Petition for Renewal and Expansion of the Charter of

ANAHUACALMECAC INTERNATIONAL UNIVERSITY PREPARATORY HIGH SCHOOL OF NORTH AMERICA

4736 Huntington Drive South
Los Angeles, CA 90032

2013-2018

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Executive Summary

Anahuacalmecac International University Preparatory High School of North America ("Anahuacalmacac") and her sister school Xinaxcalmecac, collectively known as Semillas Community Schools ("Semillas"), are the only two comprehensive public schools in the City of Los Angeles that serve the intellectual and cultural needs of Indigenous children. Founded and operated by Indigenous educators, mostly from original Peoples from Mexico, Semillas provides an educational alternative for Native parents in the greater Los Angeles area, a region that boasts the highest density of Indigenous Peoples in the United States – in a way no other school attempts to address their needs. Semillas is a non-governmental, community-based, educational organization led by Indigenous Mexican educators whose mission is to promote academic excellence rooted in the cultural and intellectual heritage of Indigenous Peoples and the advancement of social justice.

Since opening in 2002, Semillas has continued to refine its academic programs, cultural programs, and expertise in curricular and professional development. Xinaxcalmecac has grown to achieve academic success in ground-breaking dimensions of community-based schooling in the North America. Anahuacalmecac has successfully implemented innovative and effective approaches to educating students. Anahuacalmecac's instructional strategies are most effective in serving Indigenous students living in the urban inner city. Semillas continues to close the achievement gap among students of various backgrounds by better preparing English Learners and children of historically discriminated communities through an enriching educational design which counteracts decades of recidivist schooling policies. Anahuacalmecac is an International Baccalaureate World School, an Asia Society Hanban Confucius Classrooms network school, a national Native Charter Schools Network school, a David Lynch Foundation Quiet Time Program school, an award recipient of the California Charter School Association's High Performing Charter School Grant Award and most importantly, recently recognized by the Seventh Generation Fund for Indigenous Development "Firekeeper" award recipient.

Based upon multiple measures of success, Anahuacalmecac International University Preparatory merits renewal by the authorizing Local Educational Agency. Not only has Anahuacalmecac surpassed multiple legally established measures for renewal by meeting and exceeding all standards-based exam growth targets in the last academic year, but the LAUSD itself acknowledges that Anahuacalmecac's school performance on standards-based exams surpasses comparable residential schools our students would have otherwise have been forced to attend. Anahuacalmecac's first graduating class of students not only completed all A-G requirements, but over 80% of graduates have successfully enrolled in four year and two year post-secondary educational institutions. All students speak more than one language fluently, many have developed fluency in a maternal Indigenous language as well. Beyond attempting to force fit all students in Los Angeles into the mainstream institution of schooling, LAUSD ought to embrace the alternative Anahuacalmecac presents as a bottom-up community based educational transformation responsive to local community needs, international community demands and 21st century imperatives. As an authorized International Baccalaureate World School, Anahuacalmecac reflects the best of international practices in continual professional development,

collaborative curriculum development, and concept-driven, inquiry-based, student-centered, community-transformational educational practice. As such it is the LAUSD's, and indeed the State of California's MORAL OBLIGATION to renew the charter of Anahuacalmecac as a conscious step towards the full implementation of the internationally recognized Rights of Indigenous Peoples. We will no longer tolerate the substitution of assimilation for education, or monolingualism for international-mindedness, nor the degradation of the indigenous ancestral spirit alive in every native child at the predatory hands of state operatives after the control of knowledge, power and the dominion of our future.

The main outcomes sought by Anahuacalmecac are (a) to increase access to educational and non-educational resources and services, including health and social services, and engage the community in improving student achievement, and (b) to develop a successful, sustainable and replicable model for addressing the academic achievement gap that supports the improvement of indigenous students' academic and intellectual development. As Americans concern themselves with the education of children for the 21st century, we commit ourselves to the cultivation of young adults into new Americans conscious of global and local responsibilities and rights as Indigenous People. The experience, theories, practices and initiative Semillas engages in are collectively named ***Tlamachilisxochiponajle*** – *flowering knowledge*. ***Tlamachilisxochiponajle*** is an autonomous educational initiative aimed at radically regenerating education in self-determined communities of Indigenous Peoples through more **learner-centred, linguistically aware pedagogy focusing upon education which advances: 1) maternal language, 2) autocthonous culture, 3) autonomous education and 4) universal access for indigenous children to national and international educational institutions.**

As an Indigenous community-based organization and as a traditional society of Aztec Dancers, Semillas has become an active member of the North American Indigenous Peoples' Preparatory Caucus for the Permanent Forum of Indigenous Issues of the United Nations, to advance the implementation of the United Nations Declaration on the Rights of Indigenous Peoples. Additionally, our students have participated and will continue to participate in international fora advancing the voice and vision of our youth invoking, promoting and advancing the rights of all indigenous peoples while learning about their own responsibilities to Mother Earth, community, humanity and all of our natural relations.

As such, our Council of Trustees and our schools' community of families and students have adopted the Declaration on the Rights of Indigenous Peoples. Therefore, Semillas aims to further all of the rights outlined in the Declaration with particular attention to the rights of Indigenous parents, and children.

We invoke these rights by including them here:[1]

- Article 3
  Indigenous peoples have the right to self-determination. By virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development.

- Article 4
  Indigenous peoples, in exercising their right to self-determination, have the right to autonomy or self-government in matters relating to their internal and local affairs, as well as ways and means for financing their autonomous functions.

- Article 13
  Indigenous peoples have the right to revitalize, use, develop and transmit to future generations their histories, languages, oral traditions, philosophies, writing systems and literatures, and to designate and retain their own names for communities, places and persons.
  States shall take effective measures to ensure that this right is protected and also to ensure that indigenous peoples can understand and be understood in political, legal and administrative proceedings, where necessary through the provision of interpretation or by other appropriate means.

- Article 14
  Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
- Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination.

- States shall, in conjunction with indigenous peoples, take effective measures, in order for indigenous individuals, particularly children, including those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language.

1 http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf

Element 1.[2]

The Educational Program

Affirmation

As the authorized representatives of the applicant for renewal, we hereby certify that the information submitted in this application for the renewal of the charter for the Anahuacalmecac International University Preparatory High School of North America ("Anahuacalmecac"), to be located within the Los Angeles Unified School District ("District") boundaries, is true to the best of our knowledge and belief. We also certify that this application does not constitute the conversion of a private school to the status of a public charter school. Further, we understand that if awarded the renewal of the charter, Anahuacalmecac is committed to the following affirmations:

- ☐ Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- ☐ Not charge tuition.
- ☐ Not discriminate against any student on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.
- ☐ Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- ☐ Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC47605(d)(2)(B)
- ☐ Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- ☐ Not require any child to attend the Anahuacalmecac nor any employee to work at the charter school.
- ☐ In accordance with Education Code Section 47605(d)(3)], if a pupil is expelled or leaves the Anahuacalmecac without graduation or completing the school year for any reason, the Anahuacalmecac shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

Description of Philosophy: ***Tlamachilisxochiponajle*** *– cultivating flowering knowledge*

The experience, theories, practices and initiative Semillas engages in are collectively named ***Tlamachilisxochiponajle*** *– cultivating flowering knowledge*. ***Tlamachilisxochiponajle*** is an autonomous educational initiative aimed at radically regenerating education in autonomous communities of Indigenous Peoples through more **learner-centred, linguistically aware pedagogy focusing upon education which advances: 1) maternal language, 2) autocthonous culture, 3) autonomous education and 4) universal access for indigenous children to national and international educational institutions.**

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

Anahuacalmecac has grown to achieve academic success in ground-breaking dimensions of community-based schooling in North America. The following summary documents the school's achievements and accomplishments across multiple domains. Anahuacalmecac has successfully implemented innovative and effective approaches to educating students as follows.

- Semillas provides an educational alternative for Native parents in the greater Los Angeles area, a region that boasts the highest density of Indigenous Peoples in the United States – in a way no other school attempts to address their needs by incorporating: maternal language education, ancestral knowledge, international education, inquiry-based instruction, concept-driven curricular design, experiential learning and student-centered schooling.
- Anahuacalmecac's instructional strategies are most effective in serving Indigenous English Language Learner students living in the urban inner city.
- Anahuacalmecac continues to close the achievement gap among students of various backgrounds by better preparing English Learners and children of historically discriminated communities through an enriching educational model as opposed to recidivist educational policies.
- Anahuacalmecac collectively represents two International Baccalaureate World Schools, an Asia Society Hanban Confucius Classrooms network school, a national Native Charter Schools Network school, a California Charter School Association High Quality Charter School grant award recipient and one of only two David Lynch Foundation Quiet Time Program schools in Los Angeles.

Xinaxcalmecac and her sister school Anahuacalmecac, collectively known as Semillas Community Schools ("Semillas"), are the only two comprehensive public schools in the City of Los Angeles that serve the intellectual and cultural needs of Indigenous children.

Semillas is a non-governmental, community-based, educational organization led by Indigenous Mexican educators whose mission is to promote academic excellence rooted in the cultural and intellectual heritage of Indigenous Peoples and the advancement of social justice.

Students Served

As a reflection of the communities it serves, Semillas students are predominately American Indian of Mexican origin. The U.S. Office of Management and Budget (OMB) defines American Indian as, "A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment."3 As such, said students are referred to as American Indian or indigenous, which best describes the cultural identity, heritage and racial construct of Semillas students and families, within a complex reality of European globalization. Additionally, in recent school-wide surveys, 90% of parent respondents identified as American Indian of Mexican origin (see attached Semillas community survey results). Therefore, curricula are founded upon Native cultural knowledge and intelligence, sources which have been independently cited as successfully contributing to the closing of the achievement gaps for indigenous students as defined by Indigenous Peoples.

3 See http://www.census.gov/prod/cen2010/briefs/c2010br-02.pdf; According to the U.S. Census Bureau in 2010, "There were 1.2 million people of Hispanic origin who identified as American Indian and Alaska Native, 43% of whom reported multiple races. The majority of Hispanics who reported more than one race within the American Indian and Alaska Native population identified as one of two combinations: American Indian and Alaska Native and White (45%) and American Indian and Alaska Native and Some Other Race (21%)."

Research-based Best Practices:

To be sure, Semillas has refined its academic programs, cultural programs, and expertise in curricular and professional development. Recently, a respected IB consultant to the school stated,

> *"Achieving the coveted IB authorization so that the school may call itself 'An IB World School' is no small achievement for any school. There are currently only 4,000 schools in 139 countries that have achieved this status, but for a grassroots, public charter school in the heart of Los Angeles barrios, this is nothing short of remarkable. The school owes its status to the hard and unceasing work of a dedicated faculty, themselves mostly first generation immigrants, many of whom are indigenous but also to the charismatic leadership of Marcos Aguilar and Minnie Ferguson. It is their leadership that has convinced me of the longevity and transparency of the school system, of its clear mission in creating their dream of the 'new American' and of its ability to manage the financial affairs of the schools."*

The unique proposition and experience of Semillas has been influential in both local and international educational spheres. Since Semillas first challenged the local school district to enrich educational offerings in our communities, there has been a blossoming of Chinese language programs, dual language programs, International Baccalaureate programs and even Aztec dance programs in surrounding schools. Semillas has been at the vanguard of this positive educational development in our communities.

Parent and Community Partnerships

Nevertheless, The educational disadvantages present when we first opened under the trees of El Sereno Park, persist in ways, some believe, too deeply rooted to overcome through a single program, policy or even a single civil rights investigation. To be sure, in 2011, the Office of Civil Rights of the U. S. Department of Education memorialized the systemic educational discrimination prevalent for 'English Learners' in the LAUSD.4 Given that of the LAUSD's almost 500,000 students identified as 'Latinos' (about 75% of all LAUSD students), around 200,000 of which are Spanish speakers classified as 'English Learners' (or 93% of all 'English Learners'), the moniker of 'English Learners' is certainly a euphemism for the District's massive Latino student population overall.5 This is important because the main concern of the Department of Education's Office of Civil Rights investigation was the so-called 'achievement gap' between Whites and targeted minorities, not the real educational discrimination reflected by multigenerational levels of institutional failure which have created a school to prison pipeline for Los Angeles youth in general, and for Mexican youth in particular.

Semillas schools began as pilot projects and as community-based schools in an area that serves predominantly Mexican-origin children. Similar to what has been called for by the OCR for African-American students, the purpose of the Anahuacalmecac pilot school project is (a) to increase access to educational and non- educational resources and services, including health and social services, and engage the community in improving student

4 http://www.ed.gov/news/press-releases/education-department-announces-resolution-civil-rights-investigation-los-angeles
5 According to the CDE's Dataquest website, "Data for this district is not available since this district did not complete and certify the Spring 2010-11 CALPADS Data Submission. Therefore English learner (EL) data by language or Fluent-English Proficient (FEP) data by language are not available." In a year when the Office of Civil Rights is investigating the educational discrimination of English Language learners this seems like an unconscionable omission of data. Nevertheless, this data was retrievable from: http://www.ed-data.k12.ca.us/App_Resx/EdDataClassic/fsTwoPanel.aspx?#!bottom=/_layouts/EdDataClassic/profile.asp?tab=1&level=06&ReportNumber=16&County=19&fyr=1011&District=64733#studentsbyrace/ethnicity.

achievement, and (b) to develop a successful, sustainable and replicable model for addressing the academic achievement gap that supports the improvement of indigenous students' academic and intellectual development.6 This unique approach to the cultural heritage of Indigenous children from multiple national origins, but predominantly for those of Mexican national origin, defines the strength of mission and character Semillas has become known for across the continent.

In the context of entrenched institutional discrimination and increased socio-economic marginalization, Semillas proposes Anahuacalmecac as a community center for the renaissance of Indigenous childhood, intellect, language, and socio-political empowerment. Renowned Pueblo scholar, Dr. Gregory Cajete of the University of New Mexico, writes that, "Modern education continues to be a major source of discontinuity. Traditional learning and culture have been generally ignored which has oftentimes been translated by Native American students as a rejection of both themselves and their cultures."7 Indigenous students, Dr. Cajete goes on to underscore, then 'turn off and tune out'. The aim then of this charter is to intertwine schooling, curricula and school culture with Indigenous learners in purposeful and important ways. In other words, education must become a dynamic process that engages Indigenous children in the acts of inquiry, creation, and transformation.

Moreover, Indigenous scholars from around the world have documented the negative impact modern schooling continues to have upon Indigenous children and Indigenous peoples.

> *"Currently, the colonial and neocolonial models continue to offer publicly funded schools and their students a fragmented, negative, and distorted picture of Indigenous peoples in history, textbooks, and curricula. These models characterize Indigenous Knowledge as primitive, backward, or superstitious, causing Indigenous peoples to be viewed as deficient and requiring remedies that renew the assimilation cycles of European knowledge and languages and that destroy Indigenous peoples' self-esteem and self-confidence."8*

In measurable terms, public schools and standard public education in general continue to marginalize Indigenous children creating a push-out force by middle school years so strong that children begin to abandon school opting for the cold embrace of the streets instead. The chasm between the models of public schooling rigidly restricted to standardized test performance and the multiple types of learning experiences Indigenous children need is often not traversable. Semillas offers an alternative, a parallel public institution that engages parents, elders, scholars and children in the dynamics of learning and community-based autonomous education. Semillas is in fact, "not only the remedy to the continuing failures of the educational system, but also the opening to understanding distinct and multiple knowledges that the twenty-first century education must operate in."9 Dr. Juan Gomez

6 http://www.nabe.org/files/Resolutions_summary_LAUSD.pdf
7 Cajete, G. Igniting the Sparkle, An Indigenous Science Education Model. UNM. 1999.
8 Battiste, M. "The Struggle and Renaissance of Indigenous Knowledge in Eurocentric Education".Indigenous Knowledge and Education, Sites of Struggle, Strength and Survivance. Harvard Educational Review. 2008.
9 http://www.maweb.org/documents/document.343.aspx.pdf

Quinones, co-founder and president of the Council of Trustees of Semillas has written, "There are three major questions in Indigenous learning: 1) What is my place in the world? 2) What is the place of my surroundings in the cosmos? 3) What is the right path to follow in order to fulfill my responsibilities as a member of the cosmos? Indigenous approach these questions with premised argumentation as well as purposeful observation: it is a way of thinking that is learned through exemplification. This thinking synthesizes induction and deduction; it stresses the particular. Above all, Indigenous thinking is flexible: objective and subjective, logical and extra-logical."10 Semillas posits and answers a fourth question: How ought WE cultivate our children to become better people?

Impact – The 21st Century Learner

Tlamachilisxochiponajle – Flowering Knowledge

The Mexican linguistic and cultural paradigm represented by the continuity of the Nahuatl language is a living body of knowledge of the customs, history, and way of thinking of one of the Americas' most influential cultures, the Toltec diaspora.

The experience, theories, practices and initiative Semillas engages in are collectively named ***Tlamachilisxochiponajle*** *– flowering knowledge*. ***Tlamachilisxochiponajle*** is an autonomous educational initiative aimed at radically regenerating education in autonomous communities of Indigenous Peoples through more **learner-centred, linguistically aware pedagogy focusing upon education which advances: 1) maternal language, 2) autocthonous culture, 3) autonomous education and 4) universal access for indigenous children to national and international educational institutions.**

Drawing on more than 10 years experience in education, **Semillas is collaborating with international educational organizations, government authorities and indigenous educators on the generation of more student-centred, linguistically aware, internationally-minded teaching specifically intended to address the unique needs and aspirations of Indigenous Peoples.**

For ten years, Semillas has engaged in the experience of community building through community-based education. As indigenous educators and parents, we know that a culturally rooted and culturally designed education not only defends the rights of our children as indigenous persons, but also promotes a higher quality, more universally accessible, humanistic education for all Indigenous Peoples and children in general. For over a decade, Semillas educational initiatives have advanced the development of international indigenous Mexican education in Los Angeles and across the continent. Semillas is at the forefront of a national movement of indigenous peoples in the United States as indigenous educators and communities establish autonomous, community-based schools in reservations and urban centers throughout Native America. In Mexico, our work has elevated the attention given to the need for high-quality indigenous teacher preparation, and successful maternal language programs. In California, we have become the first and only school authorized by the California Department of Education to recruit and train Nahuatl language teachers as participants in the U.S.-Mexico California Department of Education (CDE) Exchange Visitor Program. Additionally, in 2009, Semillas became the first public institution to successfully authorize two, International Baccalaureate World Schools in the City of Los Angeles.
In late 2009, representatives of the International Baccalaureate traveled to Mexico to follow up on months of initial contacts. Semillas has since then continued talks with IB World Schools in Mexico

10 Gomez Quinones, J. indigenous quotient/stalking words American Indian Heritage as Future. Aztlan Libre Press. 2012.

and in the United States, which led to the development of a full proposal for an 18-month project in which the whole IB global community would participate. Additionally, Semillas educators and founders have engaged in various extremely significant events across the continent which reflect the multidimensional impact of the work towards Indigenous educational autonomy for Indigenous Peoples. Through these and other efforts spearheaded by Semillas founders, teachers, parents and students, the impact of our work continues to both impact and inform Indigenous educators and our allies through the continents of Anahuac (North America) and Tawantinsuyo (South America).

Recently the William C. Velazquez Institute and its president Antonio Gonzalez, invited Anahuacalmecac students and staff to the 3rd Annual Earth Day Latino Urban Campout on Saturday, April 20, and Sunday, April 21 at the Los Angeles State Historic Park. Sponsored by the William C. Velazquez Institute and a consortium of allies, Earth Day Latino was created to help educate the Latino and LA River community on the nexus of environment, public health, community development, and LA history. Semillas was specifically invited to host an Indigenous Land Ceremony, adding "WCVI admires your work and continuous efforts to keep indigenous culture alive."

As a part of its on-going work with the Seventh Generation Fund for Indigenous Peoples Development, which honored Semillas recently with a "Firekeeper Award", Semillas participated with an international panel of educators to begin the work of dismantling the legacy and impact of the Doctrine of Discovery in all forms of education for and by Indigenous Peoples. Our students and teachers participated in the first-ever International intercontinental Dismantling the Doctrine of Discovery Conference which gathered academics, activists, artists, community members and youth from through Abya Yala (the Americas).

Asia Society and the College Board hosted the sixth National Chinese Language Conference, which was held in Boston, from April 7 to April 9, 2013. This conference is the only one of its kind to draw education leaders, practitioners, and policymakers who are actively promoting Chinese language and global competence for U.S. students. This year's conference theme is "Engage the Future." The work of Semillas was recognized by the conference conveners, "Given your leadership of Semillas Community Schools, and your commitment to making opportunities for learning Chinese and engaging with China widely available to students in the LA area." A Semillas representative spoke on the general plenary panel "focused on highlighting efforts to broaden access to Chinese language learning to diverse populations of students nationwide, and the ways in which learning Chinese can be a lever for the development of students' global competence, self-confidence".

Reaching across international boundaries and continuing the unique collaboration between Semillas and the International Baccalaureate, Semillas educational leaders have also been invited to co-lead a three day professional development workshop called Beyond Symbolism: Indigenous Ways of Knowing, sponsored by the International Baccalaureate in Los, Angeles, California, Ecuador and another in Arizona this year. Semillas Executive Director and Anahuacalmecac Principal, Marcos Aguilar co-lead the first ever Indigenous focused workshop offered by the IB in the Americas along with long-time Semillas advisor, Anne Evans. The workshop was first held in Los Angeles, and included the participation of Indigenous leaders from across the continent virtually through on-line video-chat technology.

In August 2012, and with the support of the General Coordination for Intercultural and Bilingual Education, Secretary of Education, the community-based network of Nepohualtzintzi practitioners, the office of Bilingual, Migrant Education (PROBEM) in the state of Morelos, Mexico and Semillas convened twenty-five educators in Mexico City and in Xochicalco, Morelos for the international theme of the Project of Promotion of Education in Mexican Nahuatl.

Several agreements were established over the methodology of the meeting:
1) Conduct the meeting in Nahuatl with Spanish translation for non-speakers.
2) Include direct experiences in ancestral sites with official interpretations and oral tradition guided by elders of the area.
3) Share the space of dialogue between teachers, administrators and cultural experts.
4) Include cultural exchange through songs, stories and social gatherings.
5) Conceive of the experience of Xinaxcalmecac and Anahuacalmecac in Los Angeles, California as both valuable praxis and as a model design.

In December 2012, at the invitation and with the sponsorship of PROBEM in Moreles, Mexico, Semillas was invited to return to the ancestral ceremonial site of Xochicalco, Morelos to conduct a second gathering of Nahuatl educators to coincide with the winter solstice and ceremonial honoring of the Mayan calendar count renewals. Over twenty educators participated in this successful gathering that yielded among other experiences a Student Profile based upon the values enshrined in an important story from the Nahuatl oral tradition kept by Tata Cuaxtle Evodio of Copalillo, Guerrero, Mexico - Anahuacalmecac's senior cultural guide and Nahuatl language educator.

