNESS

Page #: 6

Date Report Ran: 02/28/2012
Time Report Ran: 08:27:10

B. Audit Reports

Fronteras participates in the MSBS District's annual audit of financial and administrative operations. This audit process includes all schools operating in the Mat-Su Borough School District. Fronteras also retains the right to hire a certified public accountant to conduct the audit, provided that the audit meets MSBS District and Alaska Department of Education requirements.

Information that specifically references Fronteras is scattered throughout a 240-page document, which verifies that financial solvency of the Mat-Su Borough School District and all of their operating schools. The most current Mat-Su Borough School District Comprehensive Audit Report is far too lengthy to insert here but can be found at:

<http://www.matsuk12.us/1733109311550873/blank/browse.asp?a=383&BMDRN=2000&BCOB=0&c=82328&1733109311550873Nav=|6527|&NodeID=6532>

C. Operational Efficiency

Fronteras Charter School has the authority, consistent with federal and state law, to independently exercise the following powers: contract for goods and services; prepare a budget; lease facilities for school purposes; purchase, lease, or rent furniture, equipment, and supplies; retain fees collected from students; accept and expend gifts, donations, or grants in accordance with conditions prescribed by the donor. Fronteras meets both legal and contract requirements whenever exercising any of these powers.

Fronteras has the right to purchase goods and services through the contracts in effect with the MSBS District and its vendors. We reserve the right to obtain competitive bids for goods and services when it is in the best interests of the school and to enter into purchasing contracts beyond those in place with the MSBS District. Materials and equipment not purchased from or through the MSBS District contractual services are procured through a system of competitive bidding as required by district policy and state law.

Disbursements from Fronteras' accounts require the signature of the Principal/Administrator and an APC Executive Board Member. As per district policy, no other agency or individual may request disbursements to be paid out of the Fronteras funds from one line item to another. Fronteras reserves the right to reallocate funds from one line item to another if purchasing practices or conservation result in expenditures less than that budgeted.

Fronteras has maintained a high standard of operational efficiencies during its years of existence. Operational efficiencies have been demonstrated over the years as we have maintained a balanced budget, expanded enrollment numbers, maintained a solid teaching staff, and graduated the first class of students through our program. Regarding financial efficiencies, Fronteras has maintained all requirements of the MSBS District in budgeting, accounting, and spending of funds. We have also maintained the responsibilities of our lease agreement, building maintenance requirements, and other expense obligations, while at the same time developing and growing a strong academic program.

Fronteras continues to be efficient in all fiscal operations.

In addition to the budget documents presented above, a "Cash Receipts, Disbursements, and Cash Balance" report for Fronteras is presented for review:

Cash receipts, disbursements, and balance compiled by MSBSD

Exhibit M-2

MATANUSKA-SUSITNA BOROUGH SCHOOL DISTRICT

School Activities Agency Fund Statement of Receipts, Disbursements and Changes in Cash Balance and Due to Student Organizations Year Ended June 30, 2010

	Balance at <u>July 1, 2009</u>	<u>Receipts</u>	Disburse- <u>ments</u>	Balance at <u>June 30, 2010</u>
Beryozava	\$ 2,538	1,381	2,573	1,346
Big Lake Elementary	31,944	43,897	40,487	35,354
Burchell High School	85,499	42,836	51,090	77,245
Butte Elementary School	15,984	53,505	53,893	15,596
Colony High	119,793	547,217	542,633	124,377
Colony Middle	24,231	205,835	192,285	37,781
Correspondence Study School	18,189	22,532	29,613	11,108
Cottonwood Creek	23,125	58,501	57,335	24,291
Finger Lake	20,612	30,256	32,570	18,298
Fronteras Spanish Immersion	8,413	62,477	50,892	19,998
Glacier View	5,307	14,290	8,024	11,573
Goose Bay	10,355	21,113	19,141	12,327
Houston High	24,797	204,572	217,876	11,493
Houston Middle	19,662	67,628	70,586	16,704
Iditarod	25,483	20,833	20,580	25,736
Knik Elementary	21,074	66,637	62,660	25,051
Larson	22,420	37,842	31,294	28,968
Machentanz Elementary	-	40,463	23,769	16,694
Mat-Su Career and Tech Ed	19,803	148,840	126,268	42,375
Mat-Su Day School	4,878	7,451	7,552	4,777
Meadow Lakes	23,163	50,554	40,920	32,797
Mid-Valley	7,751	12,913	10,230	10,434
Palmer High	267,604	178,584	212,359	233,829
Palmer Middle	84,932	368,095	405,059	47,968
Pioneer Peak	11,827	29,262	29,327	11,762
Shaw Elementary	21,690	55,621	54,521	22,790
Sherrod	29,052	90,219	92,206	27,065
Snowshoe	51,250	50,186	52,631	48,805
Su Valley	44,155	64,619	63,800	44,974
Sutton	2,157	3,367	3,101	2,423
Swanson	27,956	55,943	56,221	27,678
Talkeetna	9,432	21,881	18,529	12,784
Tanaina	27,422	38,445	38,643	27,224
Teeland	73,050	202,176	207,253	67,973

10. FACILITY PLANS

Fronteras currently sits on a 7 acre, leased site at 7010 East Bogard Road in Wasilla. Since opening our doors here in 2008, our enrollment has grown by nearly 15%. With permission from our landlord, we have made several modifications to the property and existing structures in order to accommodate our growing student population. Each modification has enhanced our school and after school programming allowing us to better serve our students and the Fronteras Community.