The stage is set now for continual engagement with indigenous educators and communities internationally to benefit the students of Semillas, California and the Americas. Semillas envisions this historic opportunity to both expand and improve education for hundreds of thousands of indigenous students in California, Mexico AND across this continent underpinning the common areas of concern and opportunities. University level research and instruction in the areas of Mesoamerican, Chicana/o, Mexican and Native American studies will benefit greatly from a sustained and informed relation with the over 1.5 million Nahuatl speaking survivors of the colonization and domination of Indigenous Mexico, or Anahuac. Most importantly, the continued attention to the future of our next generation and the continuity of a viable system of community-based education will define a precedent setting difference between the passive observation of the demise of one of the world's most renowned sources precious knowledge and the assertion of the internationally recognized rights to peace with justice and dignity, including language and culture, for all Indigenous Peoples. Importantly, Anahuacalmecac uniquely represents a beacon of hope and a radical redesign of public *Indigenous* education and its possibilities.

Facility Status/Location

Grade	Location	# of Classrooms
K-5	4970 Huntington Dr. North Los Angeles, CA 90032	Open Space Classrooms, 1 Office
6-8	4990 Huntington Dr. North Los Angeles, CA 90032	Open Space Classrooms, 3 Offices, 1 Parent Center, 1 Multipurpose
9-12	4736 Huntington Dr. South Los Angeles, CA 90032	Open Space Classrooms, 3 Offices, 1 Parent Center, 1 Multipurpose
Contact	Marcos Aguilar, Executive Director	

The Term of this charter shall be from July 1, 2013 through June 30, 2018

Configuration of Grades Served and Number of Students for the Charter Term

Grade	Year 1	Year 2	Year 3	Year 4	Year 5
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
K	30	50	70	70	75
1	30	60	70	65	65
2	30	60	75	65	65
3	40	57	75	75	65
4	38	67	75	75	75
5	38	57	85	75	75
6	23	57	75	85	75
7	23	62	75	75	85
8	53	72	80	75	75
9	38	77	90	80	75
10	48	57	95	90	85
11	28	42	75	95	90
12	18	42	60	75	95
Total Enrollment	437	760	1000	1000	1000

The grade configuration is Grades K-12.
The number of students in the first year will at or about 450.
The scheduled opening date of Anahuacalmecac is September 16, 2013, this is a charter renewal.

THE ADMISSION REQUIREMENTS INCLUDE:

The operational capacity will be as outlined above 1,000 students maximum.

The instructional calendar will be: August through June
Anahuacalmecac will be open to all students residing in California that wish to attend the school. Anahuacalmecac adheres to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education as provided to other children and youths. Anahuacalmecac is currently located in the El Sereno neighborhood and specifically serves the students in this population – traditionally educationally and socioeconomically disadvantaged students.

(Refer to Element 8 for details on Admissions Requirements)

Academic Calendar/Sample Daily Schedule

Below is the proposed instructional school calendar:

Instructional School Calendar (2013-2014)

First Day of Instruction	**September 16, 2013**
Last Day of Instruction	**June 20, 2014**
Holidays Labor Day Veteran's Day Xopancueponilistle Toteotlanepanoltin Thanksgiving Holiday Martin Luther King Jr. President's Day International Workers Day Memorial Day	TBD
Winter Recess	Dec. 16, 2013 – Jan. 3, 2014
Spring Recess	Mar. 24 – 28, 2014
Professional Development Days	Aug. 1, 2013 – Sept. 16, 2013

Sample Weekly Schedule

Total minutes a week = 2,103
English total minutes a week = 1,087 (51%)
Spanish total minutes a week = 727 (34%)
Nahuatl total minutes a week = 300 (15%)

In addition, Anahuacalmecac shall offer, at a minimum, the same number of minutes of instruction set forth in paragraph (1) of subdivision (a) of Education Code Section 47612.5 for the appropriate grade levels.

Sample K-5 Daily Schedule / Horario del dia
2011-2012

Bell Schedules (K-5)

Time	Schedule
7:43 am	Morning call to gather
7:45 am	School Day Begins / Comienzo del día escolar
10:00 am-10:15 am	Gr. K-2 Recess/Recreo
10:20 am – 10:35 am	Gr. 3-5 Recess/Recreo
10:17 am – 11:33 am	Class K-2
10:37 am – 12:23 pm	Class 3-5
11:35 am – 12:15 pm	Gr. K-2 Lunch/Almuerzo
12:25 pm – 1:05 pm	Gr. 3-5 Lunch/Almuerzo
2:00 pm	PYP Dismissal/Horario de Salida

Wednesday Schedule/Horario del miercoles

Bell Schedules (K-5 Minimum Day/Professional Development)

Time	Schedule
7:43 am	Morning call to gather
7:45 am	School Day Begins / Comienzo del día escolar
10:00 am-10:15 am	Gr. K-2 Recess/Recreo
10:20 am – 10:35 am	Gr. 3-5 Recess/Recreo
10:17 am – 11:33 am	Class K-2
10:37 am – 12:23 pm	Class 3-5
11:35 am – 12:15 pm	Gr. K-2 Lunch/Almuerzo
12:25 pm – 1:05 pm	Gr. 3-5 Lunch/Almuerzo
2:00 pm	PYP Dismissal/Horario de Salida

Bell Schedules (6-8)

Time	Schedule
7:43 am	Morning call to gather
7:45 am-7:50 am	Morning Cultural Protocols / Protocolos Culturales School Day Begins / Comienzo del día escolar
7:52 am-8:10 am	YO: Yehc Ohtzintle (Dreaming Time)
8:12 am – 9:21 am	Period 1
9:23 am – 10:33 am	Period 2
10:35 am – 10:50 am	Break / Receso
10:52 am – 12:02 pm	Period 3
12:04 pm – 12:41 pm	Lunch / Almuerzo
12:43 pm – 1:01 pm	YO: Yehc Ohtzintle (Dreaming Time)
1:03 pm – 2:13 pm	Period 4

2:15 pm – 3:30 pm	Period 5 The Escalante Math Program / Programa de Matemáticas Escalante – Sponsored/Patrocinado por ELAC

Wednesday Schedule / Horario del miércoles

Bell Schedule (6-8) Minimum Day/Professional Development

Time	Schedule
7:43 am	Morning call to gather
7:45 am-7:50 am	Morning Cultural Protocols / Protocolos Culturales School Day Begins / Comienzo del día escolar
7:52 am-8:12 am	YO: Yehc Ohtzintle (Dreaming Time)
8:14 am – 9:04 am	Period 1
9:06 am – 9:56 am	Period 2
9:58 am – 10:13 am	Break / Receso
10:15 am – 11:05 pm	Period 3
11:07 pm – 11:47 am	Lunch / Almuerzo
11:47 am-12:07 pm	YO: Yehc Ohtzintle (Dreaming Time)
12:09 pm – 1:00 pm	Period 4
1:00 pm – 2:15 pm	Period 5 The Escalante Math Program / Programa de Matemáticas Escalante – Sponsored/Patrocinado por ELAC

AIUP 9-12 Gr. Daily Schedule / Horario del día
2011-2012

Bell Schedule (9-12)

	Schedule
7:43 am	Morning call to gather
7:45 am-7:50 am	Morning Cultural Protocols / Protocolos Culturales School Day Begins / Comienzo del día escolar
7:52 am-9:04 am	Period 1
9:06 am – 9:21 am	YO: Yehc Ohtzintle (Quiet Time Program)
9:23 am – 10:33 am	Period 2
10:35 am – 10:50 am	Break / Receso
10:52 am – 12:02 pm	Period 3
12:04 pm – 12:41 pm	Lunch / Almuerzo
12:43 pm – 1:53 pm	YO: Yehc Ohtzintle(Quiet Time Program)
1:55 pm – 2:13 pm	Period 4
2:15 pm – 3:15 pm	Period 5 - Yehc Tlayecantlamachilistle: Xican@ Studies

Wednesday Schedule / Horario de miercoles

Bell Schedule (9-12) Minimum Day/Professional Development

7:43 am	Morning call to gather
7:45 am-7:50 am	Morning Cultural Protocols / Protocolos Culturales School Day Begins / Comienzo del día escolar
7:52 am-8:47 am	Period 1
8:49 am – 9:04 am	YO: Yehc Ohtzintle (Quiet Time Program)
9:06 am – 9:56 am	Period 2
9:58 am – 10:13 am	Break / Receso
10:15 am – 11:05 am	Period 3
11:07 am – 11:47 am	Lunch / Almuerzo
11:49 am – 12:43 pm	Period 4
12:45 pm – 1:00 pm	YO: Yehc Ohtzintle(Quiet Time Program)

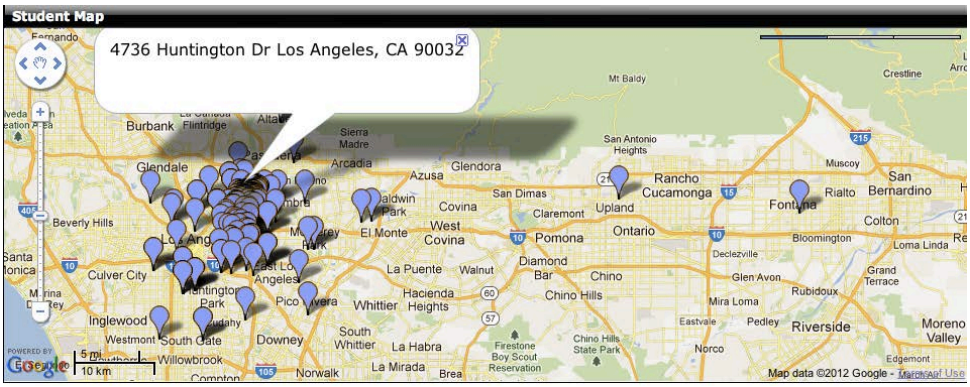
Saturday Schedule / Horario de sábado

Time	Schedule
8:00am – 1:00pm	The Escalante Math Program / Programa de Matemáticas Escalante – Sponsored/Patrocinado por East Los Angeles Community College

Student Population

Our students

For close to a decade, Semillas has served students who live in historically disenfranchised communities that flank the historic center and birthplace of Los Angeles. Anahuacalmecac plans to continue to recruit families from the neighborhoods east of the Los Angeles River, from Boyle Heights to the boundaries of unincorporated East Los Angeles. The following are a series of descriptors of the students we serve and the communities they come from. Our school attracts families from the four directions of the Los Angeles basin. Often after a few years of attendance in ASDP, parents have moved from a previously distant neighborhood or city to be closer to their school of choice. Parents who originally lived in Venice, San Fernando, Compton and even Perris, Ca. have reportedly moved into and around El Sereno over the years in order to fully commit to supporting their child's educational path in Semillas. Such is the commitment to the unique alternative ASDP represents in the Mexican communities of the greater Los Angeles metropolitan area.



XASP/AIUP STUDENTS BY RESIDENCE

The majority of our students reside in the neighborhoods of metropolitan East Los Angeles from El Sereno in the north to the famous barrios surrounding Whittier Boulevard in the south. Of the Los Angeles metropolitan statistical area's (MSA) over 5,700,000 Hispanics, over 43% have been identified as 'foreign-born' and of all youth in the area under 18 are identified as Hispanic. Not surprisingly of these, almost 80% of 'Hispanics' in Los Angeles are of Mexican national origin. In sum, almost fifty percent of all Los Angeles MSA residents are of Mexican national origin. Consistent with Semillas findings in our community, according to federal U.S. sources, at least 90% of Mexicans are of "Amerindian or mixed Amerindian ethnicity".[11]

According to an analysis of new data from the U.S. Census Bureau by the Pew Hispanic Center, a project of the Pew Research Center, in 2010, 37.3% of poor children were Latino, 30.5% were white and 26.6% were black. Accounting for the fact that there are four times as many white people in the United States as there are 'Latinos', the percentage is grossly disproportionate.12 In light of this fact, the achievement gap becomes readily re-defined as one of a struggle for human survival for children facing both economic and intellectual subjugation. For Indigenous people from Mexico who have migrated north to the United States for work however, this struggle is for more than bread and water, it is a struggle for self-determination and 'survivance': "the human drive for education and the important purpose of exposing worldviews and epistemologies in education".13

At Anahuacalmecac, over 90% of our students qualify for inclusion in the federal National School Lunch Program. Over 35% of English-speaking parent respondents to the Semillas 2011 Winter Community Consulta reported being unemployed or disabled, with over 44% of Spanish speaking respondents reporting being unemployed. According to the 2010 U.S. Census, the median annual personal earnings of 'Hispanics' in the Los Angeles MSA is $20,000 and 25% of this population have less than a high school degree.[14]

School Culture

11 https://www.cia.gov/library/publications/the-world-factbook/geos/mx.html
12 http://www.pewhispanic.org/2011/09/28/childhood-poverty-among-hispanics-sets-record-leads-nation/
13 Villegas, M., Rak Neugebauer, S., & Venegas, K. Editor's Introduction: Indigenous Knowledge and Education, Sites of Struggle, Strength and Survivance. Harvard Educational Review. 2008.
14 Pew Hispanic Center tabulations of the 2009 ACS (1% IPUMS sample). More information on the source data and sampling error is available at http://usa.ipums.org/usa/design.shtml and http://www.census.gov/acs/www/Downloads/ACS/accuracy2009.pdf

Anahuacalmecac is dedicated to student academic excellence, Native wisdom, an appreciation of the cultural and intellectual heritage of Indigenous Peoples and the promotion of positive social awareness. We consciously strive to provide students effective and comprehensive pedagogy through a globally inclusive curriculum within a positive, supportive learning environment involving students, teachers, parents and staff.

Our vision of education is centered upon the needs and rights of Indigenous children and families. Our school is dedicated to serving disadvantaged children, children at risk of gang membership, and children at risk of cultural alienation in mainstream schools. Our curriculum successfully motivates and engages otherwise disaffected youth in academic pursuits. Our curriculum is both native and global in scope. Our vision of education is regenerative. Our pedagogy is meant to provide an excellent education for children to enrich their innate capacity to transform our community's reality into one that is more just. We believe our school should continue to be an integral member of the community, capable of providing learning and leadership opportunities to the entire community. Our vision of regenerative education upholds two main currents, an indigenous pedagogy and an international curriculum. Anahuacalmecac is in the practice of organizing hope.

Typical School Day

The typical school day begins with cultural protocols welcoming of all members of the community and transcendental meditation. Several schedules set the students to motion guided by their teachers from Nahuatl instruction, to Chinese Gong Fu to mathematics, any number of curricular units planned collectively by each team of teachers through the Units of Inquiry. Morning exercise is usually followed by the morning periods of instruction. The long school day incorporates two periods of rest and meditation throughout the day in addition to a brief nutrition break in the mid-morning, a lunch break mid-day and a continued instruction between these breaks. School lets out in the early afternoon to be followed by student's intervention lessons, teacher study groups or staff/parent meetings depending in the day of the week. Cultural programming, parent education or community meetings often go late into the evening.

Instructional Program

International Consciousness, Indigenous Regeneration

Anahuacalmecac is dedicated to ensuring that students become self-motivated, competent, lifelong learners by making education purposeful, social and transformative to both the individual learner and one's community. Our vision of a school community and our pedagogical ideals and concepts are founded upon by the legacy of Indigenous Mexican education. Ancestral Mexican schooling ethos embodied social ideals and appreciations intended to develop the child as a complete person and as a civically responsible member of a human collective. Indigenous Mexican schools organized pedagogy, curriculum, administrators, teachers and sites as a part of collectivist societies that instilled individual

autonomy in children. The indigenous heart of our vision is a repossession of an identity denied from our children in standard schools. Los Angeles continues to be a part of indigenous cultural networks and among its diverse children are Indigenous ones who will be part of the next century. Thus, the indigenous ought to be addressed positively and consciously.

Our children are the collective purpose of our pedagogy and our inherited culture is its foundation. In Nahuatl, our native language, our pedagogy is named To tlamachiliz machtihlotl. Ours is a pedagogy that asserts that teaching and learning is a human vocation inescapably grasped by the lived reality and historical relations of all integrands. To tlamachiliz machtihlotl is an autochthonous pedagogy that celebrates our Indigeneity and the Indigeneity of all Native peoples on this continent. We believe that education should be a tool that enables communities to transform their realities. Our students are the children of real families in real communities that face real challenges – challenges they share as Indigenous Peoples, as workers, as women - as human beings. Our pedagogy, aims to address these societal needs by preparing our students to succeed in life as they lead our communities to succeed in meeting common human needs. Hence our practice as a school community is much more than a model; it is an organic system through which a community consciously and purposefully prepares its next generation of endogenous leadership. As Indigenous Peoples this social practice, this most basic human need, has been abrogated for centuries. Anahuacalmecac is a unique effort to right the past wrongs committed against Indigenous children everywhere in America, including Latin America.

To Indigenous peoples, maternal language is fundamental to a complete and just education. As Mark Warford, Ph.D. writes in his report to the Stabilizing Indigenous Languages Symposium, “Language is a living thing; it is the very core of our cultural identity. Sensing its power, colonizers have systematically sought to control or even eradicate it among those they colonize, often with great success. Psycholinguistic pedagogies, rooted in Western Rationalist thought, have served as a tool in this process by abstracting and decontextualizing the way we view language teaching and learning to the point that its inherently cultural nature has been minimized, if not excised. The teaching of indigenous languages, as is the case with the teaching of all languages, cannot and should not ever be divorced from its vibrant cultural heritage.”15 Warford speaks to the importance of Indigenous language survival, a central tenet to the mission of Anahuacalmecac, and a focus of our educational protocols.

The Anahuacalmecac community has inherited Nahuatl as a mother language. Parents of Anahuacalmecac students reaffirmed the importance of teaching and learning Nahuatl in school through various means, most notably, through a plebiscite conducted on December, 2011. Warford concludes that, “Narrative Language Pedagogy, with its emphasis on language learning as an authentic conversation, is a natural application of a social view of language instruction. Though the model may not repair centuries of linguistic colonization, it may serve to open spaces for deeper levels of linguistic and cultural proficiency that give

[15] Narrative Language Pedagogy and the Stabilization of Indigenous Languages, 2006.

equal weight to non-Western ways of speaking and knowing, one classroom at a time."16 To address this Anahuacalmecac begins with the practice of identifying the epistemology of our lessons, our lines of inquiry and our assessments.

Inquiry-based Education: The International Program 17

Indigenous education is by definition international. At Anahuacalmecac, traditional knowledge is drawn from the ways of the hundreds of Indigenous peoples throughout North and South America (Cemanahuac and Tawantinsuyo respectively) and from the basis of an international curriculum. Ours is a curriculum that is not limited to the so-called First World, but begins with what some Indigenous scholars refer to tenuously as the Fourth World, the nations of Indigenous Peoples. In keeping with both Indigenous worldviews and the IB system, we begin learning of the world by knowing ourselves.

A commitment to maternal language enrichment and international language fluency is a historic driver of the Semillas design of international education. The United Nations has promoted the observance of an International Mother Language Day in February every year since 2000 to honor the world's many languages and to remember the struggles of those who speak languages other than a country's dominant language. "Languages are the most powerful instruments of preserving and developing our tangible and intangible heritage. All moves to promote the dissemination of mother tongues will serve not only to encourage linguistic diversity and multilingual education but also to develop fuller awareness of linguistic and cultural traditions throughout the world and to inspire solidarity based on understanding, tolerance and dialogue."[18] In 2011, the IB released a research-based position paper on language education called the, "Language and learning in IB Programmes". Among other things, the IB asserts that, "IB programmes offer a variety of opportunities for the development of multilingualism, recognizing that:

- multilingual classrooms are increasingly the norm
- the language profiles of IB students are diverse
- sometimes one language may be more dominant than another in the same individual.

The IB embraces this valuable potential and the need for guidelines for schools on the best practices."[19]

Through an international curriculum, Anahuacalmecac also seeks to influence the critical development of the child by developing a different sense of self and new attitudes towards self. Anahuacalmecac's implementation of an international curriculum has been integral to the school program since the school opened. However, in 2006, Anahuacalmecac chose as a learning community to adopt the International Baccalaureate Program as a model to expand upon the foundations already laid. The IB offers high quality, relevant, affordable professional development for leaders, school counselors and school leadership, and ensures high quality, consistent, affordable school evaluation that supports effective implementation of IB programs. The IB also delivers valid, reliable, scalable, and secure assessments. Lastly, the IB provides excellent, proactive support to new and existing schools, including program materials and commercial publications.

Since 2006 Anahuacalmecac's teachers and staff have been trained in IB methodologies as well as in the IB program models. In August of 2009, Anahuacalmecac was fully authorized to

16 ibid
17 Please see http://www.ibo.org As an authorized IB World School the Charter quotes extensively from IBO materials to describe its programs.
18 http://www.un.org/en/events/motherlanguageday/
19 "Primary Years Programme, Middle Years Programme and Diploma Programme Language and learning in IB programmes" 2011

offer the IB Primary Years Program and officially became an IB World School. In conjunction with Anahuacalmecac it also offers the Middle Years Program (MYP) for grades 6-10. The IB Continuum contains shared features. Additionally, Anahuacalmecac has developed a blended curricular program for our students' culminating years in 11th and 12th grades combining the IBCC and indigenous experiential learning.

Each program:

- Requires study across a broad and balanced range of knowledge domains including languages, humanities, science and technology, mathematics and the arts, drawing on content from educational cultures across the world
- Gives special emphasis to language acquisition and development
- Provides opportunities for engaging in transdisciplinary learning
- Focuses on developing the skills of learning, culminating in a study of the Theory of Knowledge in the Diploma Program
- Includes, to a varying extent, the study of individual subjects and of transdisciplinary areas
- Provides students with opportunities for individual and collaborative planning, and research
- Includes a community service component requiring action and reflection

The implementation of the international curriculum at Anahuacalmecac embraces the goal of, "inquiring, knowledgeable and genuinely caring young people who help in the creation of a better and more peaceful world through intercultural understanding and respect."[20] Thus, the IB program utilizes challenging academic programs with international education and rigorous assessments to ensure academic success and real world relevance. Giving priority to students knowing and appreciating their own culture first is essential in fostering their sense of identity with their own traditions and customs. In this manner, students develop a sense of interest to learn about other people's customs, traditions and values, which in turn creates respect for others.

When we equip students with the skills to learn and acquire knowledge, they see how the impossible is possible. Developing inquiry and analytical skills is fundamental in helping students expand their levels of knowledge and understanding. Students are not only more likely to be intrigued to engage in new subject areas but they develop the understanding that as humans beings, they are life long learners.

Learning is best facilitated when students are learning within a suitable learning environment. As students are engaged in single subject and transdisciplinary instruction, students at Anahuacalmecac receive instruction in an open space environment. This atmosphere engages everyone to recognize their surroundings and understand their relationship to the classroom areas. The Semillas learning environment promotes a sense of collective learning and instills a communal responsibility for the shared instructional space.

[20] http://www.ibo.org/mission/

1. What is the goal of the PYP at Anahuacalmecac?

Through the PYP, we at Anahuacalmecac strive through all that we do to develop our students as internationally minded people. This goal drives the entire program and provides us with an overriding purpose for all learning tasks undertaken. The aim of the program is that students will acquire ownership of a deeply rooted set of characteristics and attributes that will provide the foundations for all their future endeavors. The PYP identifies these attributes in its Student Profile. Should the student change PYP schools during the course of study or continue to the Middle Years program or an I.B. Diploma high school, this overriding purpose will remain the same regardless of the content of the program.

2. What are the cornerstones of the PYP?

In order to encourage the breadth of content necessary in an international school, without sacrificing common standards, the PYP is built on five Essential Elements. The Essential Elements are designed to guide each school in developing its own balanced Program of Inquiry. The Program of Inquiry is the course of study across the grade levels. Students and teachers investigate this program through a student-centered questioning approach called inquiry.

These five elements are:

- Concepts- The driving force in developing the Program of Inquiry. These powerful ideas have relevance within and across the disciplines, and are continuously re-explored.
- Knowledge- Significant subject matter for students to explore. This also provides our students with a shared base of information
- Skills- Abilities the students attain in order to succeed in making sense of their world.
- Attitudes- Fundamental values, beliefs and feelings students have regarding learning, their environment, and other people.
- Action- Demonstration of deeper learning through service and positive action.

3. Why Inquiry?

"Learning is a process of finding patterns that connect".21 If we believe this, we must give our students a chance to play an active role in focusing the direction of their learning, and build on their previous experiences and knowledge. In order to do this, the PYP takes a curricular approach with inquiry at the center. It is not a method, but a philosophy that guides program development and student learning. Students participate in directing their own learning by

[21] Bateson, 1972.

questioning the central ideas presented through the Program of Inquiry. In different ways, all students at Anahuacalmecac are engaged in open-ended, relevant, student-centered activities that allow them to explore the essential elements embedded in the program. The traditional subject areas, such as math, science, language arts, and social studies provide students and teachers with a perspective, but the true and universally applicable learning will be the ability to ask purposeful questions, make connections and ultimately to understand the concepts driving the Unit of Inquiry.

4. Middle Years Program (MYP): A Description

The international education program promotes the development of knowledge, understanding, attitudes and skills necessary to create active and responsible global citizens. The MYP is created for students between the ages of 11 to 16 years old and thus works with students as they approach a critical and new developmental phase in their lives. This period, encompassing early puberty and mid-adolescence, is a particularly critical phase of personal and intellectual development and requires a program that helps students participate actively and responsibly in a changing and increasingly interrelated world. Learning how to learn and how to evaluate information critically is as important as learning facts. Therefore the goal is to provide a program that promotes learning, emphasizing the critical evaluation of information.

5. A Vision and Philosophy for the MYP

The overall philosophy of the program is created through three fundamental concepts that support and strengthen all areas of the curriculum. These concepts are: intercultural awareness, holistic learning and communication.

The program promotes the education of the whole person, with an emphasis on intellectual, personal, emotional and social growth. This can be achieved when one takes into consideration their own cultural identity and their values, knowledge, language and customs. From there, students are more readily able to explore and learn from the cultural identity of others throughout the world. As such, through their education they can transform into critical and compassionate thinkers, lifelong learners and informed participants of this world.

6. Middle Years Program Methodology

The methodology used for this curriculum employs an interdisciplinary approach, which interweaves the study of eight academic subjects through five Areas of Interaction: These provide the main focus for developing the connections between the disciplines, so that students will learn to see knowledge as an interrelated, coherent whole.

- Approaches to Learning:

> How do I learn best?
> How do I know?
> How do I communicate my understanding?

> How do I think and act?
> How am I changing?
> How can I look after myself and others?

Through the methods used in Approaches to Learning, students are provided with tools that empower them to take responsibility for their own learning during the six-week designated themed units. This process enables them to create an awareness of their process and learning habits as they develop an awareness of successful learning strategies.

The Human Ingenuity interaction allows students to investigate a subject matter through various techniques that demonstrates the processes and outcomes of human creativity. Methods of implementation include reviewing films, researching writings on the matter, exploring visual arts, among other mediums. It incorporates a holistic method that promotes students learning to appreciate and develop the capacity to influence, transform, enjoy and improve the quality of life.

Community and Service is an equally important component of the student's education and their awareness and active participation in the community they are a part of. This goes hand in hand with the goals of a charter school as it addresses the specific needs of the community it serves. As such, students are given the opportunity to not only examine their local community but they are also given an opportunity to be responsible citizens of their community as they partake in building community through service.

Environment also allows students to explore their relationship to the environment in order to develop an awareness of their symbiotic relationship with it. In this manner, they are more likely to understand the ways they depend on the environment and at the same time see the consequences of their actions upon the environment. This then creates recognition of their role and acceptance of their responsibilities to the environment.

The last Area of Interaction of the MYP curriculum model is that of Health and Social Education. This area deals with physical as well as social and emotional health and

intelligence. These are all integral components of development leading to complete and healthy lives.

Finally, the MYP curriculum model culminates with a personal project as defined below. In the final year of the program, each student completes a personal project- a significant piece of work that is the product of the student's own initiative and creativity. Each project must reflect a personal understanding of the areas of interaction. Students apply the skills acquired through one of the areas as well as approaches to learning.

Personal Project

In the 10th grade, each MYP student completes a personal project- a significant piece of work that is the product of the student's own initiative and creativity. Each project must reflect a personal understanding of the areas of interaction and approaches to learning.

The Personal Project is carefully monitored by an MYP teacher mentor, and in some instances, an additional mentor who is an expert on the project topic. The student's in depth study is carefully assessed with the Personal Project Assessment Criteria set forth by the IB. The project must demonstrate knowledge of the subject as well as demonstrate mastery of at least one of the five areas of interaction. The student's engagement in the extensive Design Cycle (investigate, design, plan, create, evaluate) is carefully documented in a process journal, which is a component of the project itself. The final project may be represented in various forms, such as: a research paper presented to a community organization, a play written and presented to a local elementary school, or a hand made craft. All Personal Projects must be approved and supported by the MYP Coordinator and the teacher mentor prior to commencement. This project will demonstrate the student's overall development and serve as preparation for the self-initiated, independent study necessary for the Diploma Program.

Vision and Philosophy

The philosophy of the program is based on four guiding principles:

- The need for a high school education that establishes the essential knowledge and critical thinking skills that promote the opportunity for a higher education,
- The urgency for a significant development of international consciousness that enriches the future of social justice,
- The need for the subjects of study to align with the interests and capacities of each student, while maintaining the high level expectations of the curricular framework.
- To prepare students to become effective participants in the rapidly changing 21st century society, by not only equipping them with the necessary skills and the learning dispositions, but also the ability to manage and influence change in a knowledge society.

Moreover, it is fundamental that the academic program be demanding, yet broad and balanced, to further the personal development of each student. Through the development of skills such as critical thinking, reflecting, researching, and other independent learning skills, students will inherently promote intercultural understanding. Through access to Advanced Placement courses,

the IB Diploma Program and its complement, the IB Career-related Certificate , students will achieve the necessary qualifications of a globally recognized university education.

Textbooks/Instructional Resources

Anahuacalmecac uses a state approved reading program in grades K-2 and various different state approved reading textbooks in the remaining grades. Anahuacalmecac uses a state approved math program in grades K-2 and the LAUSD alternative standards-based program in grades K-6. Anahuacalmecac uses the same state adopted program for grades 1-5 and 6-8 in both R/LA (Reading and Language Arts) and math.

Anahuacalmecac will provide a State-Board Adopted intervention program and textbooks for all students in grades 9-12. Textbook selection will be analyzed and decided upon through a collaborative process before the school opens by the school's principal, founding teachers and Community Council following the recommendations of the International Baccalaureate consultants to identify and acquire those most appropriately aligned with the IB and State Frameworks. Below is a list of textbook publishers that Anahuacalmecac may select to use:

English
Publisher:
- Holt, Rinehart and Winston
- McDougal Littell
- Houghton Mifflin
- Harcourt Brace
- Prentice Hall
- Scott Foresman

Mathematics
Publisher:
- Scott Foresman
- Glencoe and McGraw Hill
- McDougal Littell
- Prentice Hall

Science
Publisher:
- Holt, Rinehart and Winston
- Glencoe and McGraw Hill
- McDougal Littell
- Prentice Hall

Humanities
Publisher:
- McDougal Littell

Social Science
Publisher:
- Holt, Rinehart and Winston

- Glencoe and McGraw Hill
- Prentice Hall
- McGraw Hill
- McDougal Littell

Please see attached addendum for a list of textbooks that Anahuacalmecac may select to use. These plans are subject to modification based upon actual needs.

E. Defining An Indigenous World School

Tlamachilischiualyiotl – the Praxis Program as a culminating experience including college, career and life readiness

The schoolwide focus is not only on isolating student academic achievement; but on the whole child by developing a community educational experience designed to cultivate individual school leaders. In other words, all students, teachers, administrators, staff members, parents and community are provided leadership development to encourage and promote active engagement in the school's overall mission. Everyone in the school and its community are active leaders in their own growth and in support of Anahuacalmecac's vision and mission.

Tlamachilisxochiponajle: Towards an Indigenous multidimensional learner profile and expected learner outcomes

Autocthonous indigenous cultures embody diverse bundles of knowledge with which to approach the human condition, obligations and common realities. These precious bundles of knowledge are metaphorically represented as pathways of 'flowering knowledge' symbolized by the five petaled flower, an ancestral symbol of art, literacy and culture. This reconceptualization of what we seek as the qualitative results of the learner's experience as Indigenous People is a values-based guide for teachers as well as learners. To be clear, this outline of results expected is only a linear representation of the warp and weft of the matrix of the teacher-learner experience, which can occur at any point, over time, in any setting, formal & informal throughout the learner's experience in Anahuacalmecac.

Tlamachiotekipanotilistli – Life-long knowledge

- ***Anahuamatihqueh, nochita quih nemilihtiazqueh quenihque teh palehuizquezqueh ihpan chicote nemiliz-ihniyotl ihuan ihpan tlatquenahuahqueh.***
- Como Anahuamaxtica, considerare en cada deliberación, el impacto de mis decisiones en las proximas siete generaciónes y todas las relaciones naturales.
- *An Anahuamaxtica will learn to, in every deliberation, consider the impact of one's decisions on the seven generations to come and all our natural relations.*

Tlamachioltentle – Terminal knowledge

- An Anahuamaxtica will complete a course of study that prepares one to access and succeed in **national and international educational institutions of higher education.**

Tlamachilistlasalojle – Transdisciplinary knowledge

- An Anahuamaxtica will embrace **maternal languages and other international languages** as a core aspect of one's life as a learner and as a community member with which to contribute to humanity based upon indigenous funds of knowledge, spatially rooted knowledge and traditional ecological knowledge.

Tlamachilischiualyiotl – Praxis

- An Anahuamaxtica will embrace a practice of **intellectual autonomy** with which to creatively guide, identify, address and resolve problems faced both individually and collectively by Indigenous Peoples in relation with global realities with ancestral clarity developing new paradigms of theory and practice.

Nechikoltlamachilis – Holistic knowledge

- An Anahuamaxtica will emerge with a holistic understanding of human forms of knowledge in multidimensional and transdisciplinary relations valuing both values-based knowledge and the knowledge of others as a reflection of the personal adoption of the International Baccalaureate Learner Profile across all areas of knowledge.

*(Anahuamaxtica: A student of Anahuacalmecac)

RECRUITING QUALIFIED TEACHERS

Currently 100% of Anahuacalmecac's teachers and paraprofessionals are NCLB Act compliant. For the last two years, Anahuacalmecac has had great success in recruiting qualified teachers in applying for teaching positions and teacher retention. As a result, the school will continue to rely on the following mechanisms to recruit and maintain high-quality staff. EDJOIN, a public education job search web site will continue to be used to announce job opportunities to educators across the country. The school will also continue to participate in job fairs at the local universities to recruit qualified teachers.

Teachers who are qualified to deliver the instructional program are recruited through various search methods, such as EdJoin, Craigslist, CCSA, Teach for America, at local universities, and at community organizations. Recruitment is held at local job fairs, universities and participating teacher recruitment centers. It is necessary to find teachers appropriate for the school's instructional approach (project-based learning, technology integration, etc.).

A recruitment committee, consisting of teachers, administrators and other certificated staff, participate in job fairs sponsored by colleges, universities and organizations such as the California Charter Schools Association to screen and recommend teacher candidates for hire at Anahuacalmecac. An interview committee, separate from the recruitment committee, but also consisting of teachers, administrators, other certificated and classified staff, interview candidates and invite selected candidates back to present lessons in core subject areas. Candidates are observed by this same committee and recommended for hire to the Board of Directors.
The Anahuacalmecac selects its own staff and is deemed the exclusive public employer of its employees for the purposes of the Educational Relations Act (EERA). The selection procedure does not discriminate on the basis of affiliations, political or religious acts or opinion, race, national origin, ancestry, gender, actual or perceived sexual orientation, marital status, disability or age. Staff racial-ethnic balance continues to comply with federal laws requiring that no teaching staff be identified as intended for students of a particular race, color or national origin. The Code of Ethics, adapted from Title 5, California Education Code, Section 80130, applies to all staff, full and part-time.

The school has been successful in retaining teachers for the last nine years because of its approach in including teachers in committees related to curriculum, policy, governance, and evaluation of personnel. The teachers will continue to be participants in school and board committees that decide policy and monitor the implementation of programs. As a result, teacher buy-in to the school is high.

Anahuacalmecac will also continue to provide mentoring to the teachers to support the implementation of new programs and their professional growth. Last year, the school supported new and beginning teachers through collaboration with the Los Angeles County Department of Education in paying for BTSA for new teachers. Anahuacalmecac's commitment to new and credentialed teachers extended to providing mentoring on an on-going basis. The Director of Education received training in mentoring teachers and has continued the training in year two of this academic year. All teachers will not only receive support from the literacy coach in implementing the new reading program and reading strategies, but also mentoring from the Director of Education, coordinator, or experienced teacher. The mentoring will consist but not limited to at least one monthly meeting, observation, or professional training for each teacher.

Professional Development

In order to achieve our academic goals Anahuacalmecac is committed to providing high quality, research based professional development. Our professional development is built upon assessed school wide needs and interests of teachers as determined through an annual survey or other measure deemed appropriate by the Professional Development Educator Committee. This committee will draw upon their classroom experience, the academic needs of the students, and the management and reporting responsibilities of the school to develop a balanced professional development agenda for the school year.

We draw upon professional experts, LAUSD personnel, as well as our own teaching staff's strengths and resources to lead our professional development. However, instead of obtaining presenters in different areas in a piecemeal fashion, Anahuacalmecac has obtained the services of a curriculum specialist and expert on the Primary Years Program to assist consistently over a period of time with Anahuacalmecac's prioritized needs for professional development. Our professional development system includes:

- Mentoring by administrator's

Class release time to observe other teachers within the school and in other high performing schools

Professional Development Educator Committee identifies teacher presenters based on the needs and requests identified in the annual survey

Participation of lead teachers and administrators in LAUSD sponsored workshops on topics such as English Language Learners, Special Education, Socio-Economically Disadvantaged students, STAR testing, and other key topics

Our collective of teachers meets once a week for school wide curriculum planning and on-going professional development based on research validated strategies on topics such as:

> Literacy, numeracy and science education
> Early Intervention for intensive learners exhibiting difficulties in specific areas
> English Language Learners
> Socio-economically disadvantaged students
> API labeled 'Hispanic' student population
> Advanced Learners (Gifted)
> Students with Special Needs

In addition to this, teachers come together in a study group to further develop and discuss their knowledge of educational theories through book study, guest presenters, and data analysis.
The I.B. requires team collaboration on developing the program of inquiry and curriculum goal setting, planner writing, evaluation and teacher reflection.
Considerable professional development is given to ensure the development on a coherent vertical and horizontal program of inquiry, the development of the written planners and a reflection following teaching planners.
Teachers are given the opportunity to develop their skills as educational leaders through the ongoing inclusion in school wide decision-making processes.

Additionally, implementation of the International Baccalaureate (IB) program provides a clear framework for continuity of school wide professional development. All PYP and MYP classroom teachers are trained in the theories and strategies of the IB programs. Professional development will provide time for grade levels to vertically articulate and discuss how learning builds from one year to another. The school's curriculum framework requires for teachers to plan cooperatively within grade level teams and across the grade levels as one unified school team. IB provides a framework to ensure a developmentally appropriate continuum of knowledge built through transdisciplinary units of inquiry. The framework provides a structure for ensuring that transdisciplinary themes are not repeated but that one understanding builds upon another throughout grade levels.

Teachers and specialist staff come together across grade levels to plan the transdiciplinary standards based units for the entire year. This is done through a collaborative process to ensure in depth understandings of units of inquiry that comprehensively incorporate California standards and comprehensive assessments. These assessments are planned in advance of teaching the unit. Two things are key in the PYP approach: collective planning and pre-planned assessment. This process ensures a comprehensive school wide curriculum and professional "ownership" from teachers. PYP teachers also meet in grade level teams for detailed planner writing for six-week units of inquiry, lessons, activities, and assessments related to their respective unit on a weekly basis.

Language Enrichment: Purpose, Goals & Unique Qualities

The Maternal Language Enrichment school wide methodology to be implemented by Anahuacalmecac will logically have unique elements guiding its implementation. First and foremost among these unique qualities will be the linguistic character, history and needs of community we are serving. According to Los Angeles Unified School District school profiles published on their website22, most schools in the East Los Angeles area serve close to or above 60-70% Spanish language speakers (ELL's). Moreover, based on our informed judgment and experience we believe that the majority of the 30-40% English language speakers (EO's) have family members, often their own parents, who speak Spanish as a primary language as well. In addition, a significant number of Mexican families in Los Angeles also speak a native language as a maternal language, others as a second language and yet others as their only language. The presence of this linguistic diversity will add depth and strength to the Maternal Language Enrichment process at Anahuacalmecac.

Anahuacalmecac embraces this linguistic diversity in several ways. Our adaptation of the 90-10 model of Maternal Immersion will be modified in order to include English-speaking students at different levels of fluency. We expect Chicano (Mexican families with more than one generation of residency in the U.S.) families will bring a powerful purpose of our school to the forefront of our work: the reclamation of forgotten culture and language. The Dual Language Enrichment methodologies are based upon a 90/10 model of language instruction whereby Spanish language speakers (ELL's) and English language speakers (EO's) are integrated in the same classroom with the goal of academic excellence and bilingual fluency for both language groups. This model is based on the research of successful bilingual education programs that have shown high rates of academic success in both English and Spanish23. A theoretical base for the program stems from the theories delineated in the California State Department of Education publication entitled: Bilingual Immersion Education: A program for the Year 2000 and Beyond (1990). The goals of this school wide methodology are:

- To develop high levels of communicative and academic second language proficiency
- To maintain and develop primary language skills
- To develop average to superior progress in all curricular areas
- To develop an understanding, positive attitudes and acceptance of oneself, as well as the diversity of languages and cultures represented in the community

Semillas also includes the formal instruction of Nahuatl-Mexicano, the most spoken native language in East L.A. and North America as an additional enrichment language. Mandarin language instruction may also be offered for enrichment purposes with the goal of furthering our students' preparation for global citizenry. Nahuatl and Mandarin language and culture will enrich our students' education from kinder through twelfth grade. In sum, the unique elements of our instructional program provide for a flexible approach to a diverse community

[22] www.lausd.k12.ca.us
[23] Tempes, 1985; Krashen and Biber, 1988.

and a plethora of educational needs. At 1.4 million speakers, Nahuatl is the most widely spoken indigenous language of the more than 60 indigenous languages in Mexico today. These languages are not only "an integral part of national cultural and linguistic heritage" of Mexico but also a significant contribution to humanity's cultural inheritance.

The Nahuatl linguistic and cultural paradigm represents a direct link to the customs, history, and way of thinking of one of the Americas' most influential cultures, the Toltec and Aztec diaspora. However, **there is now a danger that, in as little as a few generations, Nahuatl could disappear as a functional language as Spanish and English become the primary means of communication for the Azteca people.**

This is not merely a switch to a new vocabulary or grammatical system. is **a profound loss to the world's cultural diversity and ways of knowing.** As Wade Davis point out, each language is "a flash of the human spirit, the vehicle through which the soul of each particular culture comes into the material world." In this context, assimilation is not addition, but rather subtraction that impoverishes everyone.

Consistent with international best practices, Anahuacalmecac recognizes multilingualism is:

- *"a fact that best describes (as opposed to prescribes) the reality of "a new linguistic dispensation" (Aronin and Singleton 2008: 1)*
- *a right (supported by, for example, declarations from UNESCO on mother-tongue entitlement and government legislations for global language/lingua franca education)*
- *for the IB, a resource and an opportunity for engendering the ideals of international-mindedness and intercultural awareness." (IB: Language and learning in IB programmes)*

Nahuatl plays a critical role in the development of critical thinking and global inclusiveness for our students:

> "Reflection and critical thinking in all learning is necessary for the development of international-mindedness and intercultural awareness. Investigating possible interpretations of any situation and consequent available choices is part of being interculturally aware. With this awareness learners are able to become decentred from any unilateral, culturally based assumptions and continually question the borders of their identity.
>
> In taking a different perspective, language learners of any age or disposition can be brought to a greater critical awareness of themselves and others and thereby become more adequately educated for an international world.
>
> (Byram 2008: 18)
>
> The shift in the way languages are viewed in the postmodern paradigm presents new opportunities for the IB to increase access to its programmes for a diversity of students. ("Section 4" of this document describes some of these, as well as the range of resources and language-learning opportunities already in place.)" (ibid)

Gifted and Talented Students (GATE)

At Anahuacalmecac many students demonstrate an ability to achieve beyond grade level. Teachers provide students with many opportunities to study the core curriculum with increased depth and complexity. Through our staff training, teachers incorporate strategies that emphasize higher learning thinking skills and promote novelty in student outcomes. Classroom differentiation allows for individualized extensions of the curriculum, creative problem solving activities and acceleration of the curriculum when appropriate. Students who are identified as GATE or higher achieving are clustered in academic peer groups in each class. Our IB coordinator works with teachers to provide current training on gifted instruction and differentiation. The coordinator also meets with parents of identified GATE children to explain what the gifted program consists of and educational opportunities for their children.