We have devoted a section of the property to the development of a playground. In the spring of 2009, new playground equipment was purchased and installed atop a prepared sub-base. Equipment and ground maintenance have been ongoing in order to ensure our compliance with current safety regulations. Landscaping of the area surrounding the playground provides age-appropriate groundcover, i.e., sod, for younger children as well as a pleasant link between our facilities. As further outdoor enrichment, a large greenhouse was built and provides a laboratory for student horticulture activities.

We have developed a multi-lingual library facility within a portion of Building A. In addition to the materials available within each classroom, students are able to view and check out reading materials related to thousands of topics. The availability of literature in Spanish helps support language acquisition at home. Located in our multipurpose room, the library is a popular location for parent volunteers to contribute their services.

Further, parent volunteers constructed a stage within our multipurpose room. Here, students benefit from a variety of peer performances including seasonal pageants, talent shows, and spelling bees. In two large rooms within either of our main buildings, we provide physical education, music curriculum, and art opportunities. Also within these spaces, with the aid of grant monies, we have provided nutritional education by a licensed nutritionist.

In order to accommodate our growing population and give appropriate separation between elementary and middle school, three portable classrooms were purchased and sited directly behind Building A. Aside from accommodating a growing middle school population, these facilities, along with other classrooms, are made available for a variety of afterschool enrichment activities lead by parent, staff, and community volunteers.

In June of 2013, the lease for our location on Bogard Road will reach maturity. At that time, we will either renew the current lease or relocate to either a public or private site. We recognize that while our current facility meets our current basic needs as a school, meeting longer term program and viability goals makes relocating to a facility designed specifically for Fronteras an appealing and viable option. Our current facility allows us to educate 240 children within 11 classrooms and a half-size gym. In order to achieve the greatest staff to student efficiency and provide the most opportunities for promoting successful students, our ideal facility would accommodate 345 students within 16 classrooms. Our plan also requires a full size gym for physical education and school assembly necessities.

With the objective of helping our students reach their fullest potential, Fronteras is conjointly pursuing two possible facility development strategies.

First, as allowed for under borough code, we have initiated a site selection process with the Mat-Su Borough. This process has identified suitable locations where our school might undertake the development of a new public facility. Second, we are also examining the option of a Design-Build through a commercial developer. Similar to the public site selection process, this option will allow us to lease a space that has been designed and built specifically to support the needs of our students.

We have met the Mat-Su Borough Assembly's success and longevity requirements to earn ourselves a long-term facility. Our request for a borough parcel and public home seems likely to be granted. We have secured favorable recommendations from both the MSBSD and the MSB Site Selection Committee. Our parent volunteers, with input from teachers and staff, are putting together 35-percent design plans of the new facility in anticipation of releasing a Request for Proposals to build the new school.

We are in the very beginning stages of discussion regarding possible funding options for this endeavor. Hence, funding at this point is largely speculative. We do expect to continue, as now, providing for our facility with monies from our per-pupil allocations.