Students Achieving Below Grade Level

All students who are identified below grade level will receive the additional support:

Parent is notified of student level at the time of the student learning Path conference
Parent is invited and encouraged to participate in workshops throughout the year that will aid parents in understanding what things to do to support their child academically and socially
Parents will participate in Colectivas de Enseñanza (Teaching Collectives) involving parents and teachers.
Student will be invited to participate in additional experiences after school. The after school program will consist of an academic, social, and cultural component. In the academic component trained tutors (college students, school staff, parent volunteer, etc.) will specifically work with individuals or small groups of students. The focus of the sessions will be to improve an academic weak nearly 100% of the children who ness.
In the classroom, paraprofessionals, parent volunteers or other teaching assistants will provide individualized or small group assistance.
Student will be paired up with another student to participate in cross-age tutoring. If this is not possible, then the student will be paired up with a student of the same age level.
Teachers will select 5 – 6 students, who are not performing at grade level, and provide 30 minutes of intensive instruction after school 3 times a week.

F. The International Curriculum

Why an international curriculum?

"Curriculum" is defined as the program of study that a school offers. In national systems, this program is usually mandated through governmental agencies. In California, the curriculum is mandated by the State, however, the method of delivery of the curriculum is left to the school. The obvious question therefore is twofold; How do we the needs of students while applying

the State of California educational standards? How do we ensure that we meet internationally accepted high standards?

In searching to find the best answer to this question, a group of international educators combined their own expertise with the best practices from the major national systems, and with this created a new way of developing curriculum. The IB Continuum provides a K-12 grade inquiry based approach that prepares students to become globally minded, well-balanced, critical thinkers that exceed local standards. Anahuacalmecac believes that the IB supports our school philosophy and meets the needs of our students and teachers. Therefore, we have adopted this approach in order to provide the full IB continuum to students. This provides us with a solid curricular framework, while still allowing us to meet the unique needs of our students.

The renowned success of the curriculum models developed by the IB, addressing the academic needs of students grades k-12, is well-deserved but not clearly applied to educationally or economically disadvantaged youth. Semillas has developed a clear path with which to develop both method and philosophy to support increased access for educationally disadvantaged students to the IB curriculum continuum. The IB programs, and specifically the two- year pre-university Diploma Program, grew out of international schools' efforts to establish a common curriculum and university entry credential for geographically mobile students. International educators were also motivated by an idealistic vision: they hoped that a shared academic experience emphasizing critical thinking and exposure to a variety of points of view would encourage intercultural understanding and acceptance of others by young people.

The IB has grown rapidly and now provides, three related programs that represent an educational continuum for students from 3 to 19 years of age: the Primary Years Program (PYP for ages 3–11/12), the Middle Years Program (MYP for ages 11/12–16) and the Diploma Program (for students aged 16–19, designed as a two-year academic preparation for university). In this context, the IB has developed a framework of international education that will incorporate the vision and educational principles of the IB into local programs that address the needs of students engaged in career-related studies. Career-related qualifications use different terminology in different parts of the world. They can be described as vocational, professional or technical qualifications and there will be other definitions in different local or national systems. The term adopted in this context in IB documentation is "career- related studies".

Any career-related studies taken by students as a complement to the IBCC must allow the student, on successful completion, to enter either employment or to progress to further study or higher education. In his paper Constructing a Core Curriculum for Vocational Education in an IB Context (2003), John Munro describes career-related studies as providing the "range of broad employment- related competencies which ... provide the basis for (1) effective participation in emerging forms of work and work organizations; (2) access to a range of education and training pathways, both initially and subsequent to commencing employment; (3) improved flexibility and mobility in employment; and (4) effective participation in adult life generally".[24]

As explained elsewhere in this charter, the IB program is a continuum from kinder through 12th grade. This means all students will take IB Middle Years Program curriculum in 6th and 10th grades and a University of California approved A-G curriculum matrix inclusive of IB Diploma Program curriculum in 11th and 12th grades with alternative offerings for IB Career-related Certificates and Advanced Placement courses called **Tlamachilischiualyiotl – the Praxis Program** as a culminating experience including college, career and life readiness. It is our goal

24 International Baccalaureate Career-related Certificate Overview, 2011

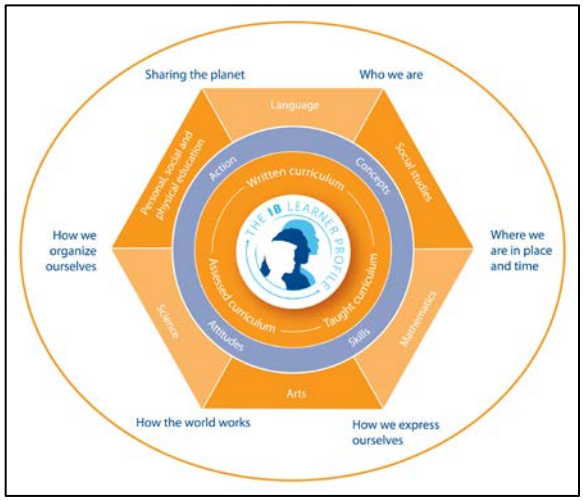
for all of our students to graduate college-ready, culturally grounded, and multilingually literate. Semillas has already set in motion several elements of our master plan to support that goal. These include the following:

1. In our school's first charter term, Anahuacalmecac, has already gained authorization as an IB World School to offer the IB Primary and Middle Years Program to begin college-ready preparation in kinder.
2. Likewise, Anahuacalmecac is also already authorized to offer the Middle Years Program to prepare our middle school age students for the transition to the college preparatory curricula.
3. Anahuacalmecac has also successfully developed a comprehensive matrix of UC approved A-G course offerings for all students enrolled in grades 9-12.
4. Anahuacalmecac will now build upon these strong foundations and pursue collaboration with the IB on the design of a unique IB Career-related Certificate program authorization with particular emphasis upon the focus upon Indigenous Education as a pathway to college, career and life readiness for our students called **Tlamachilischiualyiotl – Indigenous Praxis Program.**

The aim of Anahuacalmecac is for all students continuously enrolled to earn a UC approved A-G aligned high school diploma.

Moreover, Anahuacalmecac will offer only one curriculum for all students. That is, there will be no tracking system for students who are "college-bound" and those who are not as in traditional public schools, therefore there is no need to develop two curricula descriptions. Additional detail will be developed and decided upon through a collaborative process by the school's co-principals, founding teachers and Curriculum Committee following the guidelines of the International Baccalaureate and California State Frameworks as these may change over time.

Primary Years Program Curriculum Framework[25]

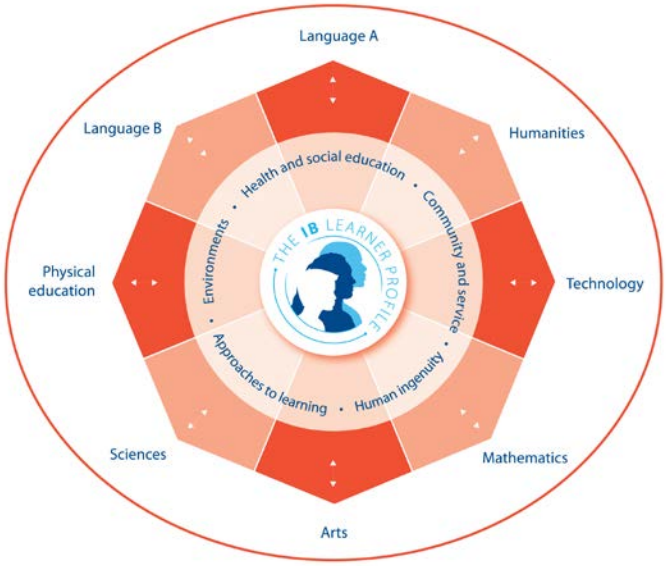


Middle Years Program Curriculum Framework[26]

25 http://occ.ibo.org/ibis/occ/guest/pypxx_home.cfm?subject=pypxx
26 http://occ.ibo.org/ibis/occ/guest/mypxx_home.cfm?subject=mypxx

The model designed by the MYP concentrates on eight academic areas and is guided by five areas of interaction that culminates with an overall personal project. The curriculum is structured with a designated themed unit that lasts six weeks. During these six weeks, students explore the thematic unit through various inquiry based lesson plans and academic exercises. After the six-weeks of study and investigation, the students present their findings through project presentations.

Therefore students study subjects from the following eight academic areas: humanities, technology, mathematics, arts, sciences, physical education, and two or more languages.



This model advances the international curriculum Anahuacalmecac has implemented since its inception.27 It entails a study of the eight academic areas, but ensures to draw on content from educational cultures across the world. Its curricular framework is fluid in its trans-disciplinary approach and it increases students' capacity to find correlations in their learning amongst the various subjects. Overall, the curriculum provides a balanced education that prepares young people for participation in society.

Core Subjects – A Transdisciplinary Approach

Anahuacalmecac will ensure that the California State standards are being met as the various subject matters are being covered in classroom instruction. Anahuacalmecac has structured its classroom subject instruction in the primary years (K-5) and the middle years (6-8) to cover the following academic subjects:

Language Arts

27 http://www.ibo.org/myp/slideb.cfm

1. Primary Years

Language Arts includes the use of language to learn about language, the language of other disciplines, and literature. It is a pivotal subject matter as it informs all other subject areas. All students will receive instruction in the four components of language arts: speaking, listening, writing, and reading.

The instruction in phonics will enhance their listening and reading fluency and ultimately reading comprehension. Students will be introduced to the process of writing and engaged in the brainstorming, drafting, editing and finalizing stage.

Students will receive primary instruction in English and Spanish. Our aim is to effectively make all students academically proficient in both languages. At the same time, students will have the opportunity to study additional languages including Mandarin and Nahuatl.

Every student will strive towards the mastery of the content standards based upon the Reading/Language Arts Framework for California Public Schools.28

2. Middle Years

Students will engage in further refining their literary and writing skills as they engage to explore various subject matters through this area. Being able to decipher between different genres of writing and the reason they employ various techniques will serve the purpose to decipher what genre and/or writing style is best effective for them to convey information to others. Students will be presented with various selections of writings and be challenged to engage in a critical analysis of their thesis and identify the supporting evidence used to support such thesis.

The principle language of instruction implemented is English known as Language A. It is clearly fundamental to the curriculum as it crosses the boundaries of the traditional disciplines. Language A courses therefore include the study of:

> The instrumental function of a language where listening, viewing, speaking, reading and writing skills are emphasized.
>
> Literature, which encompasses a variety of periods and genres.

The family and students will study Spanish as their Language B-1. The primary aim of language B-1 is to encourage students to gain competence in a modern language, with the long-term goal of balanced bilingualism. In addition, the study of language B aims to:

> Encourage in the student a respect for and understanding of other languages and cultures

[28] See Appendix for English Language Arts Benchmarks

Provide a skills base to facilitate further language learning.

Proficiency in a second language gives students:

Access to a broader range of input, experiences and perspectives

The enjoyment of being able to communicate in a language other than their mother tongue

Students in the MYP will also have the opportunity to select a third language of study, either Mandarin or Nahuatl. This third language is known as Language B-2. Learning many languages greatly contributes to the holistic development of students and is believed to raise achievement in other subject areas.

Every student will strive towards the mastery of the content standards based upon the Reading/Language Arts Framework for California Public Schools. 29

Mathematics

1. Primary Years

Mathematics provides us with a global language through which we can make sense of our world and solve problems. For this reason, students at Anahuacalmecac will receive instruction in the logic and structure of mathematics.

Classroom instruction will provide ongoing opportunities for children to solve problems in a variety of ways. Students will be able to explain their process orally and in writing. They will apply mathematics to see patterns, to analyze situations and build confidence in their ability to learn mathematics.
The main areas covered within the mathematics curriculum include data handling, measurement, shape and space, pattern and function, and number.

Problem solving is an integral component in the mathematics instruction as the students incorporate the language arts in their studies and learn about the various ways they can go about solving the problem. Indigenous mathematics will be taught throughout.

Every student will strive towards the mastery of the content standards based upon the Mathematics Framework for California Public Schools30.

2. Middle Years

[29] See Appendix for English Language Arts Benchmarks
[30] See Appendix for Math Benchmarks

Every student will strive towards the mastery of the content standards based upon the History/Social Science Framework for California Public Schools32.

2. Middle Years

Students will also gain knowledge of civics, sociology, anthropology, history, culture, psychology, geography and economics through their involvement in an in-depth, meaningful study. Through the study of the various areas, students will excel in their acquisition of research and reporting skills because they will be challenged to develop the ability to think critically about information and resources. This will be conducted as they are facilitated to set up experiments and to draw conclusions that will inform their analysis, thus building upon their knowledge gained in the primary years instruction. In order to synthesize these skills, students will have various opportunities to create final presentations (e.g. PowerPoint presentations, performances, etc). This will then compliment the community and service component, as they will be more informed of the historical and social realities and interactions amongst the people they encounter.

Every student will strive towards the mastery of the content standards based upon the History/Social Science Framework for California Public Schools33.

Science & Technology

1. Primary Years

The field of science provides students with an area of study that transcends national and cultural boundaries. Scientific inquiry is a process that, much like math, is a universal process. This process allows students to make a hypothesis and then engage in a process of investigation to create an informed conclusion.
Through the exploration of science, our students will be empowered to research and investigate ideas, and to appreciate and take responsibility for maintaining the harmonies of the natural world.

The areas covered include living things, earth and space, materials and matter, and forces and energy. Due to the fact that science is a field that is very process-oriented, much emphasis will be placed on the skills element of the PYP.

Technological instruction is an important means by which students obtain new information during their classroom instruction. Teachers utilize technology in classroom instruction as a means to share new information. It has become a valuable and engaging resource in language instruction. Students will also have the opportunity to use various technological methods such as video cameras and audio recorders to transmit their new knowledge to their peers and parents.

[32] See Appendix for History/Social Science Benchmarks
[33] See Appendix for History/Social Science Benchmarks

Every student will strive towards the mastery of the content standards based upon the Science Framework for California Public Schools.

2. Middle Years

For the Middle Years an integrated science program of chemistry, physics, and biology instruction will further develop students' ability to understand that science is a constantly evolving body of knowledge that needs constant re-thinking and re-evaluation. Therefore, the scientific method consistently becomes a substantial method that can be applied in all grade levels. Also included are topics, concepts and issues from other branches of science, such as earth and health sciences.

The study of science aims to provide students with both a body of knowledge and an understanding of the scientific approach to problem solving. The ability to formulate hypotheses, design and carry out experiments to test them, and evaluate results constitutes the framework within which specific content is presented.

Among other skills, students are expected to:

- use basic laboratory equipment safely and efficiently
- make sensible estimates and take accurate measurements
- make scientifically supported arguments

Students are also encouraged to relate the content of the classroom and laboratory to the realities of life as they develop critical thinking and problem-solving skills.

An awareness of the increasingly international context of scientific activity, its impact and limitations as well as the constant evolution of scientific knowledge and understanding is also promoted. Students are encouraged to consider science as a constantly evolving cooperative venture between individuals and among members of the international community, influenced by social, economic, technological, political, ethical and cultural surroundings.

Technology will be adapted in the various classroom instruction and students will learn how to engage in internet research to obtain information for their project presentations. Students will have the opportunity to utilize various means such as video cameras and audio recorders to disseminate valuable information they have obtained regarding the subject matter at hand. Technology is also concerned with solving problems in an effort to stimulate students' ingenuity and to encourage them to combine intellectual talents and practical skills.

Each course will provide a balance between three key areas:

systems
information
materials

In particular, students are encouraged to display ingenuity and creativity in devising practical solutions to given tasks. Students use the design cycle to:

investigate
design
plan
create
evaluate

This subject area is valuable for reinforcing and integrating skills learned in other disciplines, especially in the presentation and handling of data and the processes involved in the design and manufacture of a product. At the same time, it fosters awareness of the social and ethical implications of technological development.

Every student will strive towards the mastery of the content standards based upon the Science Framework for California Public Schools.

Arts

1. Primary Years

It is important to recognize the great importance of creativity and the arts in human development, not only as a means to understand oneself and the world, but also as a means of self-expression. All students will have the opportunity to use the arts as tools to help them think more deeply about themselves, and ultimately about their world. Students will learn to appreciate and critique art by reading, writing, researching, and experiencing it.

Students will engage in yet another form of communication and learning as they explore various forms of movement such as Traditional Aztec Dance, video production, music, theatre and visual arts. In this respect we aim to teach children confidence in their own abilities.

Every student will strive towards the mastery of the content standards based upon the Visual and Performing Arts Framework for California Public Schools.

2. Middle Years

Students will be able to continue the development of their understanding of the arts and its various forms and mediums. They will become familiar with the various vocabulary/vernacular that is used in each field as well as the process of the production of an art piece. Students will learn to appreciate that every movement, brush stroke, musical composition, has a story to tell. Beyond barriers of language, the discovery of the cultural values of civilizations through their artistic production is one of the best ways to promote international understanding.

Students are brought into contact with the art forms and aesthetic values of other cultures as well as their own, and are helped to develop perceptions between ideas and art. They are also encouraged to identify particular creative abilities and to master techniques appropriate to that form of expression.

In addition, the course:

> Organizes learning around the creative cycle—a dynamic, ongoing process of sensing, planning, creating and evaluating art, and one in which all the senses are involved.
> Encourages creative energy, communication, interaction and reflection.
> Aims to help the student become a developing artist—one who is able to assess the level of skill and target the areas that need development.

Seeks to acquaint young people with the creations of men and women whose works have proven to be of enduring worth.

Every student will strive towards the mastery of the content standards based upon the Visual and Performing Arts Framework for California Public Schools.

Personal, Social and Physical Education

1. Primary Years

Physical education provides the discipline to experience harmony. Students at Anahuacalmecac will begin their day by practicing in Tai Chi warm up exercises and some movement patterns to mentally and physically prepare themselves for a rigorous day of instruction. Students will also engage in learning traditional games from various cultures throughout the world and by doing so, they will learn their history and logic behind their techniques. Students will become familiar with patterns, coordination and have an overall balance. Anahuacalmecac will continue to build upon the solid foundations that already exist in Wudang school Tai Chi Chuan, Qi Gung and Traditional Aztec Dance.

2. Middle Years

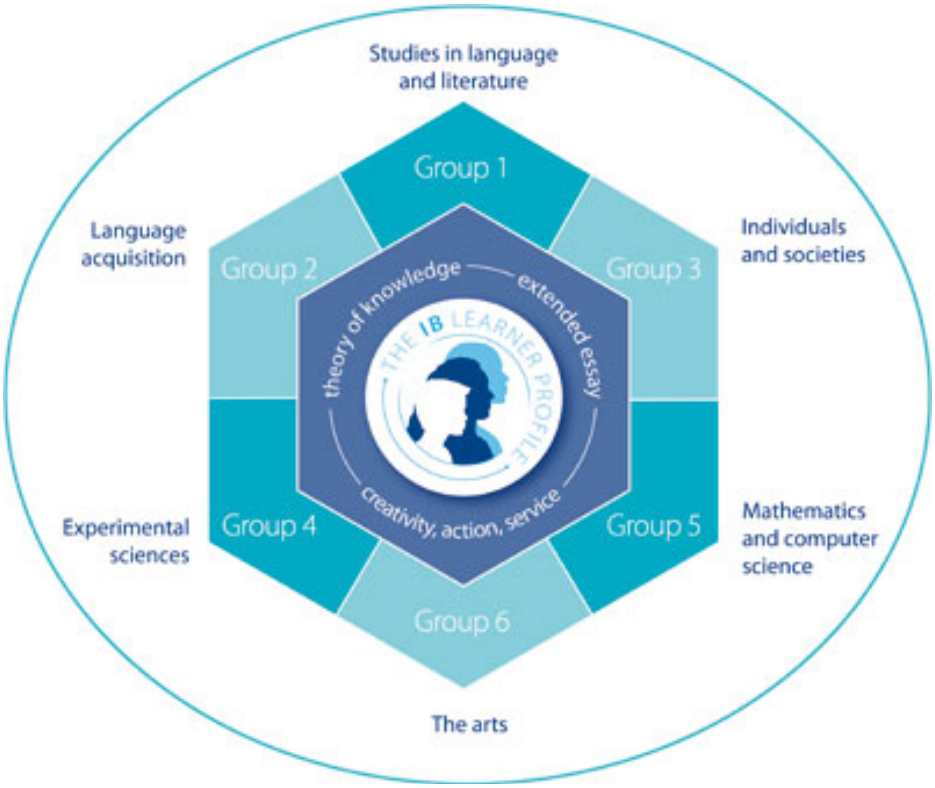
Students will build upon what they have learned in their previous years. They will continue to develop their discipline and build character development through the practice of Tai Chi. Simultaneously, they will learn about the mathematical patterns incorporated in movement, in various athletic sports and the probability that exists in competitive sports. The aim of physical education in the Middle Years Program is to facilitate

<u>IB Career-related Certificate Program (IBCC)</u>

Components of the IBCC
The IBCC is a framework for which schools develop their own locally relevant programs. The program developed will include the following two components.

1. Courses

At least two Diploma Program courses must be studied. The courses can come from any of the hexagon groups, 1 to 6 (apart from two mathematics courses from group 5), and can be studied at higher level, standard level or a combination of the two.
The Diploma Program courses (except for group 1 and group 2 languages) will be examined in English, French or Spanish.
Students will normally complete two Diploma Program courses, but it is possible to study more than two courses.



2. The IBCC core

The IBCC core specifically promotes attributes of an IB education such as reflection, open-mindedness, communication and thinking through a range of activities.

Approaches to learning emphasizes the development of transferable skills needed to operate successfully in society. The approaches to learning course should be placed in the context of the workforce with a focus on the students' career-related studies.

Community and service encourages service learning, emphasizes the affective development of students and concentrates on the concepts of partnership and learning. Where possible, community and service activities undertaken by students should reflect their focus on career-related studies.
Language development requires all IBCC students, regardless of their choice of Diploma Program courses, to improve their language proficiency in a target language other than their best/mother tongue language.

Reflective project is an extended piece of reflective work that can be submitted in a variety of formats. It emphasizes the ethical dilemma associated with a particular issue drawn from the student's separately awarded/certified career-related studies. The reflective project will be

submitted at the end of the course and will be an opportunity for the student to draw together the various strands of their studies.

	ANAHUACALMECAC UC APPROVED A-G COURSE MATRIX						
	Middle Years Program					**Tlamachiliscchiualyiotl Praxis Program**	
	6th	7th	8th	9th	10th	11th	12th
Language A/ Lenguaje A	English 6 A/B	English 7 A/B	English 8 A/B	English 9 A/B *(B)*	English 10 A/B *(B)*	English American Literature A/B *(B)*	AP English Literature & Composition *(B)* Or English Literature & Composition
Language B/ Lenguaje B	Introduction to Spanish 1 A/B ----------	Introduction to Spanish 2 A/B ----------	Introduction to Spanish 3 A/B Or Spanish 1 A/B *(E)* ----------	Spanish 1 A/B *(E)* Or Spanish 2 A/B *(E)*	Spanish 1 A/B *(E)* Or Spanish 2 A/B *(E)* **Challenge Exam taken at CSUDH	Spanish 2 A/B *(E)* Or Spanish 3 A/B *(E)*	AP Spanish Language *(E)* Or Spanish 3 A/B *(E)*
Mathematics/ Matemáticas	Algebra Readiness 1 A/B	Pre-Algebra A/B	Algebra 1 A/B *(C)*	Geometry A/ B *(C)* Or Algebra 1A/B *(C)*	Algebra 2 A/B *(C)* Or Geometry A/B *(C)*	Pre Calculus A/B *(C)* Or Algebra 2 A/B *(C)*	AP Calculus AB *(C)* Or Algebra 2 A/B *(C)*
Math Enrichment	Math Enrichment 6 A/B (Escalante)	Math Enrichment 7 A/B (Escalante)	Math Enrichment 8 A/B (Escalante)	Math Enrichment 9 A/B (Escalante)	Math Enrichment 10 A/B (Escalante)	Math Enrichment 11 A/B (Escalante)	Math Enrichment 12 A/B (Escalante)
Science/ Ciencias	Science 6 A/B	Science 7 A/B	Science 8 A/B	Environmental Science A/B *(G)*	Biology A/B *(D)*	Life Science A/B *()*	Physics A/B *(D)*
Arts/ Technology	Arts/Technology 6 A/B	Arts/Technology 7 A/B	Arts/Technology 8 A/B	Arts/Technology 9 A/B	Arts/Technology 10 A/B	Dramatic Performance A/B *(F)*	

Humanities/ Humanidades	Humanities 6 A/B	Humanities 7A/B	Humanities 8 A/B	Cultural Geography A/B *(A)* (CHS 100) & Xicana/o Studies	World History A/B *(A)* (AFS Course) (APP WORLD) & Xicana/o Studies	U.S. History A/B *(A)* & Xicana/o Studies	Government State & Civil Society S1 *(A)* ---------- Economics S2 *(G)* & Xicana/o Studies

Additional AP Courses/ Curso Adicionales de AP						AP Psychology A/B *(G)* Or Psychology A/B*(G)*	AP Psychology A/B *(G)* Or Psychology A/B*(G)*
Physical Education/ Educación física	Physical Education 6 A/B	Physical Education 7 A/B	Physical Education 8 A/B	Physical Education 9 A/B	Physical Education 10 A/B		
Indigenous Knowledge/ Conocimiento Indígena	Introducción a Huehuetlamachilistle 1 A/B (Also known as : Intro to Nahuatl 1)	Introducción a Huehuetlamachilistle 2 A/B (Also known as : Intro to Nahuatl 2)	Introducción a Huehuetlamachilistle 3 A/B (Also known as : Intro to Nahuatl 3)	* Introducción al Anahuamachilistle 1 A/B (Also known as : Nahuatl 1)	*Introducción al Anahuamachilistle 2 A/B (Also known as : Nahuatl 2)	*Huehuetlatolli: Literatura clásica A/B (CHS 210)	Native Ways of Knowing A/B
Wu Dang Quan Chinese Martial Arts	Wu Dang Quan: Culture, Forms and Language I A/B	Wu Dang Quan: Culture, Forms and Language II A/B	Wu Dang Quan: Culture, Forms and Language III A/B	Wu Dang Quan: Culture, Forms and Language IV A/B	Wu Dang Quan: Culture, Forms and Language V A/B	Wu Dang Quan: Culture, Forms and Language VI A/B	Wu Dang Quan: Culture, Forms and Language VII A/B
Chinese Martial Arts	XXX	XXX	XXX	Wing Chun I A/B	Wing Chun II A/B	Mixed Martial Arts I A/B	Mixed Martial Arts II A/B
Make-Up A-G Courses/ Retomar cursos de A-G				*Location: Anahuacalmecac/ Local High School *See counselor for further information *Recommended: Student starts as soon as possible	*Location: Local High School *See counselor for further information *Recommended: Student starts as soon as possible	*Location: Local High School *See counselor for further information *Recommended: Student starts as soon as possible	*Location: Local High School *See counselor for further information *Recommended: Student starts as soon as possible

Physical intellectual emotional, and social development

The aim of this course is to cultivate a healthy and active lifestyle for students. It therefore advocates activities that are not only enjoyable but also contribute to healthy living. Students

are helped to develop the motor skills necessary to enable them to participate successfully in a variety of physical activities, and to learn about the nature of physical fitness.

This subject area also serves to promote intercultural awareness, since physical education is a reflection of elements of history, culture and values. It also enables students to establish links between different areas of experience and provides opportunities for different forms of self-reflection, communication and teamwork.

Participants

Anahuacalmecac will accept all students whose parents make a commitment to participating for a minimum of 5-7 years. Parents will sign an Acuerdo y Plan Educativo (Educational Accord and Plan) every year to reaffirm their commitment to the program and clarify any concerns. Parental participation in school and at home will be expected through various activities and methods aimed at maximizing language acquisition by the children. English language speaking students admitted after third grade will be provided with specially designed instruction in Spanish (SDAIS), until they achieve a level of Spanish fluency acceptable for full immersion. Parents must additionally agree to a minimum of 80 hours of engagement per year. Parents must also support their children in completing all culmination assignments and cultural protocols expected of by Anahuacalmecac.

Alignment to State Standards

All students in Anahuacalmecac will receive a daily balanced curriculum that is reflective of the California State Department of Education's Standards and Frameworks. Materials used to teach reading in Spanish will include those that are State approved Spanish Language Arts series.

English Language Development

The focus of instruction in the target language is on developing grade level literacy addressing the Language Arts Standards. As described in the instruction matrix, at the fifth grade, 50% of the instruction is delivered in English. For ELL students, in addition to the literacy block, ELD standards are used to guide instruction as students gradually add subject areas in English as they progress towards the 50/50 matrix after the 5th grade.

Promotion and Retention of Students

All students will be promoted regardless of academic performance on the Spanish standardized test, parent-teacher assessment committee or STAR. Students who are not performing at grade level will get assistance through the school student learning Path. The student's portfolio, any available classroom assessments, standardized test results, teacher observations and recommendations, parent observations and recommendations, and student recommendations will be used to develop a strong student learning Path to assist the student

in reaching grade level performance. Our goal is to assist the students as much as needed t reach grade level standards appropriate for their age.

PARENT NOTIFICATION OF TRANSFERABILITY OF HIGH SCHOOL COURSES

Upon enrollment, all parents and students will receive a course outline containing information in regards to A-G requirements and transferability of courses to other high schools. This information will also be available to parents and students throughout their enrollment at the school. It is the intention of Anahuacalmecac to continually inform and educate students and their parents as to the importance of achieving A-G requirements in order to meet University of California or California State University admission criteria. Anahuacalmecac will also inform all parents of the range of options and opportunities provided by the AP coursework, IB programs, including the difference between IB certificates, the IB Diploma, and recognition of IB units/Diploma by universities.

Students with Exceptional Needs

All new students to Anahuacalmecac will be assessed upon admission. The assessment will consist of a school design test with an English and Spanish component. If any prior test scores are available, they will be considered in the assessment. Once assessment results have been evaluated, the classroom teacher will begin to develop the student's unique educational and learning 'Path'. The purpose of the Path is to identify student abilities, needs and talents as well as assist school personnel in meeting each student's needs and educational aspirations.

The Anahuacalmecac student learning Path will follow this process:

Teacher collects all assessment materials and test scores available
Teacher collects all completed and in-progress work performed thus far
Teacher determines if any further or more appropriate assessment is needed
Teacher conferences with the parents and students about the assessment

During the conference, the teacher, parent, and student identify the strengths and weaknesses of the student. The plan will contain objectives, strategies, a timeline for meeting the objectives and future dates of conferences. The teacher will suggest ways that the parent can help their child meet the objectives of the student-learning Path.

Students entering Anahuacalmecac have arrived with a range of basic reading and mathematics skills from very poor to gifted and talented, based on data from potential feeder elementary schools. Students also have arrived with a range of English language skills from native English speakers to fully bilingual to students who speak very little English at all. Anahuacalmecac strives to serve all students and provide services to meet their individual needs.

<u>Use Three Tier Model:</u>
Tier I.
Tier I Instruction requires: Initial assessment of CST/STAR results from previous year and in-house data from the previous year. Student Individual Educational Plans (IEP) if applicable.
At least 120 minute un-interrupted literacy block, adapt to all instruction.

Intensity:
Academic engagement of all students
Explicit, systematic instruction
Multiple opportunities to respond to instruction
Immediate corrective feedback
Scaffold practice of new skills
Afterschool
Classroom observation and teacher support
Parent collaboration, support, partnership
Coaching provided for administrators through Leadership Training and monitoring of each teacher through:
Quarterly Benchmarks which are monitored by each teacher, Director of Instruction, and the board.

Tier II Targeted or Strategic Instructional/Intervention
Instruction and/or intervention that goes beyond quality Tier I instruction

- Provided in small group or one-to-one
- Systematic and integrated instruction
- Provided by trained personnel
  - Frequent and intense
  - Progress monitoring occurs with curriculum based measurement tools (CBMs or others) and it monitors what is being instructed

How do you know when a student needs Tier II?
When a student demonstrates lack of progress over time
Poor response to group instructional procedures used in Tier I
These services are provided in addition to Tier I as a problem solving process or a standard treatment protocol

Tier III/Intensive Intervention
Intensive instruction – more intense, explicit and systematic than Tier II
Targeted with thorough assessment (narrow focus on specific skill deficiencies)
Likely include longer intervention that may or may not include the provision of special
education services
Could include a different curriculum
Always assess quantity of time and quality of instruction we are focusing on accelerating
student learning.
Based on student response to the ―intensity‖ of intervention determination may be made about referral and eligibility for special education

G. Cultivating a child for the Sixth Sun: A Profile of an Indigenous International Baccalaureate Student and 21 Century Learner[34]

Tlamachilischiualyiotl – the Praxis Program as a culminating experience including college, career and life readiness

[34] http://www.ibo.org

Tlamachilisxochiponajle: Towards an Indigenous multidimensional learner profile and expected learner outcomes

Autocthonous indigenous cultures embody diverse bundles of knowledge with which to approach the human condition, obligations and common realities. These precious bundles of knowledge are metaphorically represented as pathways of 'flowering knowledge' symbolized by the five petaled flower, an ancestral symbol of art, literacy and culture. This reconceptualization of what we seek as the qualitative results of the learner's experience as Indigenous People is a values-based guide for teachers as well as learners. To be clear, this outline of results expected is only a linear representation of the warp and weft of the matrix of the teacher-learner experience, which can occur at any point, over time, in any setting, formal & informal throughout the learner's experience in Anahuacalmecac.

Tlamachiotekipanotilistli – Life-long knowledge

- ***Anahuamatihqueh, nochita quih nemilihtiazqueh quenihque teh palehuizquezqueh ihpan chicote nemiliz-ihniyotl ihuan ihpan tlatquenahuahqueh.***
- Como Anahuamaxtica, considerare en cada deliberación, el impacto de mis decisiones en las proximas siete generaciónes y todas las relaciones naturales.
- *An Anahuamaxtica will learn to, in every deliberation, consider the impact of one's decisions on the seven generations to come and all our natural relations.*

Tlamachioltentle – Terminal knowledge

- An Anahuamaxtica will complete a course of study that prepares one to access and succeed in **national and international educational institutions of higher education.**

Tlamachilistlasalojle – Transdisciplinary knowledge

- An Anahuamaxtica will embrace **maternal languages and other international languages** as a core aspect of one's life as a learner and as a community member with which to contribute to humanity based upon indigenous funds of knowledge, spatially rooted knowledge and traditional ecological knowledge.

Tlamachilischiualyiotl – Praxis

- An Anahuamaxtica will embrace a practice of **intellectual autonomy** with which to creatively guide, identify, address and resolve problems faced both individually and collectively by Indigenous Peoples in relation with global realities with ancestral clarity developing new paradigms of theory and practice.

Nechikoltlamachilis – Holistic knowledge

- An Anahuamaxtica will emerge with a holistic understanding of human forms of knowledge in multidimensional and transdisciplinary relations valuing both values-based knowledge and the knowledge of others as a reflection of the personal adoption of the International Baccalaureate Learner Profile across all areas of knowledge.

**(Anahuamaxtica: A student of Anahuacalmecac)*

Additionally, Semillas has adopted indigenous cultural values suggested by multiple epistemological sources of Indigenous pedagogy:

Respectful – Their respect for the differences of others has been developed. Their respect for their own unique qualities is cultivated.
Still – Calmness in approaching life

Patient – Allowing time to reveal truths
Heart-work – (Tequiyotl) labor given of love for family and community
Mutualist – collectivist in nature and action
Non-verbal – attention to multisensory perceptibility
Observant – attentive to details and metacognitive paradigms perceived
Relative – intuitive of relational dynamics
Practical – conscious of purpose and reason
Metacognitive – consciousness of overarching relations, paradigms & questions
Spiritual – internally and personally connected to time, place and cosmos
Cautious – awareness of risk, and appreciation of life
Nature-sensitive – perceptive of the relations of human life with all life and mother earth

IB Personal Profile

The IB defines the characteristics of students who are aware of and sensitive to the experiences of others. These create a profile of the IB student, which helps teachers and students to establish goals, plan units of inquiry, and assess performance:

Inquirers - Their natural curiosity has been nurtured. They have acquired the skills necessary to conduct purposeful, constructive research. They actively enjoy learning and their love of learning will be sustained throughout their lives.

Thinkers - They exercise initiative in applying thinking skills critically and creatively to make sound decisions and to solve complex problems.

Communicators - They receive and express ideas and information confidently in more than one language, including the language of mathematical symbols.

Risk takers - They approach unfamiliar situations without anxiety and have the confidence and independence of spirit to explore new roles, ideas and strategies. They are courageous and articulate in defending those things in which they believe.

Knowledgeable - They have spent time in school exploring themes which have global relevance and importance. In doing so, they have acquired a critical mass of significant knowledge.

Principled - They have a sound grasp of the principles of moral reasoning. They have integrity, honesty and a sense of fairness and justice

Caring - They show sensitivity towards the needs and feelings of others. They have a sense of personal commitment to action and service.

Open-minded - They respect the views, values and traditions of other individuals and cultures, and they are accustomed to seeking and considering a range of points of view.

Well-balanced - They understand the importance of physical and mental balance and personal well-being.

Reflective They give thoughtful consideration to their own learning and analyze their personal strengths and weaknesses in a constructive manner.

Student Attitudes

In Anahuacalmecac, we aim to support all of our students, in developing a strong sense of self-discipline. We believe that if young children have healthy self-esteem and feel respected and valued for who they are, they will be less likely to enter into conflict situations. We therefore work to create a school environment that supports this thinking, and helps the child to develop self-confidence and a positive self-image. The 4 R's of the School guide us: Rigor, Resilience, Respect, and Regeneration.

At the beginning of the school year students and teachers work together in their class groups to set up agreements regarding behavioral expectations. They discuss each individual's right to learn in a peaceful environment and consider ways to support one another in this. These agreements are then posted in the classroom and referred to throughout the year. Student conflicts are resolved through dialogue and discussion with the students concerned. Respect, tolerance and strategies for conflict resolution are explored in class meeting time. In cases of persistent behavioral issues the Anahuacalmecac Discipline policies are referred to. We believe that in order for our students to become well-rounded internationally-minded people, we must actively focus on fostering positive attitudes towards people, towards the environment and towards learning. The PYP requires that these attitudes be fostered consciously, professionally and explicitly. We do this by designing learning activities that promote positive attitudes and by considering these attitudes when we are planning our assessment.

World Schools encourage the following students' attitudes:

Appreciation - of the wonder and beauty of the world and its people
Commitment - to learning and developing self-discipline and responsibility
Confidence - in their ability as learners, having the courage to take risks, applying learning and making appropriate choices and decisions
Cooperation - cooperating, collaborating or leading as the situation demands
Creativity - being creative and imaginative in their thinking and approaches to problems and dilemmas
Curiosity - about the nature of learning, the world, its people and cultures
Empathy - being able to project themselves into another person's situation
Enthusiasm - enjoying learning
Independence - thinking and acting independently, making their own judgments based on reasoned principles and being able to defend judgments

Integrity - having integrity and a firm sense of fairness and honesty
Respect - respecting themselves, others and the world around them
Tolerance - feeling sensitivity towards differences and diversity in the world and being responsive to the needs of others

Common core standards
Anahuacalmecac will implement Common Core Standards as they are adopted.

G. Meeting the Needs of Our Students

English Language Development

English language learners (ELL's) will receive support in their core subject classes through the use of Specially Designed Academic Instruction in English (SDAIE). SDAIE's emphasis on content learning goals in addition to academic language learning goals facilitates the acquisition of the English Language through the daily curriculum.

SDAIE includes strategies such as:

Modified Speech: controlled vocabulary, clear enunciation, limited use of idiomatic speech, slower speech rate, words with double meaning defined, and use of cognates,

Multisensory Experiences: realia, props and manipulatives, audio-visual materials, hands on activities and demonstrations, overhead transparencies and projection technologies,

Comprehensible Input: graphic organizer (maps, charts, graphs, word banks with picture clues, theme bulletin boards, explanation of word origins (etymology), use of examples and analogies,

Frequent comprehension checks through questioning about details and eliciting responses through various modalities,

Appropriate lesson design that reflects student fluency, demonstrates scaffolding, writing activities, cooperative learning groups, tapping into prior knowledge and other supports.

Emphasis on higher order thinking skills

Content driven curriculum that is rigorous, key topics are organized around main themes, and topics that are grade level appropriate.

Formative and Summative Assessments

ELL development will be monitored through the use of English Language Development portfolios that will be updated 1-3 times per year.

Promotion and Retention of Students

All students will be promoted based upon performance in their course curriculum and regardless of academic performance on the Spanish standardized test, parent-teacher assessment committee or STAR. Students who are not performing at grade level will get assistance through the school Student Success Teams. The student's portfolio, any available classroom assessments,

standardized test results, teacher observations and recommendations, parent observations and recommendations, and student recommendations will be used to assist the student in reaching grade level performance. Our goal is to assist students as much as needed to reach grade level standards appropriate for their age.

Students with Exceptional Needs

All new students to Anahuacalmecac will be assessed upon admission. The assessment will consist of a school design test with an English and Spanish component. If any prior test scores are available, they will be considered in the assessment.

Gifted and Talented Students (GATE)

At Anahuacalmecac many students demonstrate an ability to achieve beyond grade level. Teachers provide students with many opportunities to study the core curriculum with increased depth and complexity. Through our staff training, teachers incorporate strategies that emphasize higher learning thinking skills and promote novelty in student outcomes. Classroom differentiation allows for individualized extensions of the curriculum, creative problem solving activities and acceleration of the curriculum when appropriate. Students who are identified as GATE or higher achieving are clustered in academic peer groups in each class. Our IB coordinator works with teachers to provide current training on gifted instruction and differentiation. The coordinator also meets with parents of identified GATE children to explain what the gifted program consists of and educational opportunities for their children.

Students Achieving Below Grade Level

All students who are identified below grade level will receive the following additional support:

Parent is notified of student level at the time of the parent-teacher conference
Parent is invited and encouraged to participate in workshops throughout the year that will aid parents in understanding what things to do to support their child academically and socially
Parents will participate in *Colectivas de Enseñanza* (Teaching Collectives) involving parents and teachers.
Student will be invited to participate in additional experiences after school. The after school program will consist of an academic, social, and cultural component. In the academic component trained tutors (college students, school staff, parent volunteer, etc.) will specifically work with individuals or small groups of students. The focus of the sessions will be to improve an academic weakness.
In the classroom, paraprofessionals, parent volunteers or other teaching assistants will provide individualized or small group assistance.
Student will be paired up with another student to participate in peer-to-peer tutoring.

Special Education

Anahuacalmecac will adhere to the provisions of the Individuals with Disabilities Education Act (IDEA) and state special education laws and regulations to assure that all students with disabilities are accorded a free, appropriate public education (FAPE). The Anahuacalmecac will also ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment. Pursuant to Education Code section 47641, Anahuacalmecac is currently a school of the district for special education purposes, and has an MOU in place in that regard. Anahuacalmecac reserves its right under the Charter Schools Act to become its own LEA for special education, and seek membership in an alternative SELPA.

Anahuacalmecac will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in Anahuacalmecac.

So long as it continues to be a school of district for special education under Ed. Code section 47641, Anahuacalmecac will adhere to all Los Angeles Unified School District policies and procedures regarding special education.
including theChanda Smith Modified Consent Decree, including compliance with the Annual Plan, submitting documents and information, participating in reviews, and attending informational sessions and meetings.

Anahuacalmecac will participate in the state quality assurance process for special education (i.e., verification reviews, coordinated compliance self-reviews, complaints, monitoring, procedural safeguards, and the local plan). Anahuacalmecac will participate in internal validation review (DVR).

Anahuacalmecac is responsible for the management of its special education budgets, personnel, programs and services. Anahuacalmecac will ensure that its special education personnel is appropriately credentialed, licensed or on waiver consistent with California laws and regulations.

Anahuacalmecac will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at Anahuacalmecac. Anahuacalmecac may request related services (e.g., Speech, Occupational Therapy, Adapted P.E., Nursing, Transportation, etc.) from the District, subject to availability and on a “fee-for-service” basis, by submitting written requests to the Charter Office. Anahuacalmecac may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

For students transferring to Anahuacalmecac from District schools or District affiliated charter schools, Anahuacalmecac will provide those related services required by the students’ IEPs upon the students’ enrollment. However, to allow for a smooth transition to independent charter schools, the District shall continue to fund services for those special education students enrolling in independent charter schools who have been receiving non-public agency (NPA) services from the District for thirty (30) days after enrollment. This will allow Anahuacalmecac time to conduct an IEP team meeting and to execute contracts as necessary to facilitate the students’ transition to Anahuacalmecac. When requested by Anahuacalmecac, a representative from the Local District Special Education Office may participate in a student’s first IEP meeting at the independent charter school to assist with transition issues.

For students transferring to Anahuacalmecac from other school districts, Anahuacalmecac shall provide related services required by the students’ IEPs upon the students’ enrollment regardless of the type of service provider (school, NPA or private). IEP team meetings for such students will be held within thirty (30) days of the student’s enrollment in accordance with state and federal law.