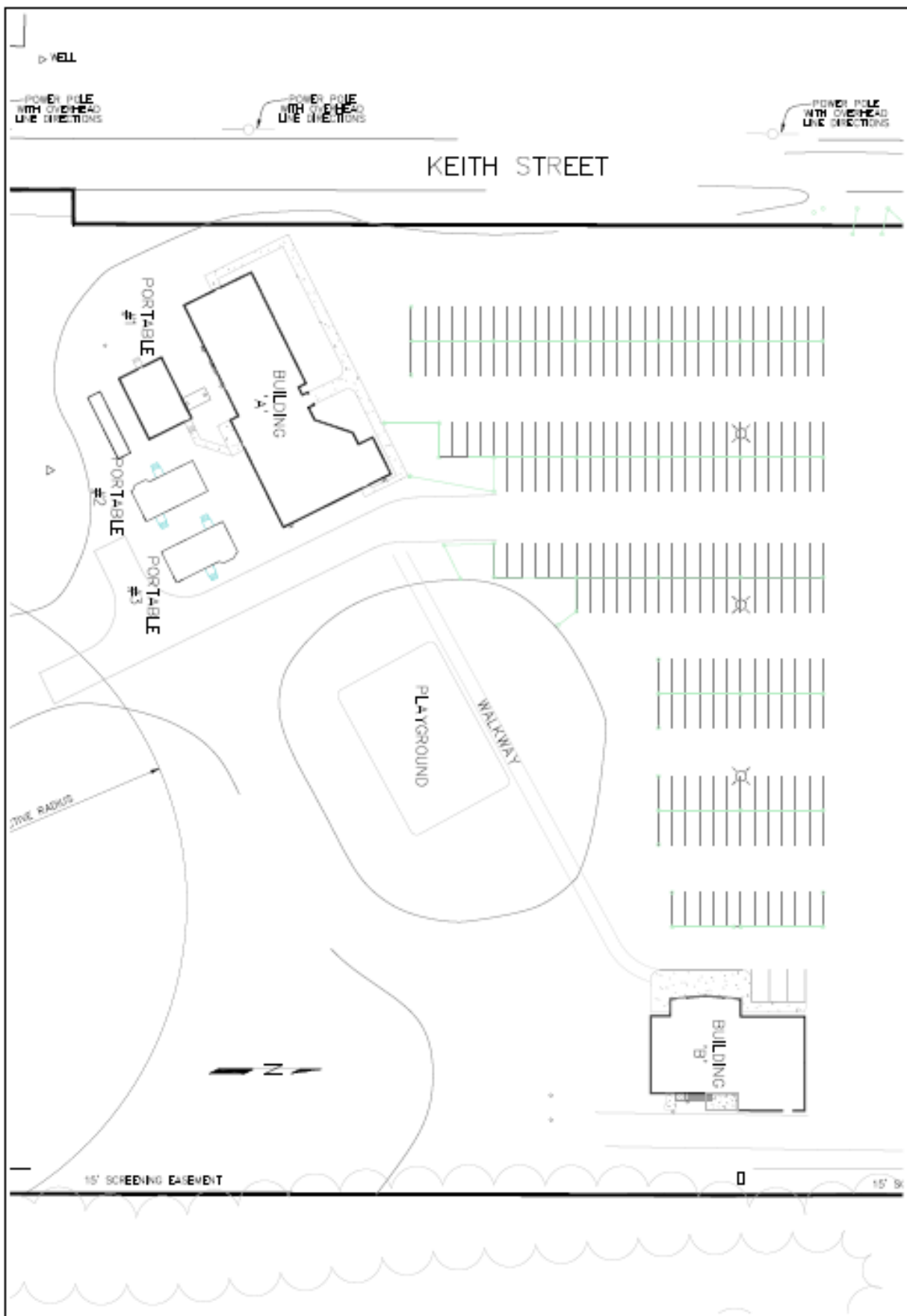
With regards to a new facility, we may consider the following funding options:

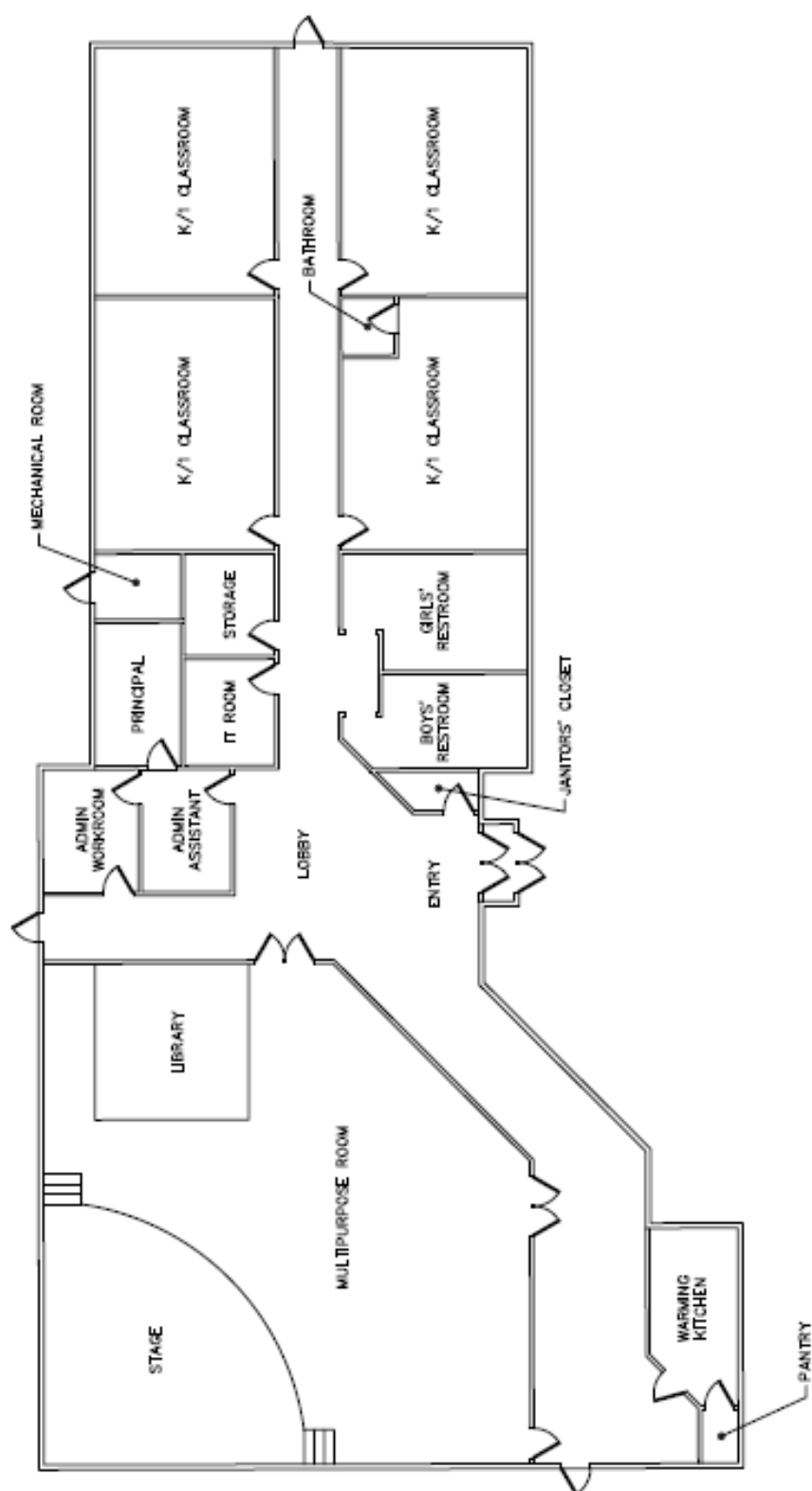
- a. Available grant money on either the local, state, or federal levels.
- b. Securing a loan from either a public or private sector agent.
- c. Any other options that may come available and the APC Board deem prudent.