The referral process shall include Student Success Team meetings to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate. Anahuacalmecac will identify and refer students with disabilities who demonstrate early signs of academic, social or behavioral difficulty that may require assessment for special education eligibility and placement in a special education program.

Upon parents’ request for assessment, the Charter School shall be responsible for the development of the assessment plans for students with suspected disabilities. The assessment plan will describe the types of assessments that may be used to determine the eligibility of

students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving parents' written consent. The Charter School shall conduct an Individualized Education Program (IEP) team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and if eligible, specify special education instruction and services. The Charter School will make decisions regarding the eligibility, goals, program, placement, and exit from special education through the IEP process according to federal and state timelines.

In the event that Anahuacalmecac is unable to provide an appropriate placement or services for a student with special needs, Anahuacalmecac will contact the District to discuss placement and service alternatives. Anahuacalmecac IEP teams will seek participation of a District special education representative at an IEP team meeting whenever it is anticipated that special education programs outside of Anahuacalmecac, including but not limited to placement at a District school or at a non-public or private school, will be considered. If an IEP team that includes Charter School personnel places a student in a special education program provided by another entity without District representation on the IEP team, Anahuacalmecac will be fully responsible for the quality of the program and for any costs incurred for such a placement. Anahuacalmecac will also maintain responsibility for monitoring progress towards IEP goals for the student with special needs.

Anahuacalmecac will support movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with non-disabled students. The Charter School's general program of instruction for students with disabilities shall be responsive to the required sequence of courses and related curricular activities provided for all students in the Charter School. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

Anahuacalmecac shall provide planned staff development activities and participate in available appropriate District trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers.

Anahuacalmecac will ensure that the teachers and other persons who provide services to a student with disabilities are knowledgeable of the content of the student's IEP.

Anahuacalmecac will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Act of 1973, regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions. Prior to recommending expulsion for a student with disabilities, the charter school will convene a manifestation determination IEP. The Charter School will collect data pertaining to the number of special education students suspended or expelled.

Procedural Safeguards/Due Process Hearings

The District may invoke dispute resolution provisions set out in a charter, initiate due process hearings, and/or utilize other procedures applicable to Anahuacalmecac if the District determines that such action is legally necessary to ensure compliance with federal and state special education laws and regulations or the Modified Consent Decree.

In the event that a parent or guardian of a student attending Anahuacalmecac initiates due process proceedings, both Anahuacalmecac and the District will be named as respondents. Whenever possible, the District and Anahuacalmecac shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation).

During due process proceedings and any other legal proceedings or actions involving special education, Anahuacalmecac will be responsible for its own representation. If Anahuacalmecac retains legal representation for a due process proceeding or other legal proceeding or action, Anahuacalmecac will be responsible for the cost of such representation.

Because Anahuacalmecac will manage, and is fiscally responsible for, its students' special education instruction and services, Anahuacalmecac will be responsible for any prospective special education and related services, compensatory education and/or reimbursement awarded by a due process hearing officer, court or settlement based on an allegation or allegations that Anahuacalmecac failed to fulfill its responsibilities under state and federal special education laws and regulations (which include, among other things, identifying students with disabilities, assessing students, conducting IEP team meetings, developing appropriate IEPs, and implementing IEPs).

Likewise, if it is alleged that LAUSD failed to fulfill its responsibilities under state and federal special education laws and regulations (which include, among other things, identifying students with disabilities, assessing students, conducting IEP team meetings, developing appropriate IEPs, and implementing IEPs, it will be responsible for any prospective special education and related services, compensatory education and/or reimbursement awarded by a due process hearing officer, court or settlement based on such allegation or allegations.

If parents' attorneys' fees and costs are to be paid because parents are the prevailing party as a result of a due process hearing or settlement agreement based on Anahuacalmecac's alleged failure to fulfill its responsibilities under state and federal special education laws and regulations, Anahuacalmecac will be responsible for payment of those attorneys' fees and costs.

Complaints

The District may investigate and respond to special education complaints the District receives pertaining to Anahuacalmecac, including the District's Uniform Complaint Procedures, Office for Civil Rights and California Department of Education Special Education Compliance Complaints. Anahuacalmecac will cooperate with the District in any such investigations and provide the District with any and all documentation that is needed to respond to complaints. Anahuacalmecac will be solely responsible for any and all costs resulting from, arising out of, or associated with the investigation and implementation of appropriate remedies.

Special Education Local Plan Area (SELPA)

Pursuant to Education Code section 47641, Anahuacalmecac is currently a school of the district for special education purposes, and has an MOU in place in that regard. Anahuacalmecac reserves its right under the Charter Schools Act to become its own LEA for special education, and seek membership in an alternative SELPA. The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA will begin in the 2013-2014 school year which will allow District-authorized charter-operated schools to elect one of the three options available under the LAUSD SELPA.

Funding for Special Education

Anahuacalmecac shall receive its allocated share of AB602 special education funds and shall be fiscally responsible for the provision of special education services and instruction to the students

they serve. The allocated amount shall be calculated using a funding model based on student population (average daily attendance). Anahuacalmecac shall keep daily attendance for each student that shall be reported and certified according to District policies and procedures. Anahuacalmecac may request specific related services from the District on a fee for service basis if available.

The District will collect a fair share contribution from independent charter schools for district-wide costs for special education instruction and services. District-wide costs include but are not limited to: 1) maintaining a full continuum of program options; 2) professional development and training; 3) consultation and technical support for programs; 4) administration of due process proceedings, excluding any legal representation; 5) investigation of complaints; 5) assistance/participation at IEP team meetings and other opportunities from special education support units and 6) implementation of the Modified Consent Decree.

The fair share contribution will be reviewed annually by the Budget Division, the Charter Schools Office, and the Division of Special Education and may be adjusted to reflect changes in expenditure patterns or in federal or State special education revenue streams. The calculation of the fair share contribution shall be based upon a rationale designed by the District's Budget Services Office with consideration of the District's encroachment and other factors.

District Responsibilities Relating to Charter School Special Education Program

As long as charter schools operate as public schools within the District, the District shall provide information to the school regarding District special education decisions, policies, and procedures to the same extent as they are provided to other schools within the District. To the extent that the District provides training opportunities and/or information regarding special education to other school site staff, such opportunities and/or information shall be made available to Anahuacalmecac staff.

Modifications to Special Education Responsibilities and Funding

The special education responsibilities of Anahuacalmecac and the District, and the special education funding model may be modified, supplemented or clarified through a mutually agreed upon Memorandum of Understanding ("MOU"). If such an MOU is executed, its provisions shall be incorporated by reference to this Charter and shall, to the extent necessary to carry out the intent of the MOU, supersede the provisions on special education responsibilities and funding set forth above.

Modifications to the Educational Program

The Council of Trustees of Semillas Sociedad Civil reserves the right to modify, supplement or clarify the educational program to the extent necessary to carry out the intent of the charter and the mission of Anahuacalmecac to best address student learning, assessment results and/or strategic program development.

Element 2.[35]

Measurable Student Outcomes

At Anahuacalmecac, every student will strive toward mastery of essential academic and life skills necessary to succeed in attaining a University education of international standards. These essential skills will be measured through teacher-developed tests, school-wide assessments, IB MYP and Diploma program assessments, and statewide assessments. All students will work towards mastery of state standards and the criteria set forth in the No Child Left Behind Act.

A. Academic Growth and Achievement

Anahuacalmecac will use objective measures to determine a student's ability to process information and demonstrate mastery of subject matter knowledge. Initially, each student will be evaluated to establish an individual student profile. This baseline level of performance will also assist in tailoring learning plans to meet individual student needs and help to gauge their progress throughout the school year.

Anahuacalmecac has determined that the measurement of growth versus absolute is what will best serve our high-risk target student population. Measurement of progress towards achievement of grade level benchmarks includes internal and external IB assessments in addition to textbook based criterion referenced tests. Anahuacalmecac will use the first year assessments to establish quantitative student performance baselines. Teachers and administrators will conduct careful analysis of the baseline data in order to determine the appropriate growth benchmarks and instructional strategies needed to ensure success. Anahuacalmecac proposes to have 85% of students achieve grade level growth targets, as measured by the previously mentioned assessments.

Anahuacalmecac will follow the grade level benchmarks as outlined by the California State Standards as well as the specific criteria set forth by the IB's discipline specific Subject Guides. Anahuacalmecac will ensure vertical and horizontal articulation of the state standards through a school-wide collaborative process closely monitored by the IB. Through an extensive training process, which includes IB authorized professional workshops; teachers and administrators will be prepared to facilitate the development of the standards based MYP and DP curricular units. This in addition to the experience the leadership team has already developed through IB implementation at Academia Semillas Del Pueblo that will provide Anahuacalmecac with a cadre of qualified curriculum development professionals that can closely monitor student progress towards the achievement of grade specific benchmarks.

It is Anahuacalmecac's goal that 100% of graduates will have completed the full battery of A-G requirements, achieve cultural fluency and maintain high levels of multilingual fluency and literacy.

Benchmarks to be met

A. The percentage of graduates who successfully complete A-G requirements every year will surpass the percentage of high school graduates who do so from comparable resident schools.
B. The percentage of graduates who cultivate cultural fluency and literacy through engagement in traditional cultural practices, customs and community service will

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

surpass the percentage of students who do so from comparable resident schools every year.

C. The percentage of students who develop high levels of fluency and literacy in more than one language will surpass the percentage of students who do so in comparable resident schools every year.

The achievement of the charter school will be measured in both growth and absolute measures and will be compared to the achievement of selected District schools that are similar in demographic and other characteristics. The criteria for selecting the comparison schools are:

I. Comparison Schools
In gauging the success of the charter school during the renewal term, a group of comparison district schools will be selected that meet the following criteria. The District will identify the comparison schools and will consult with Anahuacalmecac regarding the names of the schools and the specific data used to identify them.

The analysis of the school's academic performance will include a comparison of the academic achievement of the charter school's students to the academic achievement of two sets of comparison District schools:

1. The residence schools the charter school students would have otherwise attended ("Resident Schools"); and
2. District schools of similar demographic characteristics ("Demographically Similar Schools").

Comparison Resident Schools

"Resident Schools" will be selected by using the charter school students' home addresses to identify the District schools they otherwise would have attended. The District schools most represented at the charter school will be chosen as comparison "resident schools."

Demographically Similar Schools will be selected by using the following criteria:

1. The total student population is within 10% of the charter school enrollment;
2. Students eligible for free/reduced lunch are within 10% of the charter school enrollment;
3. The English Language Learner population is within 10% of the charter school enrollment; and
4. The student ethnic populations are within 10% of the charter school enrollment.

II. Primary Growth Measures

Growth in student achievement is the primary measure that will be used to determine whether the school has been an academic success in its renewal period. The growth of the charter school will be measured annually by comparing the growth in student performance from the baseline levels of performance in the first year of the charter. Per California Education Code Section 47607(a)(2), at the time of renewal, if the charter school has met any one of the following benchmarks either in the previous year or in two of the previous three years, the charter school will be considered an academic success for renewal:(1) attainment of the school's Academic Performance Index (API) growth target; (2) an API decile ranking of 4 or better; (3) an API Similar Schools decile ranking of 4 or better; (4) documented evidence that the charter school students are performing at least equal to that of the students in schools of the district that the students would otherwise be attending.
III. Other Measures

If the charter school fails to meet the primary growth measures, the following measures will be considered to determine whether the school should, nevertheless, be considered an academic success:

1. The charter school's API score at the time of renewal is greater than the median API score for the comparison schools.
2. The percentage of charter school students scoring Advanced & Proficient in ELA on the CST is greater than the median percentage for comparison schools.
3. The percentage of charter school students scoring Advanced & Proficient in Math on the CST is greater than the median percentage for comparison schools.
4. The percentage of charter school students scoring Below Basic & Far Below Basic in ELA on the CST is below the median percentage for comparison schools.
5. The percentage of charter school students scoring Below Basic & Far Below Basic in Math on the CST is below the median percentage for comparison schools.
6. The percentage of charter school ELL students redesignated to English proficiency is greater than the median for comparison schools.
7. The school has met its AYP goals and is not in Program Improvement

B. Attendance requirements including length of school day and year

The school will follow the state requirements for the number of instructional days and minutes, but reserve the right to make modifications to the school calendar as necessary. The calendar includes instructional days, pupil free days, holidays, and beginning and ending dates for the academic year.

School attendance standards require students to attend all high school classes. Families are responsible for ensuring attendance. Students are expected to demonstrate high rates of attendance. Although we will continue to encourage daily student attendance, certain absences will be considered excused. The school calendar meets the minimum number of instructional minutes set forth in the Education Code for grades nine through twelve and the 180-day academic school year.

C. Process by which curriculum, materials and instructional activities are to be selected

The Curriculum and Instruction Committee of the Anahuacalmecac Community Council can be comprised of certified staff, parents and teachers. The Curriculum and Instruction Committee researches curriculum, recommends professional development, and advises the Anahuacalmecac Community Council. In accordance with the educational program and the California state standards, the Curriculum and Instruction Committee shall select and implement curriculum, instructional materials, assessments, and instructional methodology. The Curriculum and Instruction Committee may choose texts, methods and curriculum according to the charter goals and mission. Representation from each grade level and special education will be sought.

D. Delineation of when and how pupil outcomes will be assessed

Anahuacalmecac aims to graduate 100% of its students college-ready, culturally fluent, multilingual, and multiliterate.

Anahuacalmecac believes that assessments are an ongoing process that allows teachers to make adjustments in their daily teaching to meet the needs of all student based on their strengths and weaknesses. Our goal is to meet the requirements of No Child Left Behind Act, which directs that

each subgroup of students will reach proficiency levels in language arts and mathematics. Over the next five years, we will strive to achieve at or above our growth targets on the state's Academic Performance Index (API).

We will use a variety of authentic assessments that can better evaluate the child over time and in a variety of settings.

Standardized assessments may include, but are not limited to:

1. CAT 6 test
2. CST test
3. CELDT test
4. CAHSEE

Data from these different sources will be collected and analyzed by the teachers at grade level meetings and by the administration in an ongoing manner throughout the year. Daily informal assessments from observations, weekly quizzes and test, project assignments, periodic assessments, and yearly summative assessments will be used to direct instruction and identify immediate areas of concern to be addressed.

Students' progress will be reported to parents via progress reports and/or conferences at least three times during the school year. The Anahuacalmecac Community Council may further modify our report cards. New report cards, if/when developed, will report student progress as it relates to the mastery of State Standards and the IB Continuum.

At Anahuacalmecac, assessments are an ongoing process allowing teachers to make adjustments to the daily delivery of instruction to better meet the needs of all students. The school will use the above assessment tools to better evaluate students over time and in a variety of settings.

Throughout the year teachers and the administration will collect and analyze data from a variety of sources. Upon analyzing the data, time set aside at grade level meetings and professional development will foster immediate steps to follow in order to address areas of growth and concern.

Progress reports and /or conferences held at least three times during the school year will report student progress to parents and families. The report card documents student progress as it relates to the mastery of State Standards and the IB Learner Profile. The school reserves the right to modify the report card as necessary.

California High School Exit Examination (CAHSEE)

The California High School Exit Examination (CAHSEE) will be given for the first time in March of the tenth grade year. All High School students will be required to pass both portions of the CAHSEE in order to earn a high school diploma.

Students who are unable to pass the exit exam will receive intensive instruction and services designed to pass the CAHSEE. Non-passing students will be required to maintain continuous enrollment until the CAHSEE is passed, through age twenty-two. Anahuacalmecac aims to support the graduation of every student enrolled at the school. Anahuacalmecac strives to achieve an 80% graduation target rate and an 80% CAHSEE target pass rate.

<u>The International Indigenous Education Certificate: IB, AP, and Native Science</u>

The IB Diploma subjects are examined through a mixture of continuous coursework and terminal examinations at the end of the two-year program.

In each subject the student can gain a score of 1 (lowest) to 7 (highest). The maximum for the six subjects is thus 6 x 7 = 42 points. There are up to an extra 3 points –called bonus points– for both the TOK and extended essay together –but a student who fails both TOK and EE or who fails to satisfy the requirements of the CAS program will not be awarded a diploma by the IBO.

The maximum score in a diploma is 45 points. The minimum score needed to gain a diploma is 24 points (provided that all other requirements are fully satisfied). Anahuacalmecac aims for most of its students to achieve above 28-36 points (about 4-6 points for each of the six subjects).

The IB diploma examination system is criterion-based, not norm-referenced. This means that there is no fixed percentage of each grade, but that grading is done against absolute standards (with some mark adjustments, if necessary). This inevitably leads to a different grade distribution every year, but the IBO has become better at evening out the excesses. Grade inflation has not happened in the IB diploma. Since this sets the Diploma Program apart from many other examination systems, it is expected that the IBO is committed to keeping it that way.

All subjects in the curriculum, with the exception of the core, have a written examination, consisting of typically two or three papers. Students still finish their diploma within three weeks of intensive written examinations but these are limited to a maximum of five hours per Higher Level subject and three hours per Standard Level. In addition, every subject has a coursework component, which may be internally assessed (and externally moderated by the IBO), or internally supervised but externally assessed.

Oral and written communication is stressed, as is group work and analytical skills. The IBO strives to let students and schools take responsible ownership and thus favors coursework as a way of assessment; it is held back from giving coursework greater weight by the entry requirements of many universities.

E. Identification of who will be accountable for student progress

The Assessment Sub-committee of the Curriculum and Instruction Committee of the Anahuacalmecac Community Council may include certified staff and parents. The Assessment Sub-committee will review, select and distribute assessment instruments. In addition, the sub-committee will oversee and distribute state assessments. The sub-committee also reviews test results and works with the Curriculum Sub-committee to provide professional development in order to improve instruction as necessary. The Assessment Sub-committee informs staff about upcoming assessments and provides information about available resources to assist students in preparing for assessments.

<u>Modifications to Measurable Student Outcomes</u>

The Council of Trustees of Semillas Sociedad Civil reserves the right to modify, supplement or clarify the plans included in this element to the extent necessary to carry out the intent of the charter and the mission of Anahuacalmecac to best address student learning, assessment results and/or strategic program development.

Element 3[36].

Methods of Assessment

Assessment is seen as an integral and closely related part of the planning, teaching and learning process. It is not an isolated element. It informs each stage of the learning cycle and leads to effective planning, teaching and learning. The elements that define curriculum at Anahuacalmecac are:

- The written curriculum or "What do we want to learn?"

The learning outcomes, concepts, skills, attitudes and actions we have identified in the school's written curriculum.

- The taught curriculum or "How best will we learn?"

The teaching and learning strategies that best support the types of learning identified in the written curriculum.

- The learned curriculum or "How will we know what we have learned?"

Approaches to assessment, recording and reporting

The assessment component in the school's curriculum can be subdivided into four closely related areas:

- Planning – how we plan to incorporate assessment into our year-long plans, unit long plans and daily teaching.
- Assessing – how we discover what children have learned
- Recording – how we record this evidence of learning
- Reporting – how we pass this information on to students, parents, teachers and external organizations.

A. Perspective on Assessment

Assessment at Anahuacalmecac is defined as the process of collecting, analyzing and reporting data. It is the gathering and analysis of information about student performance and program effectiveness.

Assessment is integral and crucial to the curriculum and to all teaching and learning. It is the means by which we analyze student learning and the effectiveness of our teaching. Assessment acts as a foundation on which to base our future planning and practice. It is central to our goal of guiding the child, from novice to expert, through the learning process. Everyone concerned with assessment – children, teachers, parents, administrators – must have a clear understanding of the reasons for the assessment, what is being assessed, the criteria for success and the method by which the assessment is made.

<u>Standardized Testing and Traditional Tests</u>

[36] "The method by which pupil progress in meeting those pupil outcomes is to be measured." Cal. Ed. Code § 47605 (b)(5)(C)

Traditionally, paper and pencil tests were used as the main way of assessing and evaluating children. However, according to Kohn, "...research shows that schools using traditional grading produce kids for whom three things are true: (1) they think less critically; (2) they prefer easier tasks if given the choice and will go out of their way to avoid challenge; and (3) they're less interested in learning."[37] Research has also proved that standardized testing alone cannot be counted on to give a valid assessment of each student even though they continue to have a significant impact on educational policy making.[38] Scholars further stress that standardized tests perpetuate a narrow and prejudicial view of what is important to know and serve only to sort and rank students not to help them.[39]

However, at Anahuacalmecac, we have to remain accountable to the standardized tests that our students participate in. While we philosophically agree with the above research, our students are eventually measured by external examinations. Therefore, traditional testing will have a place in the range of assessment strategies and tools incorporated at Anahuacalmecac as required by federal and state law.

Utilizing a range of assessment strategies

As we are concerned with assessing a wide range of learning outcomes and expectations, it is obvious that we need a range of assessment strategies and this is consistent with current thinking on assessment. Assessments should be both formative and summative and viewed as authentic, essential, rich, engaging and feasible, allowing the student to become part of the evaluative process. Formative assessment is interwoven within the daily learning and helps teachers and students find out what they already know in order to plan the next stage of learning. Formative assessment and teaching are directly linked; neither can function effectively or purposefully without the other. Summative assessment takes place at the end of the teaching and learning process and gives students the opportunity to demonstrate what has been learned.

When both teachers and students are actively engaged in assessing student progress it helps develop their wider critical thinking and self-evaluation skills. It also provides teachers with evidence on which to evaluate the efficacy of the school curriculum. Authentic assessment can be defined as "a valid assessment system that provides information about the particular tasks on which students succeed or need reinforcement, but more important, it also presents tasks that are worthwhile, significant and meaningful."[40] Authentic assessments include a variety of procedures from observations, journals, oral explanations, rubrics and portfolios.

According to Wiggins, first class assessment is a daily and local affair.[41] There are three steps to assessment tasks: (a) define outcomes (knowledge, skills, attitudes); (b) design the task (what will I hear and see the student doing that will convince me that they know/ can perform with knowledge); (c) set up criteria for success and present to students prior to task.

In conclusion to this section, Wiggins explains that effective assessment practices are:

- Planned for and built into the program
- Have criteria that are known and understood in advance
- Allow students to demonstrate their range of understanding, knowledge and skills

[37] See Kohn, 1999
[38] See Blount 1996, Barr 2000 and Archibald and Newmann 1992
[39] ibid., 2000
[40] Archibald and Newmann 1992
[41] Wiggins, 1989

- Focus on big ideas and transdisciplinary skills
- Based on real life experiences and can lead to other questions
- Allow students to express different points of view and interpretations
- Continuous and cumulative
- Able to promote self and peer evaluation
- Able to produce evidence that can be reported and understood by students, parents, teachers and administrators.