Within three years, it is our intent and aspiration to occupy a facility that fosters growth and success, contributes to our immersion program and ensures to the long-term viability of Fronteras. In the meantime, our school will continue to provide a positive, secure, and vital atmosphere for staff satisfaction and student success.

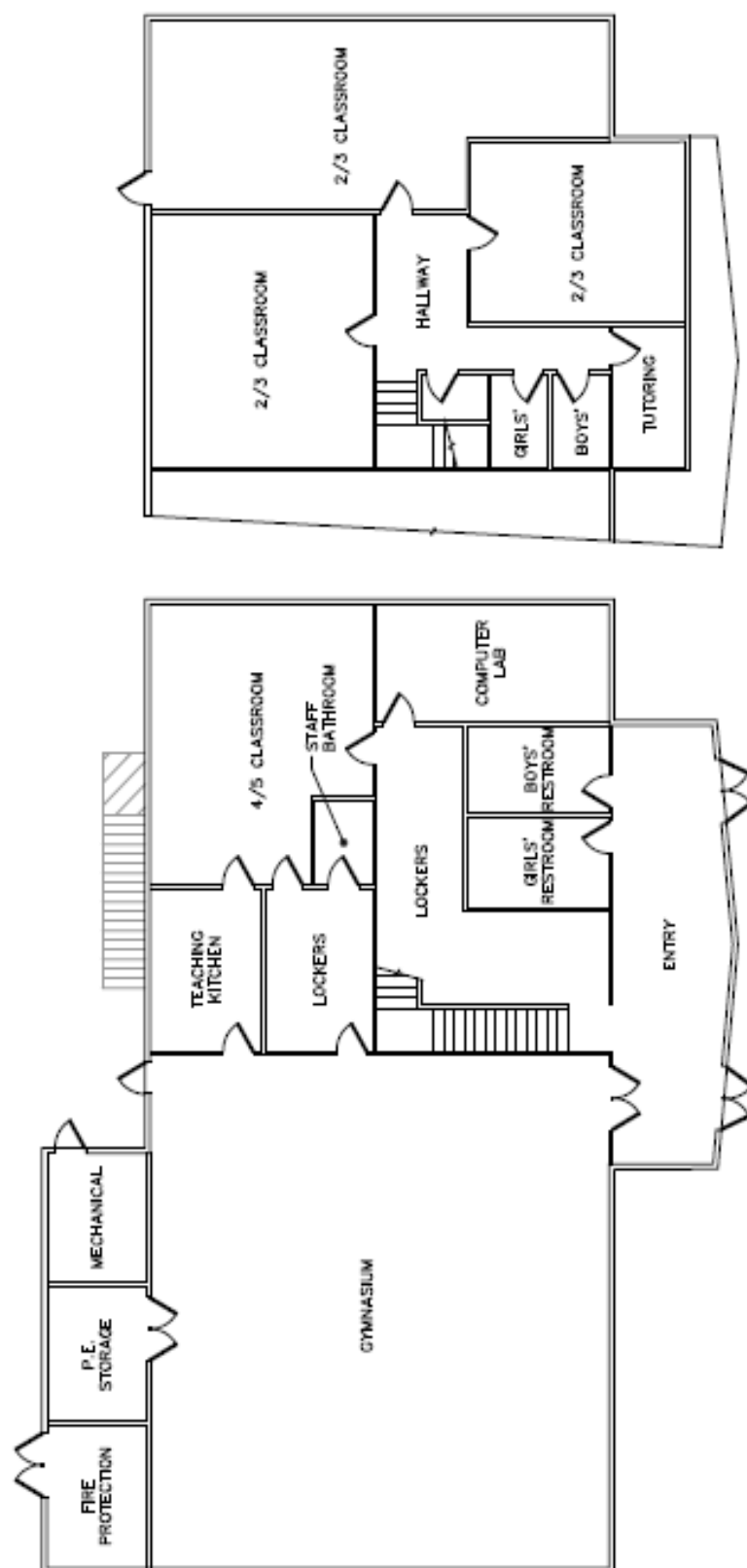
A new school building is a necessity due the phenomenal growth Fronteras has experienced. Our anticipated opening population was not the 155 students projected in our original charter application but an astounding 188 children. In our second year we reached our five-year target of 225 children. Each year our waiting list has exceeded 50 kindergarteners. Our new facility will be designed to house 345 students in anticipation of continuing this growth trend.

Current site facility plans are included below:





FRONTERAS SPANISH IMMERSION CHARTER SCHOOL
BUILDING 'A' FLOOR PLAN



FIRST FLOOR

SECOND FLOOR

FRONTERAS SPANISH IMMERSION CHARTER SCHOOL BUILDING 'B' FLOOR PLANS

11. TEACHER-TO-STUDENT RATIO

A. Fronteras aims to maintain an average student-to-teacher ratio of 23:1. The following are approximate and may be adjusted to support stability and allow for flexible groupings such as multiage and/or heterogeneous classrooms. The average ratio in the following configuration is 23:1:

K-1: 22:1

2-3: 24:1

4-5: 24:1

6-8: 25:1

B. Identification of Staff

Determining the number of and distribution of staff at Fronteras falls under the scope of our Principal. The following positions are in place for FY 2012:

- Certified Teachers- fifteen (15) including one (1) specialist, twelve (12) classroom, one (1) music (.49), and one (1) PE teacher.
- Principal/Administrator, one (1)
- Administrative Secretary, one (1)
- .5 Special Education, one (1)
- .5 Intervention Specialist, one (1)
- .5 Tutor/Aide, one (1)
- .44 Monitor, two (2)
- .25 Monitor, three (3)
- Monitor, one (1)
- Custodian, one (1)

Ten-year enrollment projections in section 12 were used to create the following ten-year teaching staff projection, which excludes special education, physical education, and music:

Grade	K-1	2-3	4-5	6-7	7-8	Total
FY 12	4	3	2	1	1	11
FY 13	4	3	2	1	1	11
FY 14	6	3	2	1	1	13
FY 15	6	3	2	1	1	13
FY 16	6	5	2	1	1	15
FY 17	6	5	3	1	1	16
FY 18	6	5	3	1	1	16
FY 19	6	5	3	1	1	16
FY 20	6	5	4	1	1	16
FY 21	6	5	4	1	1	16

Fronteras will always provide either on-site or available special education to support the current need of our student population. Since needs vary year to year, we have left those numbers out of the table above.

12. ENROLLMENT

Open Enrollment

Fronteras has an open enrollment policy similar to that practiced by the Matanuska-Susitna Borough School District. Fronteras is a school of choice and will allow students from throughout our district to enroll based on available space and admissions criteria, which are outlined in the Independent Academic Policy as well as in Section 5 of this Charter Application.

A. Enrollment Stability

Fronteras is a successful, growing program with a stable student enrollment. Over the past four years, our re-enrollment rate has averaged 89%. From fiscal year 2009 to 2012, enrollment at Fronteras has increased by 13%.

The following table demonstrates that growth:

FY 2009	FY 2010	FY 2011	FY 2012
189	204	224	213

Number of students enrolled

FY 2011 was a year of managerial change for our school. Over the past summer, the APC Board sought out and approved a new administrative leader for our school. The timing of that transition was a concern to many families. It is difficult to end a school year without knowing who will lead the school in the upcoming fall. Without an answer for this question, some families chose to enroll elsewhere. This affected not only our re-enrollment average, but our final enrollment numbers for FY 2012.

We believe that the growth demonstrated up until school year 2011-2012 is most reflective of the direction in which our numbers will continue to head. It is noteworthy that prior to enrollment in FY 2009, we had expected to grow to 220 students after 5 years. In actuality, we reached that number after only 2 years. It is anticipated that continued growth at Fronteras will support an increase in both facility and staff sizes in the up-coming school years. Ten-year student enrollment projections support our staffing projections and can be found here:

Date	New students	K	1st	2nd	3rd	4th	5th	6th	7th	8th	Total students
5/21/2010	Actual numbers	43	42	33	23	23	21	9	6	0	200
5/2/2011	Actual numbers	45	43	37	24	21	20	12	7	5	214
8/20/2011	44	44	43	37	24	21	20	12	7	5	213
8/20/2012	44	44	45	37	26	21	18	11	9	5	216
8/20/2013	66	66	44	39	26	23	18	10	8	7	241
8/20/2014	66	66	66	38	28	23	20	10	7	6	264
8/20/2015	66	66	66	58	27	25	20	11	7	5	285
8/20/2016	66	66	66	58	42	24	21	11	8	5	301
8/20/2017	66	66	66	58	42	38	20	12	8	6	316
8/20/2018	66	66	66	58	42	38	33	11	9	6	329
8/20/2019	66	66	66	58	42	38	33	18	8	7	336
8/20/2020	66	66	66	58	42	38	33	18	14	6	341
8/20/2021	66	66	66	58	42	38	33	18	14	11	346
8/20/2022	66	66	66	58	42	38	33	18	14	11	346
8/20/2023	66	66	66	58	42	38	33	18	14	11	346

B. Enrollment Maximum

As of November 2011, Fronteras has a total student enrollment of 213. Given Fronteras current staffing and facility space, Fronteras can currently enroll up to 240 students but may need to redesign one or more bathrooms in order to meet commercial plumbing codes.