Baseline Assessment and Planning

At the beginning of each academic year, teachers will conduct informal assessments of student skills and knowledge in each core academic area (literacy, math, social studies and science). Teachers will work in grade level teams to construct these assessments, which will also be used to assess student progress toward meeting outcomes.

Anahuacalmecac will use the student learning profiles and informal academic assessments to develop IEPs for students eligible for special education services, and Student Success Teams ("SSTs") for all other students in need of proactive intervention. The SSTs will be developed as needed by a team consisting of the student's teacher, parent(s), specialists as appropriate (e.g., speech therapist), the principal or his or her designee, and, if appropriate, the student. The IEP process and content for students with disabilities will conform to all State and Federal regulations. IEPs and SSTs for all students will include specific benchmarks for determining whether students meet their individual goals related to achievement of State standards in the core academic areas.

Grading Policy

Anahuacalmecac uses a formal quarterly reporting system that communicates student progress in core and non-core curriculum areas as well as student character development. Anahuacalmecac's progress report follows a similar structure as that of LAUSD's and is aligned with state standards. The progress report clearly communicates student academic development. Progress reports involve parent, student, and teacher conferencing that will occur 1-3 times per year. The Anahuacalmecac Progress Report will be updated and modified as deemed necessary by the collective group of Anahuacalmecac teachers and administrators.

Progress is reported using the following four point metric to report student overall performance in a given class:

4	Above Standard	Consistently meets the standard. Has strong knowledge and understanding of the standard. Uses a wide range and variety of books, tools, and materials. Demonstrates originality, initiative, and independence.
3	At Standard	Regularly meets standards. Has knowledge and understanding of the subject areas standards. Can draw information from a variety of sources. Can utilize problem-solving skills. Has good working vocabulary in subject area.

2	Approaching Standard	Partially meets standards. Has a developing knowledge of the standard. Is developing independence but requires some teacher guidance. Uses an adequate vocabulary.
1	Below Standard	Not meeting the standard. More time, practice, effort is needed to meet subject standard. Frequently requires assistance.

Equivalent grade point system:

A+, A, A-	4
B+, B, B-	3
C+, C, C-	2
D+, D, D-	1
F	0

International Baccalaureate General Grade Descriptors

Teachers will use a rubric designed by the IB with which to evaluate student work determine class grades. This rubric outlines IB grade descriptors and run from a 1-7 scale and are used as broad descriptions of the skills and knowledge mastered by the student. They are not specific to any particular subject group assessment criteria.

The general descriptors that illustrate the IB 1-7 grade scale are stated below:

Grade		Descriptors
7	Excellent	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.
6	Very good	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.

5	Good	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
4	Satisfactory	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
3	Mediocre	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
2	Poor	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.
1	Very poor	Minimal achievement in terms of the objectives.

Anahuacalmecac's curriculum, integrated through the implementation of the International Baccalaureate's Continuum has created a comprehensive assessment model that strives to develop and strengthen students' natural ability to think creatively and critically, as well as to give them the tools necessary to promote a higher order of thinking and questioning. Assessments are intended to be an on-going reflection for students, teachers, parents, and administrators. Through purposeful planning, teachers generate data analysis reports 2-3 times per year that will be used to continually inform and influence curricular development, teacher practice and school pedagogy.

Anahuacalmecac uses a variety of tools to assess and measure student progress and will incorporate assessment strategies and policies from the International Baccalaureate Program. Student progress will be reported using Anahuacalmecac's quarterly progress reports, parent conferences, student conferences, and teacher created data analysis reports. Assessment tools will include a balanced mix of publisher created and teacher generated materials.

<u>The following formal assessments will take place throughout the year:</u>

Fall & Winter:

Criterion-referenced tests, based on state academic content standards, of mathematics skills and concepts
Writing samples scored with standards based rubrics created by grade level teacher teams

California English Language Development Test (CELDT) as needed for new students throughout the year

Spring:

In addition to the aforementioned tests, the following will also be administered:

STAR Testing, including CAHSEE, California Standards Tests & CAT6, the California Alternative Performance Assessment (CAPA)
California Writing Assessment
California Physical Fitness Test
State testing will be verified and updated as necessary

In addition to the tri-annual formal assessments, teachers will assess students on an on-going basis using Formative and Summative assessments. Formative assessments are the on-going measures of growth that immediately informs classroom instruction. It enables teachers and students to identify what skills and concepts have been mastered and which ones need further development. They also provide a scaffold method of instruction that promotes student success of the Summative Assessment. The Summative Assessment typically takes place at the end of a thematic unit and enables the students to demonstrate the concepts and skills that have been learned. These assessments may include any combination of the following: acquisition of data, synthesis of information, application of knowledge and processes.

Teachers will use all assessment data to generate Data Analysis Reports that will then be used to guide instruction and ensure that all students meet school and state standards. After each assessment period, teachers will come together during professional development meetings to examine their self-generated Data Analysis Reports, STAR test results, and other assessment data to identify goals that will further student achievement. The analysis of data will shape instruction for individual students, and it will also guide the school in program development. Progress towards these goals will be frequently measured during classroom instruction and by the aforementioned methods. Instruction will focus on enhancing the areas of strength and supporting student achievement in the areas of need. Students will also be involved in formative self-assessment of their progress, and they will be guided to reflect on their own approaches to learning. Teachers will use all assessment data to develop and refine the school's curriculum as well as teaching strategies, instructional materials and texts, share best practices, and collaborate in planning curriculum during professional development meetings. Anahuacalmecac will examine and refine the tools used to assess student performance over time to reflect the school's mission and any changes to state or local standards that support such mission.

Student Assessment Methods in the IB Middle Years Program

Teachers create continuous assessment accounting for specific criteria that correspond to the objectives set forth for each subject. At the same time, there is also an emphasis on self-assessment and peer-assessment. Teachers are responsible for structuring diverse assessment tasks in order for students to demonstrate their academic achievement and understanding of the subject explored. Some of the methods include: open-ended questions, problem-solving activities and investigations, organized debates, organized individual or group presentations that demonstrate analysis and reflection.

The assessments measure both qualitative and quantitative achievements that provide insight on the process students took to achieve their final project as well as their overall mastering of the subject. The Personal Project in the final year also provides a means of assessment through which a deeper real life application of the program is demonstrated. Students are expected to choose their project, which can take many forms, and take the process through to completion under the

supervision of a teacher in the school. This involves planning, research, and a high degree of personal reflection. The Personal Project is assessed by teachers against a set of IBO developed assessment criteria.

Student Assessment Methods in the IB Diploma Program

Students are assessed through a wide variety of measures against the subject specific criteria established by the IB. The emphasis is on the extent to which students have mastered the academic skills while developing their ability to analyze and present data, evaluate and construct arguments, and creatively problem solve.

Internal assessments consist of teacher created measures guided by the subject criteria, they may include: oral work in languages, fieldwork in geography, laboratory work in the sciences, investigations in mathematics, and artistic performances. Assessments also incorporate reliable and objective exams such as: essays, structured response, short-response questions, data-response questions, text-response questions, case-study questions, and limited use of multiple-choice questions. Exams are also subject to further review and evaluation by the over 5,000 IB examiners around the world. Assessments are sent worldwide to receive marks by educators trained to evaluate student work against international academic criteria.

A student's major pieces of work, such as theory of knowledge essays, extended essays and world literature assignments are usually completed independently, under teacher supervision, and are then distributed internationally for evaluation by external examiners. External evaluations ensure that students meet the expectations and standards of the rigorous IB Diploma Program and are weighted significantly on the student's final grade.

Testing

If the charter school does not test (i.e., STAR, CELDT, CAHSEE) with the District, the charter school hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as the charter school.

Modifications to Methods of Student Assessment

The Council of Trustees of Semillas Sociedad Civil reserves the right to modify, supplement or clarify the plans included in this element to the extent necessary to carry out the intent of the charter and the mission of Anahuacalmecac to best address student learning, assessment results and/or strategic program development.

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comprehensive design of our school reflects a model that allows for the full participation of working people. Accountability is ensured by every child, parent, and teacher of the school through town-hall type gatherings called *Asambleas Comunitarias*. The Anahuacalmecac governance design provides for fair and participatory school governance. We draw from traditional indigenous forms of social organization in building a collective responsibility for school governance. Specifically, Anahuacalmecac governance is modeled after the indigenous Mexican political form and traditions known as the *Calpulli*. Indigenous governance begins with the principles of serving collective interests, assembling an informed polity, and honestly administering and executing collective decisions in practical and effective methods.

The Anahuacalmecac governance model is guided by indigenous traditions, which emphasize community-based decision-making. Anahuacalmecac Charter School is operated by Semillas Sociedad Civil ("Semillas"), an IRS-designated 501 (c) (3) nonprofit public benefit corporation incorporated on May 1, 2002. Semillas will be governed in accordance with applicable California Corporations Code sections and is established to operate charter schools. As provided for in the California Corporations Code, Semillas will be governed by a Council of Trustees ("Council"), whose members have a legal responsibility for the operation of the school. The purposes of the corporation are to manage, operate, guide, direct, support and promote charter schools and to encourage and support the appreciation of the cultural and intellectual heritage of Indigenous Peoples. The corporation will be managed by an executive director, who will be charged with managing nonprofit development operations as delegated by the Council.

Anahuacalmecac will operate as a charter school program under Semillas and will continue to convene its Anahuacalmecac Community Council, understanding that the Semillas Council of Trustees has the ultimate governance, and legal and fiduciary responsibility for the school. The Council of Trustees have assigned day-to-day administration of Anahuacalmecac to a principal, who will be charged with managing academic operations. Community stakeholders, such as charter school parents and local elders, engage charter school administrators through regular dialogue to advise and provide input in Anahuacalmecac's decision-making processes called **Yehcohtzintle** (*el Agradable Compromiso*, the Good Compact).

A. Key Elements of Anahuacalmecac Charter School Governance

The Council of Trustees of Semillas has fiduciary and policy oversight responsibilities for the non-profit organization and charter school. The Council of Trustees will meet at least four times a year.

Council of Trustees Composition

The Council of Trustees will consist of no less than five nor more than nine voting members, which include charter school founders, community stakeholders, and charter school parents, and may include a district representative pursuant to Ed. Code section 47604(b).

Council of Trustees Powers & Duties

[42]Governing Law: The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement. - California Education Code Section 47605(b)(5)(D)

The Council of Trustees is charged with executing the mission and vision of Semillas, a nonprofit 501(c)(3) organization, as well as adhering to its Articles of Incorporation, bylaws and charter. It shall be the duty of the Council of Trustees to:

Promote the academic achievement and educational performance of the students of Anahuacalmecac
Promote an academically rigorous and culturally relevant curriculum
Consider proposals and initiatives generated by community stakeholders in general, and Anahuacalmecac parents and children in particular.
Hiring and evaluating the Principal of the school;
Measuring and monitoring the implementation of general policies of the school;
Developing and monitoring an operational business plan that focuses on student achievement and financial viability;
Approving and monitoring the school's annual budget, including hiring an external auditor to perform a comprehensive school audit as mandated by state regulations;
Elicit parent participation and solicit community partnerships that would support academic programs of the school;
Set policies for the terms and conditions of employment for each school.
Execute all other responsibilities required by the California Corporations Code, the Articles of Incorporation, Corporate Bylaws and this Charter necessary to ensure the proper operation of the school.

Council of Trustees Members

Please see attachments for each Council member's resume and questionnaire responses. The following lists Council members currently serving a term from July 1, 2012 to June 30, 2014:

- Dr. Juan Gomez-Quiñones, President
- Dr. Irene Vasquez, Member at Large
- Dr. Breck Nichols, Secretary
- Edmundo Perez, Treasurer
- Jeri Brunoe, Member at Large
- Marcos Aguilar, *Ex Officio*, Non-voting Member

Council of Trustees Meetings

Regular Council meetings shall be held at a Semillas school, unless otherwise indicated during the previous meeting or in Brown Act notice. Each Council meeting notice is posted in plain sight at the school's main office in English and Spanish no less than seventy-two (72) hours in advance of each regular meeting (24 hours for special meetings under the Brown Act). Each Council meeting agenda is provided in hardcopy format upon request. Actions that are taken during Council meetings are recorded and are also available in hardcopy format upon request. The Council of Semillas will comply with applicable provisions of the Brown Act, including open meeting requirements and agenda contents and posting. Further, the Council of Trustees meeting date, time, location and agenda will be posted at a location accessible to the public in all Semillas schools in accordance with the Brown Act. For more information about Council meetings, see attached Semillas Sociedad Civil Bylaws.

Anahuacalmecac Community Council

Anahuacalmecac's principal will convene an advisory Anahuacalmecac Community Council ("ACC"), understanding that the Council of Trustees has the ultimate legal and fiduciary responsibility for the school. Each school that functions as part of Semillas must maintain a school site council referred to as a community council.

The Anahuacalmecac community will work cooperatively and collaboratively to create a student-centered academic environment in which all partners are empowered by their own sense of ownership and responsibility to the learning of the students of the school. Anahuacalmecac will endeavor to maintain an ACC that has at least 3 and no more than 7 members that represents a cross section of the Anahuacalmecac learning community, including the principal, teachers, staff, community/business members, parents and students. The ACC will will meet at least four times a year.

The ACC will address items dealing with policies and procedures related to the day-to-day operations of Anahuacalmecac. Action items related to the strategic vision of the school will fall under the responsibilities of the Council of Trustees. The ACC is organized to create an equal voice for all parties vested in the success of the school and works along side community stakeholders, and in particular, with Anahuacalmecac's students, parents, and other staff members.

Duties of the Anahuacalmecac Community Council

Duties of the Anahuacalmecac Community Council:

Promote academic achievement, rigor and student performance
Promote cultural relevancy throughout the curriculum and school culture in general
Monitor the implementation of every aspect of the charter by protecting and nurturing the vision and mission of Anahuacalmecac;
Research, review and discuss current issues and make decisions based on the best interest of the school;
Facilitate the communication among committees;
Mediate disagreements among/or within committees and assist in consensus building;
Interpret, develop and implement policies;
Advise the Council of Trustees;
Contribute to the cultural relevance of the curriculum.

Anahuacalmecac Committee Structure

Parents and staff will further be represented on the following advisory committees: Curriculum, Assessment, Finances, Facilities and Safety. At least one ACC member will be on each of the committees. The committees may be comprised of at least one parent, one teacher and one staff member. Members will be appointed to serve on each of these committees by the ACC, based on nominations by Anahuacalmecac parents, teachers and administrators. Members of Anahuacalmecac's executive board, any administrators, managers or employees, and any other committees of the school shall comply with applicable federal and state laws, and nonprofit integrity standards regarding ethics and conflicts of interest.

Community Assembly

The Community Assembly is the regular and scheduled meeting of all community stakeholders, a process by which community members learn of important issues and dialogue in order to reach decisions and generate proposals to the ACC and Council of Trustees. The Assembly will meet at least once each calendar year to actively organize community dialogues and consciously plan

governance training for parents and staff. This dual purpose of the assemblies – dialogue and trainings – ensures accountability across all sectors of Anahuacalmecac. Moreover, biannual reports on fiscal and student progress will be prepared by Anahuacalmecac administration to present to the assemblies. The teaching faculty will be represented in the Assembly by a committee, which is charged with making curricular recommendations and generating proposals for the ACC and Council of Trustees.

Parent Involvement

Semillas strongly encourages parents to participate in and share the responsibility for the educational process and educational results of Anahuacalmecac. By having representatives on the Council of Trustees, the ACC and the Community Assembly, parents will be active participants in developing local school policies and leading efforts to engage the support of the community, making recommendations about issues related to the school, and reviewing parental and community concerns.

B. Legal Status-Independent Charter

Anahuacalmecac will comply with all applicable federal and state laws and non-profit integrity standards. Anahuacalmecac is an independent charter school that has all appropriate and necessary liability insurance for charter schools.

C. Title I / State Compensatory Education

If Anahuacalmecac chooses to apply for Title I funding, it will establish a compensatory education advisory committee (CEAC) that complies with the California Education Code. The Anhuacalmecac Community Council shall carry the role of CEAC as well for purposes of Title I Accountability.

D. Grievance Procedure for Parents and Students

Anahuacalmecac will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Anahuacalmecac alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Anahuacalmecac will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Anahuacalmecac will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Anahuacalmecac will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

Further, Anahuacalmecac will adopt and publish grievance procedures for providing for prompt and equitable resolution of student and parent general complaints. For example, Anahuacalmecac will investigate thoroughly, completely, and impartially all complaints made against school

personnel. A positive relationship between parents and school personnel, fostered by trust and confidence, is important to the school. As such, Anahuacalmecac's complaint process will be developed to ensure that parents are provided with and effective method to address legitimate complaints against personnel and to protect school employees from false charges of misconduct or wrongdoing .

E. Responding to Inquiries

Anahuacalmecac shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries.

G. Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Charter School is subject to District oversight.

- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitor the fiscal condition of the Charter School.

- The District is authorized to revoke this charter for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Modifications to Governance

The Council of Trustees of Semillas Sociedad Civil reserves the right to modify, supplement or clarify the plans included in this element to the extent necessary to carry out the intent of the charter and the mission of Anahucalmecac to best address student learning, assessment results and/or strategic program development.

Element 5.

Employee Qualifications[43]

A. Highly Qualified Teacher

Anahuacalmecac teaching staff must hold a Bachelor's Degree from a degree granting institution, and a valid authorization from the California Commission on Teacher Credentialing ("CCTC") to serve as a California Credentialed teacher. All core subject teachers are also required to hold a CLAD certificate and prove Spanish language competence or a BCLAD, which includes proof of Spanish language competence. The Principal and Executive Director will be responsible for hiring teachers.

All teachers shall also meet the highly qualified requirements of the NCLB. Accordingly, a teacher of core academic subjects must have:

a bachelor's degree;

a State credential or have an Intern Certificate/Credential for no more than three years while actively working toward completion of their State credential; and

demonstrated core academic subject matter competence.

Demonstrating core academic subject competency is done through CCTC's approved subject matter examination or by completing the California High Objective Uniform State Standard of Education ("HOUSSE"), depending upon the teacher's experience level.

Teachers teaching in multiple subjects are subject to the same requirements. Teachers in specific subject matter areas are held to the Middle/High school requirements of the NCLB. In order to demonstrate core academic subject matter competence, a teacher must:

Pass a CCTC approved subject matter examination

Complete a coursework option such as:

> a CCTC approved subject matter program
> a major
> a major equivalent (32 semester units), or
> possess a graduate degree in the core academic subject area

Have California Commission on Teacher Credentialing (CCTC) certification in the core academic subject taught or complete the HOUSSE (depending on length of experience)

Copies of all teacher credentials will be kept on file and available for the LAUSD's inspection upon request.

Teachers of special education students are required to have appropriate special education credentials and/or licenses.

In addition, core teachers must be bilingual in English and Spanish and believe in the Mission and Vision of Anahuacalmecac as set forth in this Charter. These teachers will instruct the core academic classes of mathematics, language arts, science, and history/social studies. These

[43] Governing Law: The qualifications to be met by individuals to be employed by the School -- California Education Code Section 47605(b)(5)(E)

teachers will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in the school's operational policies.

Anahuacalmecac will not discriminate against any employee on the basis of race, color, creed, age, sex, national origin, physical or mental disability, religion, ancestry, or marital status.

Anahuacalmecac will adhere to existing state of California laws regarding fingerprinting and drug testing of employees. Anahuacalmecac staff will adhere to school policy pertaining to the safety and health of all employees and students. The staff will participate as child abuse reporters as mandated by applicable laws. Staff will be regularly informed at teaching collectives regarding child abuse reporting policies.

B. Non-core teacher policy

All employees must furnish or be able to provide:

Medical clearance including proof of medical exam and tuberculosis (TB) testing
Fingerprinting and the service fee to the Department of Justice for criminal record check. Applicants will be required to provide a full disclosure statement regarding prior criminal record. No employee shall commence employment at the charter school until clearance has been obtained from the Department of Justice.
Documents establishing legal status.
Qualifications and demonstration of skills or abilities to be rendered.

C. Process for Staff Recruitment, Selection, and Evaluation

Anahuacalmecac will select its own staff. Job applicants for positions at Anahuacalmecac will be considered through an open process, and if hired, will enter into a contractual agreement with the school. Prior to the hiring of the principal, the Executive Director of Semillas will be responsible for the selection of certificated and classified staff members. Once the principal is hired, he/she will be responsible for the selection of certificated and classified staff. Unless the employees elect to be represented by an organization for bargaining purposes, all employees will be individually contracted rating in at a level competitive to the district's salary schedules. The individual contract will address, among other issues, salary, health and welfare benefits, work schedules and responsibilities, accountability measurements, and standards for performance evaluations. Employee contracts are year-to-year, renewable each July 1.

D. Procedures for Background Checks

Anahuacalmecac will comply with the provisions of California Education Code Sections 44237 and 45125.1 regarding the fingerprinting and background clearance of employees, contractors and volunteers prior to employment. A school designee shall review Department of Justice reports on prospective employees, contractors and volunteers to determine whether an employee may be employed in accordance with Education Code Section 44237 or 45125.1, except with respect to her or himself, in which case the another designee will review. The Executive Director or designee shall monitor compliance with this policy and report to the Council on an annual basis.

E. Key Positions

<u>Principal</u>

1. Typical duties:

Provides educational leadership in developing and implementing Anahuacalmecac's goals, priorities, guiding principles, standards and accountabilities, and educational reform to ensure student achievement to high standards of excellence. These duties include:

Have the responsibility of hiring and firing all other employees according to the mission, philosophy, and obligations of the school as spelled out in the Charter.
Oversee the day-to-day operations of the school.
Oversee the instructional program.
Provide opportunities for professional growth.
Facilitate communication among staff, parents, and community.
Assist with student discipline.
Assist with scheduling when necessary.
Report to the Council of Trustees on the progress of the school in achieving educational success.
Monitor processing of credentials when required.
Commit to Anahuacalmecac's mission and vision.

2. Reports to the executive director of Semillas.

3. Functions :

Focuses Anahuacalmecac priorities on improving the academic achievement for all students to high standards of excellence by providing leadership and support in:

Identifying and implementing Anahuacalmecac standards for student achievement and ways of measuring the progress of schools and students.
Developing and promoting a rigorous and culturally relevant curriculum.
Ensuring effective use and equitable allocation of and accountability for money and other resources.
Ensuring student safety, enhancing inter-group relations, and fostering the value of diversity.
Fostering increased parent involvement in student learning and achievement.
Developing and implementing a delivery system to provide coordinated services addressing student health, emotional, and social needs.
Implementing performance benchmarks/accountabilities for executive/senior management, school-site administrators and teachers.
Plans, develops, and administers an organization that provides for appropriate delegation of responsibility and authority, optimum span of control, and effective channels of communication.
Informs and advises the Executive Director and the Council of Trustees regarding Anahuacalmecac educational programs and services.
Advises and makes recommendations to the Executive Director and the Council of Trustees about employer-employee relations and collective bargaining activities.
Performs other duties as assigned by the Executive Director.