Analysis of Strengths and Weaknesses:

The decision to start a charter school was not something that was entered into lightly by the parents or teachers involved in this initial endeavor. The rationale behind opening a Spanish immersion charter school in the Matanuska-Susitna Borough is included below. Outlined as well, are some of the challenges that Fronteras Spanish Immersion Charter School faced during its establishment.

Strengths:

- We are the only Spanish language immersion program available in the MSBSD.
- Fronteras consistently demonstrates strong annual test scores that meet or exceed state standards.
- We have been successful in keeping student numbers at established levels.
- Our parents understand the benefits of learning a second language and are, therefore, very supportive of the program and the school as a whole and we have a high level of parent involvement.
- We have a small attrition rate due to the strong commitment to the program.
- We have a strong and healthy school leadership.
- Our program provides before and after school opportunities for students to experience additional explorations in music, dance, culture, sports, language, etc.
- Our ability to find curriculum material that meets Alaska state standards.
- Our staff, students, and parents work as a team to provide and support an exceptional learning experience.
- Language classes for parents and other interested adults have been offered to lend support within individual families.
- Technology in our school is surprisingly current. Each classroom has a Promethean board and access to educational iPods, MacBooks, and iPads.
- We have an up-to-date computer lab with scheduled time for each student.
- Team planning during monthly early release Friday supports unified cooperative planning for teachers enabling them to be better prepared in their teaching.

Weaknesses and Challenges:

- A high level of parent volunteer involvement and increased staff workload is required to fulfill the needs of the school, e.g., serving on the Academic Policy Committee Governing Board or deep cleaning/organizing classrooms.
- Public transportation is not available. Therefore, transport to and from school becomes the responsibility of the parents.
- Parents are responsible for providing their child's school lunches and snacks.
- Finding certified and qualified Spanish-speaking teachers can be difficult.
- Finding students to fill grade level openings past K-1 remains a difficulty.
- In our current location, we are unable to offer all of the same sports/exploratory programs as a traditional middle school.

- We have a poor lease which costs a higher than average percentage of our student allotment monies.
- Current classrooms are very small and were not designed with students in mind.
- Our facility is very spread out. Often students walk long distances and from building to building in between classes, reducing class time.
- We have a very small, insufficient, carpeted gym where a laundry basket hangs in place of a basketball hoop.
- Bathrooms with high sinks, toilets, and soap dispensers as well as heavy doors are not user friendly for kindergarteners, first, and second graders.

We are addressing many of the above weaknesses through efforts to re-locate. Students are offered the most when they are taught within classrooms that are built to be classrooms and in a facility designed to be a school. In an effort to retain a higher number of middle school students, we hope to build a full-size middle school gym with a basketball court. We also hope to offer soccer and track fields as well as a linkage to the local cross country ski and hiking trails. In a future facility, we also hope to offer a healthy lunch program at school.

It is a goal of Fronteras to continue to develop a dynamic middle school program and to reduce the amount of attrition that occurs in some charter schools when students reach this level. Toward that goal, we have implemented an optional early release for middle school students, allowing the option of participating in after school sports programs at other middle schools. As our numbers support them, we are continuing to offer more opportunities for after school enrichment programs in academics, athletics, and elective options during the school day. Each of these changes provides a positive addition to our program making for a more balanced, desirable learning opportunity and environment for middle school students at Fronteras.

Being affiliated with a charter school requires a great deal more effort than being securely embraced within a traditional public school; however, the benefits for students greatly outweigh any negatives.

Recruitment of Students

For some time, advertising for Fronteras has consisted of local outreach, word of mouth, local newspaper, and local radio advertising. Recently, advertising and marketing efforts have expanded and include on-screen advertising at the local cinema. We are excited about our new advertising efforts and expect that they will generate more excitement and awareness of our school.

13. TEACHING METHOD/CURRICULUM

A. The Fronteras Learning Plan

A detailed Learning Plan/Curriculum has been provided in the Independent Academic Policy included in Section 1 of this application. See section 1 of this application. This Plan explicitly describes the methods, content, and purpose of the Fronteras Academic Program.

The Fronteras staff is constantly monitoring and adjusting to produce a higher quality of instruction tailored to the specific needs of our students. Our students continue to benefit from multi-age classrooms. One significant change that was made for the 2011-2012 school year was moving from part-day to full-day kindergarten.

Fronteras teachers work hard toward unifying the content of instruction at each grade level while continuing to maintain teacher autonomy of method. Teachers have created a variety of means to reach the same end and, in the process, have created a pool of ideas from which to draw future lessons. Our Principal has invited teachers to observe and learn from one another. The staff has welcomed this hands-on professional development.

The 2010-2012 school years have also focused on technology. The 4/5 classes have benefited from a technology grant written by their teacher that has brought \$20,000 worth of equipment and professional development for teachers into the classroom. All students K-8 have iPods and MacBooks available in the classroom, which are used by teachers for class lessons, enrichment, and remediation.

Fronteras has partnered with Chugiak Elementary School in Anchorage, our closest “neighbor” immersion school, in regard to professional development and immersion activities for students. Fronteras students competed with Chugiak students in the Spanish Battle of the Books. Chugiak is an established immersion school. We welcome their partnership in regard to professional development and student activities.

Fronteras is also reaching out to middle and high schools in an effort to establish a continuing program for our students once they leave Fronteras. The Fronteras middle school team helps to place student in regard to Spanish proficiency.

Some changes being discussed for the future are a stand-alone kindergarten class so that we can implement 90% immersion for kindergartens. Developing a possible pre-kindergarten immersion class when we move to our new building has also been discussed.

To better meet the developmental/educational needs of our students, individual teachers and teaching partners decide which subject areas to teach in which language. We believe that a blanket approach to dividing curriculum does not benefit our students nor meet their varied needs. To that end, teachers take into consideration developmental needs concerning language preparedness for content instruction in English and Spanish.

B. Monitoring Plan

Curriculum is monitored by our Principal and the APC Curriculum Committee. Staff is very involved in collaborating and recommending materials that fit within our curriculum. Our Principal is a frequent visitor in all classrooms. The Principal monitors curriculum

implementation both formally through teacher evaluations and informally as she passes through classrooms to observe and participate.

Another system Fronteras has in place is grade level teams. Each grade level team plans broad units for the year to ensure that each grade level is covering the same topics. Topical activities are left up to the discretion of individual teachers.

Fronteras also measures curriculum quality and implementation through the MAPS test a minimum of twice a year, with the option of testing a 3rd time mid-year. Fronteras also participates in SBA testing for grades 3 and up. These results are used by teachers and monitored by the Principal and the board through the Curriculum Committee, as a means of continually evaluating the results of curriculum application.

C. Review and Revision

The APC Governing Board's Curriculum Committee works in close connection with the teachers and Principal to review curriculum. Discussion includes the benefits of retaining/revising curriculum in order to achieve improved outcomes. We are continually open to examining the potential benefits of adhering to new or improved curriculum. This committee holds regular monthly meetings, just like all of the other standing committees created by the APC Bylaws.

Our Curriculum Committee works to align our curriculum both vertically across all grades and horizontally within each grade level to ensure that steady progress is made in all academic areas and standards are met in every classroom. Fronteras teachers are currently writing Spanish Immersion Standards for K-8. This is supported by the Fronteras Principal and the MSBS District office. The Curriculum Committee is comprised of our Principal, 2 teacher-board members, and one parent who is not a board member. Our area of focus this school year is creating a progressive Spanish curriculum with the end result being that 8th grade students will graduate from Fronteras with fluency in reading, writing, speaking, and listening in the Spanish language.

K-5 has adopted a new Spanish curriculum for 2012-2013, *Descubre*. Grades 6-8 are reviewing current Spanish I-Spanish IV parallel curriculum for native speakers which incorporates many of the aspects that we are looking for in an immersion school in regard to delivery of content, while providing solid instruction in the areas a second language learner needs. We are discussing ways to measure Spanish proficiency that can be tracked through the grades. We plan to use the Spanish CLEP test this year with our 8th grade class and possibly expand to testing all middle school students in the future.

This year Fronteras implemented a new English phonics program in response to student need for direct instruction in English and Spanish phonics. K-3 teachers are using selected portions of *Spalding Education: The Writing Road to Reading* and *Imagine It*. We plan to purchase complete classroom sets in the near future if teachers and the APC Board find these programs to be a good match for our school. The next item on the Curriculum Committee agenda is the adoption of a math program. We are currently using Everyday Math in English and in Spanish for grades K-5 and McDougal & Littell in middle school grades 6-8. During the 2012-2013 school year, the Curriculum Committee and the staff will review math materials before deciding whether to recommend continuing with Everyday Math or adopting another program that better suits our needs as a Spanish immersion school.

As a Spanish immersion school, teachers set up their day to instruct 50% of the day in Spanish and 50% in English. There has been some discussion to change these percentages to address student need. In 2009-2010 Fronteras implemented a Spanish language test to interview new students entering after the first semester of first grade in order to assure they had a level of Spanish proficiency to experience success at our school. Beginning with kindergarteners this year, we have made curriculum adjustments to reflect the stronger language base of our students. Prior to 2009-2010, students were admitted in any grade without a Spanish language background. We are projecting a possible shift in the percentage of Spanish language instructional time at the middle school level, with more instruction in the target language. Similarly, we have discussed the possibility of a stand alone kindergarten class that is taught 90% in Spanish. This change would also open possibilities of re-grouping multi-age classrooms in grades 1-8.

Finally, an important school-wide revision being considered for the 2012-2013 school year is including Spanish Language Arts on every student's report card. K-3 would like a reporting method that includes reading, writing, speaking, and listening, which would be more in-line with the standards-based report card currently being used. Grades 4-8 would like to adopt a single, inclusive Spanish Language Arts grade, similar to their current report card.

D. Intervention

Fronteras utilizes a half-time special education teacher who, along with classroom teachers, participates in pull-out or push-in programs for 23 of our K-1 and 20 of our 2nd-8th grade students identified as "at-risk". The majority of the students identified as "at-risk" struggle with reading in English. Classroom teachers work together to provide creative solutions to provide direct instruction on students' levels. As evidence from the percentage of K-1 students compared to the rest of the student body who struggle with reading in English, we are tracking this issue early and experiencing success within the programs we have implemented. Examples of programs classroom teachers are implementing are: the four reading groups separated by level in the K-1 classes and our grade 2-3 "clubs" where students are given additional reading instruction during computer time.

E. Educational Disabilities

Fronteras employs a half-time special education teacher. Less than 2% of Fronteras' student body has academic IEPs. Our special education teacher is responsible for working with those students, as well as the at-risk students. Delayed reading has been identified as a commonality within this population. Fronteras also employs a speech specialist who works with 13 students with speech IEPs. Our specialist spends 20 hours/week at Fronteras working with these students.

F. Limited English Proficiency (LEP)

We do not currently have any identified LEP students at Fronteras. In past years, when we have students which have been identified as LEP students, Fronteras has been able to address their needs. In these cases, student have come from an environment where Spanish was the primary home language. In such cases, our LEP students each progressed toward English proficiency faster than students enrolled in an all-day English classroom setting, while maintaining a normal rate of academic progress.

14. COLLECTIVE BARGAINING

A. Waivers and Exemptions

Fronteras Charter School has adopted the Matanuska-Susitna Borough School District's administrative policies and regulations, with the exception of those practices listed below. This section lists both requests for exemptions from common practices/policies from the MSBS District and requested waivers from the MSEA-MSBSD Collective Bargaining Agreement.

B. Applicable Collective Bargaining Provisions

All other current collective bargaining of the Matanuska-Susitna School District will be applicable unless otherwise successfully appealed and waived at some future date.

Fronteras Spanish Immersion Charter School is currently under agreement with MSEA to waive the following section of the Negotiated Agreement between MSEA and the Mat-Su Borough School District:

Article XIV, Section 1.A. Duty Day

Teachers shall be on duty and available at their duty station thirty (30) minutes preceding official school hours and thirty (30) minutes following official school hours unless specifically excused by the unit administrator or unless a different schedule is mutually agreed upon at a school site. For the purposes of this section, the duty day for the fulltime teacher shall be seven and one-half (7 ½) hours inclusive of any duty-free lunch period as required by law.

Fronteras requested the option to increase the time of the student instructional day by 15-30 minutes. This does not affect the duty day, but may decrease the amount of time teachers are on duty and available preceding and following official school hours. All Fronteras teachers are informed and sign an acknowledgement/agreement of this policy.

At this time, the appropriate waivers are in progress. Our APC Board has been assured by the MSEA president that we will have them shortly.

15. CONTRACT TERMINATION

A. Termination Clause

Fronteras agrees to comply with all applicable state, federal, and local laws and regulations and will comply with all MSBS District policies, regulations, and procedures pertaining to the charter school's operations.

A1 Termination by the District: Fronteras recognizes the authority and responsibility of the MSBSD School Board and State Board of Education to review the results of the Fronteras Spanish Immersion Charter School. The MSBSD School Board may terminate this agreement and revoke the charter for the following reasons.

- a. If the Board determines that Fronteras failed to meet generally accepted standards of fiscal management.
- b. If the Board determines that Fronteras failed to make reasonable progress toward achievement of the performance standards identified in this application.
- c. If the Board determines that Fronteras violated any provision of the law in which Fronteras was not specifically exempted.
- d. If Fronteras otherwise materially breaches any other terms or conditions of the agreement.

A2 Charter School Termination Rights: This agreement may be terminated by Fronteras Charter School prior to its term in the following situations:

- a. As a result of a failure to reach an adequate enrollment.
- b. With the approval of the MSBS District.
- c. If the MSBS District failed to remedy a material breach of this agreement within a reasonable period of time, not less than fourteen days after receiving notification from Fronteras. For this purpose, a material breach may include, but is not limited to, failure to make payments as required by this Agreement, unless the required payment is subject to reasonable dispute.

B. Termination Notice and Procedures

1 Each party shall give the other at least thirty (30) days advanced written notice of the termination of this Agreement, for any of the reasons described above.

2 Notwithstanding the foregoing, unless unusual and compelling circumstances warrant termination in the middle of a school year, both parties agree to provide written notification to the other party by February 1, of the intent to terminate the contract at fiscal year-end and the reasons therefore.

3 In the event the MSBS District presents written notice to Fronteras of the intent to terminate the contract, Fronteras has the right to an informal hearing and appeal process.

4 Upon notice of the intent to terminate the contract, the MSBS District shall provide Fronteras no less than thirty (30) days to remedy the breach of contract.

5 If the breach is not remedied in a satisfactory manner within the designated time period, the MSBS District may terminate the contract. If the charter school remedies the breach of contract, the MSBS District may elect to rescind its notice of intent to terminate the contract.

C. Disposition of the Charter School Assets

Upon termination/dissolution of Fronteras, assets will first be returned to donors or grantors, if required, then utilized to discharge existing liabilities and obligations of Fronteras. All remaining assets will be returned to the Matanuska Susitna Borough School District. Fronteras shall first offer the MSBS District a first right of refusal to purchase or rent such assets at a fair market or rental value.