4. Qualifications

Education Required

An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university.
At least two semester units of specific and two semester units of general coursework in multicultural education or equivalent study.

At least two semester units each (six semester units total), or the equivalent, of coursework in culture, language, and methodology.

Experience Required

At least five school years of successful full-time service in a certificated position(s).
Ability to provide educational and administrative leadership at the executive level
Ability to deal effectively with and be responsive to stakeholders who are representative of many and varied points of view; ability to establish and maintain effective public communication/relations and community rapport with a diverse population.
Ability to comprehend and apply educational theory and practice (including educational reform principles), California laws and regulations relating to education, school finance, and related school procedures to the administration of a public charter school.
Knowledge of the unique issues and challenges facing urban public schools.
Personal characteristics necessary to work constructively and effectively with the elected Council of Trustees and all stakeholders; qualities of integrity, good character, and judgment.
Ability to make formal, public presentations.
Ability to communicate effectively with stakeholders both individually and as a group. (Ability to communicate in a language other than English is desirable).
Ability to compose and comprehend written communication on complex issues.
Ability to cope effectively with crisis situations.
Ability to render immediate decisions on urgent issues and to cope with a high volume of complex projects.

5. Health

Physical and mental fitness to engage in executive management service.

6. Credentials

A Preliminary California General Administration Credential, Standard Administration Credential, or Service Credential with specialization in administrative services preferable.

Teachers:

Provide an effective room environment that reflects and facilitates the academic program that promotes a quality, enriched and powerful curriculum. Also participate in all pertinent parent and community meetings. Continuously evaluates classroom performance to meet the needs of the students.

Qualifications:
Multiple Subject Teaching Credential and BCLAD or CLAD emphasis
Experience in working in an inner city public school, Knowledge of best teaching practices, especially language and critical pedagogy. Willingness to embrace a multilingual & multicultural learning environment. Experience in parent/community outreach and organizing. Engagement in personal professional development. Commitment to collective working environments

International Baccalaureate Coordinator

Provide and facilitate staff development activities, to coordinate and implement the program. Also facilitates the writing of the MYP integrated units of study and PYP program of inquiry. IB coordinator serves as the liaison with the International Baccalaureate Organization (IBO) office. Continuously Assists MYP teachers with the organization of student personal projects. Assist in the hiring, training and scheduling of new teachers with regards to IB. Serves as a resource for the eight subject area leaders and coordinates/communicates closely with the school administrators.

Qualifications:
Multiple Subject Teaching Credential and BCLAD or CLAD emphasis
Experience in working in an inner city public school, Knowledge of best teaching practices, especially language and critical pedagogy. Willingness to embrace a multilingual & multicultural learning environment. Experience in parent/community outreach and organizing. Engagement in personal professional development. Commitment to collective working environments

Senior Secretary

Serves as secretary and office supervisor in one of the higher administrative offices. Composes, organizes, and edits material originating in the office. Arranges appointment schedules. Types difficult, specialized correspondence and reports. Operates a variety of office machines, such as copiers, calculators, typewriters, computer terminals, and office computers. May do miscellaneous clerical work such as filing, typing, and making statistical tabulations.

Qualifications:
Graduation from high school or evidence of equivalent educational proficiency.

Three years of experience in a secretarial position. An Associate in Arts degree in Secretarial Science may be substituted for one year of the required experience.

A. Relationship Between The Teachers And The District/County Bargaining Unit

Anahuacalmecac will be the exclusive public employer of all employees of Anahuacalmecac for collective bargaining purposes. As such, Anahuacalmecac will comply with all applicable provisions of the Educational Employment Relations Act (EERA), and will act independently from any district or the County for bargaining purposes. Under the EERA, all covered Anahuacalmecac employees may join and be represented by an organization of their choosing in their professional and employment relationships after the first year of operation is completed.

B. Salaries and Benefits

The Council of Trustees will set salaries tables and benefit packages annually. Salaries and benefits will be commensurate with those offered employees in similar positions in the LAUSD, LACOE or comparable non-profit organizations at the discretion of the Council of Trustees.

C. Work Basis

The Principal will work for the calendar year with appropriate vacation time as determined in the individual employee contract. All teachers and teachers' assistants will work a calendar year of 11 months, including 200 instructional days and 5-15 days of training. Office and maintenance will work a calendar year of 12 months with appropriate vacation time as determined in their individual employee contract.

Employee hours per day will be based on individual contracts. The standard day for administrative and operational staff is 8.0 hours per day. The standard day for teaching staff is 7.0 hours per day. The teaching staff is also required to attend 2.0 hour/week, not to exceed 10.0 hours per month for meetings, 2-3 evening parent conference sessions a semester, and maintain

communication with parents through actively leading the Teaching Collectives and organizing at least one meeting per month.

All school employees will be required to furnish a criminal record summary as required by E.C. 44237. All school employees will be considered mandated child abuse reporters. All school employees will have current and appropriate TB tests as mandated by E.C. 47605 (b) (5) (F).

D. Benefits

Release days will be provided for each full-time employee to the extent of ten (10) paid release days per year (illness, personal necessity, etc.) Full time employees will earn release days at the rate of one-half day per biweekly pay period. Part-time personnel will be provided with a portion of the release days that corresponds to the number of hours worked.

Each full-time employee will be provided with three unpaid bereavement days (within California) or five unpaid bereavement days (outside of California) for immediate family members, not to exceed five days per year. Family members will be defined as members of the employee's or spouse's immediate family, which means the parents, grandparents, child, or grandchild, brother, sister (step or foster) or any other relative living in the immediate household of the employee.

All employees will earn paid legal holidays not less than currently offered by the sponsoring district for a work year of comparable length.

Mandatory benefits such as, workers compensation, unemployment insurance, Medicare, and social security (for non STRS members) will be provided by Anahuacalmecac. Life, health, and related benefits will also be provided to all full-time employees at the cost of the school. Employees on charter school leave from the sponsoring district will elect to give up district offered coverage during the term of their employment with Anahuacalmecac.

The Semillas Council of Trustees may revise the benefits and compensation policy when needed at its discretion.

H. Evaluations

Evaluations will be performed annually. Performance measures will be used to evaluate all school personnel. Performance measures and assessment will be developed with the participation of the given and appropriate staff members. Peer assessment will be an important component of the performance measure.

The Council of Trustees will evaluate the Principal and the Executive Director on:

Maintaining a fiscally sound charter school including a balanced budget.
Overall successful school academic program and achievement of educational goals.
High parental and community involvement.
Creation of a school atmosphere of enthusiasm, warmth, and cooperation among all parties.

The Principal will evaluate the teachers on:

Student progress as referenced from school designed norms at the end of each year.

Element 6.

Health and Safety Procedures[44]

A. Health and Safety Policies

Among the many health and safety laws that need to be followed is the Healthy Schools Act-California Education Code Section 17608, which details pest management requirement for schools. Anahuacalmecac has adopted and implemented a comprehensive set of health, safety, and risk management policies that were developed in consultation with our school insurance carriers and our attorneys.

We are committed to providing a safe, nurturing, healthy, and protective atmosphere in which every member of the community will grow and prosper. Anahuacalmecac will ensure the safety of the students and staff by complying with the current LAUSD independent charter school standards and policies for health and safety as well as all state and federal laws, including Education Code Sections 44237, 47605(b)(5)(F). Each new employee or non-parent volunteer who will work in contact with students must submit to a fingerprint scan for the purpose of obtaining a criminal record summary. This requirement is a condition of employment. Also, employees hired by Anahuacalmecac will be required to have a Mantoux tuberculosis test.

The school health and safety policy will be annually updated and reviewed, in consultation with staff and the specified Committee. This policy will be distributed to all staff and parents. The policy will cover the following points:

- A requirement that each employee of the school submit to a criminal background check and furnish a criminal record summary as required by California Education Code section 44237
- safe use, maintenance, and sanitation of school equipment and facilities
- emergency drill procedures and schedule (e.g., earthquake, fire)
- A policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies
- Compliance with all health and safety laws and regulations that apply to non-charter public schools, including those regarding auxiliary services (food services, transportation, custodial services, hazardous materials, etc.) and those required by CAL/OSHA, the California Health and Safety Code, and EPA.
- emergency site plan
- health screening procedure (vision, hearing and scoliosis)
- A requirement that all enrolling students and staff provide records documenting immunizations to the extent required by law. Records of student immunizations will be maintained, and staff will honor County requirements for periodic Tuberculosis (TB) tests.
- procedures expected of staff and parents in the case of a sudden illness or injury occurring at school
- procedures for administration of medication at school
- suggestions for families as to good nutrition for their children
- explanation of the necessity of physical education for the child's health
- legal obligation of reporting contagious conditions
- prevention of drug, tobacco and alcohol use, violence, and early sexual activity

B. Facility Safety

[44] Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school record summary as described in Section 44237. -- California Education Code Section 47605(b)(5)(F)

Fire Drills

Fire drills will be held at least twice a semester. Office personnel will maintain a record of fire drills held and total required time for complete evacuation. When the fire drill signal sounds, teachers will lead the students in their room along the route indicated on the evacuation map posted for that purpose. Before leaving the room, teachers will see that all windows and doors are closed and that they have their class attendance roster with them. Students who are not in a classroom at the time the fire drill signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and the administrative staff will attempt to locate missing students. Students will remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal.

Disaster Drills (i.e. Earthquake)

Disaster drills will be conducted at least twice a year. Students will be made familiar with the “duck and cover” routine. A disaster drill commencing with the “duck and cover” routine will be initiated by an announcement. Staff and students will hear “This is an emergency drill. Duck and cover.” During the “duck and cover” routine in the classroom, teachers will turn off the lights and have students get under a desk or table or against the wall away from the windows. Students must remain quiet and orderly so they will be able to hear additional instructions when given. All drills will be concluded with an “all clear” announcement, or a visible signal from the administrative staff.

In the event of a real earthquake, everyone must engage in the “duck and cover” routine immediately and remain in position until the teacher determines that it is safe to leave the building. If remaining in the room becomes dangerous, or when the shaking stops, teachers will proceed with their students to the evacuation site or another safety zone. If students are on the playground or other outdoor area when a disaster drill is called or during an actual earthquake, students are to drop immediately to the ground, away from trees and power lines, and cover their heads with their hands. They are to remain in that position until given additional instructions.

In the event of disasters other than earthquakes, the administrative staff will contact each room, advise staff of potential dangers, and give further directions or orders. Teachers and students will remain in their classrooms until instructions are received for an all clear or an evacuation. If there has been a chemical spill, the teacher must make sure that all doors, windows, and vents remain closed. The school site maintenance staff will turn off the gas. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Teachers will stay with their classes for the duration of the emergency. In the event of an earthquake or other national disaster, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

Bomb Threats

The person receiving the call or letter will note the time of day, wording of the message, background noises, and quality of the voice to try to determine if it is a young child or an adult. This person will delay the caller as long as possible, while they alert another adult to the crisis. That adult will immediately notify the telephone company to trace the call and immediately thereafter, notify the police using 911.

Based on the information at hand, the administrative staff will make a decision whether an

immediate evacuation is warranted. If so, the evacuation code word "safe school drill" will be given and evacuation procedures will be followed. The office personnel will coordinate information requests to and/or from law enforcement, the telephone company, and parents.

If an immediate evacuation is not warranted, the administrative staff will notify teachers to inspect their room for any suspicious materials or unknown packages, without alarming students. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Evacuation Plan

A disaster of a significant nature may require the evacuation of the school. Immediately upon notification by outside authorities that the school must be evacuated, the administrative staff will verify the name and position of the person placing the alert. Once the source is confirmed, the administrative staff will give the evacuation code word "safe school drill". Teachers will proceed with their students to the nearest school exit. Before leaving the room, teachers will make sure they have their class attendance roster with them. Students who are not in a classroom at the time the intercom signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Prior to evacuation, offices, bathrooms, and all other common areas, (including outdoor facilities) will be searched by unassigned staff members designated by the principal.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and an individual will be assigned the task of finding any missing students. Teachers will work together to take care of students with injuries, respiratory problems, or other medical conditions.

Teachers will stay with their classes for the duration of the emergency. In the event of an evacuation, all school employees are immediately designated "Civil Defense Workers" and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

Students will remain with their teachers at the designated evacuation site until the administrative staff gives the "all clear" signal. In the event students cannot return to the school site, the administrative staff will notify parents and/or the media as to where students can be picked up. The office personnel will sign out students as they are being picked up by a parent or other adult listed on the emergency information card.

C. School Site

The school will be housed in facilities that have received state Fire Marshal approval and comply with state building codes, the federal ADA accessibility requirements, and other fire, health, structural safety requirements. A qualified structural engineer will evaluate all school facilities for seismic safety. Anahuacalmecac will maintain on file readily accessible records documenting such compliance.

D. Traveling Students

Traveling students have an option to choose to attend Anahuacalmecac within the same criteria as all other students in LAUSD and the state of California. Anahuacalmecac will not provide transportation at this time. Other than to provide the option to attend a school within their

community, the attendance policy will have no impact on traveling students who choose to attend Anahucalmecac.

E. Site Compliance

Anahuacalmecac will comply with the Uniform Building Codes, Americans with Disabilities Act (ADA), access requirements, and fire, health and structural safety requirements. The Certificate of Occupancy and other pertinent records will be kept on file by Anahuacalmecac.

A District-approved site for Anahuacalmecac must be fully usable without conditions. The Anahuacalmecac facility for students and staff shall comply with all building code standards and regulations adopted by the city and/or county agencies responsible for building safety standards of the city and/or county in which Anahuacalmecac is located. These code requirements shall also apply to the construction, reconstruction, alteration of or addition to any charter school building. In the event Anahuacalmecac is cited by any agency, e.g., Cal OSHA or the Fire Marshal, for failure to comply with regulations, the District's Charter Office will be notified immediately.

The District will be provided a Certificate of Occupancy issued by the applicable permitting agency, allowing Anahuacalmecac to use and occupy the site 45 days prior to the date the school is scheduled to open. A temporary certificate of occupancy will be acceptable as long as there is a plan to complete the work to obtain the final Certificate of Occupancy.

As needed, Anahuacalmecac will contract out with private companies to provide the following services:

Routine Maintenance
Building Equipment Operations (e.g., air filter changes)
Major or Deferred Maintenance
Alterations and Improvements
Custodial Services
Gardening
Landscaping
Tree Trimming
Preventive Pest Management (including methods Anahuacalmecac will use to comply with the Healthy Schools Act)
Utilities

Integrated Pest Management compliance with the District's policy focusing on long term pest prevention and giving non-chemical methods first consideration when selecting appropriate pest management techniques.

F. Asbestos Management

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

G. Insurance Requirements

No coverage shall be provided to Anahuacalmecac by the District under any of the District's self-insured programs or commercial insurance policies. Anahuacalmecac shall secure and maintain, as a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Anahuacalmecac from claims which may arise from its operations. Each charter school location shall meet the below insurance requirements individually. It shall be the charter school's responsibility, not the District's, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements. The following insurance policies or equivalent will be maintained:

1. Workers' Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect Anahuacalmecac from claims under Workers' Compensation Acts which may arise from its operations, including Employers Liability limits of $1,000,000/$1,000,000/$1,000,000.

2. Commercial General Liability coverage of not less than $5,000,000 for each occurrence. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Anahuacalmecac's insurance primary despite any conflicting provisions in Anahuacalmecac's policy.

3. Commercial Auto Liability coverage with limits of $1,000,000 combined single limit unless Anahuacalmecac operates student bus services; if providing student bus services coverage limits not less than $5,000,000 combined single limit shall be required.

4. Fidelity Bond coverage shall be maintained by Anahuacalmecac to cover all charter school employees who handle, process, or otherwise have responsibility for charter school funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence.

5. Professional Educators Errors and Omissions liability coverage including sexual molestation and abuse coverage [if that coverage is not afforded elsewhere in the Commercial General Liability policy by endorsement or by separate policy] with minimum limits of $3,000,000 per occurrence.

6. Excess/umbrella insurance with limits of not less than $10,000,000 required of all high schools and any school which participates in competitive interscholastic or intramural sports programs.

H. Evidence of Insurance

Anahuacalmecac shall, within 30-days of request, furnish to the District all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier.

Facsimile or reproduced signatures may be acceptable, however, the District reserves the right to require complete certified copies of the required insurance policies.

I. Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Anahuacalmecac does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever, arising out of, or relating to this charter agreement. Anahuacalmecac further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but no limited to attorney's fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Anahuacalmecac, and their officers, directors, employees or volunteers.

In addition, to the fullest extent permitted by law, LAUSD does also hereby agree, at its own expense, to indemnify, defend and hold harmless Anahuacalmecac and the Council of Trustees and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever, arising out of, or relating to this charter agreement. LAUSD further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless Anahuacalmecac and the Council of Trustees and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but no limited to attorney's fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by the LAUSD, and their officers, directors, employees or volunteers.

Moreover, Anahuacalmecac agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors. Similarly, the District agrees to indemnify and hold harmless Anahuacalmecac for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors. It is understood and agreed that this provision and all indemnification obligations shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end Anahuacalmecac's right to operate as a charter school or cause the school to cease operation.

Modifications

The Council of Trustees of Semillas Sociedad Civil reserves the right to modify, supplement or clarify the plans included in this element to the extent necessary to carry out the intent of the charter and the mission of Anahuacalmecac to best address student learning, assessment results and/or strategic program development.

Element 7.

Racial and Ethnic Balance[45]

Anahuacalmecac has established a student recruitment strategy that strives to ensure a racial and ethnic balance among students that is reflective of the community and District. The timeline for the school recruitment process allows for broad-based recruiting and application.

Promotional and informational materials will be developed to appeal to racial and ethnic groups represented in the District. Anahuacalmecac's promotional and informational materials will be published in languages other than English, including Spanish and Nahuatl, to ensure interest among limited English proficient populations. Furthermore, these materials will be distributed among a variety of community groups.

Public School Choice Traveling Students

The District and Anahuacalmecac are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. Public School Choice ("PSC") placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001("NCLB"). Anahuacalmecac agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District's PSC program. The parties agree to separately memorialize any agreed-to number of PSC placements of District students at the school.

As required under NCLB, all PSC students attending Anahuacalmecac shall have the right to continue attending Anahuacalmecac until the highest grade level of the charter. However, the obligation of the District to provide transportation for a PSC student to Anahuacalmecac shall end in the event the PSC student's resident District school exits Program Improvement status.

Anahuacalmecac will ensure that all of its PSC students are treated in the same manner as other students attending the school. PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the school. Anahuacalmecac will make reasonable efforts to invite and encourage the participation of the parents of PSC students in the activities and meetings at the school.

Determination of student eligibility for this PSC option, including the grade level of eligibility, will be made solely by the District, based on the District's PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at Anahuacalmecac under the PSC program increases in subsequent years, Anahuacalmecac agrees to discuss with the District the possibility of increasing the number of PSC places available at the school.

Federal Compliance

To the extent that Anahuacalmecac is a recipient of federal funds, including federal Title I, Part A funds, Anahuacalmecac has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. Anahuacalmecac agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and

[45] Governing Law: The means by which the school will achieve racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted—California Education Code Section 47605 (b)(5)(G)

other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not the limited to, the following:

- Notify parents at the beginning of each school year of their "right to know" the professional qualifications of their child's classroom teacher including a timely notice to each individual parent that the parent's child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.

- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.

- Hold an annual Title I meeting for parents of participating Title I students.

- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

Anahuacalmecac also understands that as part of its oversight of the school, the Charter School Office may conduct program review of federal and state compliance issues.

Modifications

The Council of Trustees of Semillas Sociedad Civil reserves the right to modify, supplement or clarify the plans included in this element to the extent necessary to carry out the intent of the charter and the mission of Anahuacalmecac to best address student learning, assessment results and/or strategic program development.

Element 8.

Admission Requirements[46]

Anahuacalmecac will not discriminate against any student on the basis of ethnicity, race, color, age, gender, religion, national origin, sexual orientation, sex or disability. In accordance with Education Code Section 47605(d), Anahuacalmecac is committed to admitting all pupils who wish to attend the school subject only to capacity. The school will adhere to entrance and enrollment age requirements set by state law. Anahuacalmecac will be non-sectarian and non-discriminatory in all its programs, admission policies, employment practices, and all other areas of operation and will not charge tuition.

Anahuacalmecac actively recruits students from the District and surrounding communities. Anahuacalmecac educates the community regarding the school's mission and operational pedagogies in order for parents to make an informed decision about applying for admission. Particularly, parents must agree that their child(ren) will participate in the DUAL LANGUAGE PROGRAM. Further, parents must agree in written form that a goal of the Dual Language Program is for students to become academically bilingual and bi-literate in Spanish and English and that this program requires a long-term commitment of participation of 5-7 years.

A. Non-Discrimination:

[46] Governing Law: Admission requirements, if applicable. California Education Code Section 47605 (b) (5) (H)

3

Element 9.

Annual Independent Financial Audit[47]

Anahuacalmecac will retain a State of California approved auditor firm to conduct ongoing and annual, independent financial audits. The firm will be selected from the list of approved firms eligible to conduct audits of California public school systems and one fully cognizant of the requirements of California charter schools.

The audit will be in accordance with generally accepted auditing standards and the audit guide issued by the Controller of the State of California, as applied to charter schools within the California Code of Regulations. The audit will verify the accuracy of the School's financial statements, attendance and enrollment accounting practices and review the school's internal controls. It is anticipated that the annual audit will be completed within four months after the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the District, the County Superintendent of Schools, the State Controller and to the CDE by December 15th each year.

The audit will be made public and will be presented to the Council of Trustees of Anahuacalmecac at a regularly scheduled meeting open to the public. Audit exceptions and deficiencies shall be resolved in conference with the auditors. Anahuacalmecac agrees to resolve outstanding issues from the audit prior to the completion of the auditor's final report.

The Executive Director and/or Business Manager of Semillas will be responsible for addressing and resolving in writing any exceptions and/or deficiencies that are cited in the annual auditor's report. These written responses will be presented at the above stated meeting of the Anahuacalmecac Council of Trustees and at the same time will be submitted to the Los Angeles Unified School District. In accordance with Education Code Section 47604.3, Anahuacalmecac shall promptly respond to any reasonable inquiries of the District, County Superintendent of Schools, or Superintendent of Public Instruction including but not limited to inquiries regarding its financial records.

District Oversight Costs

The District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 1% of the charter school's revenue or the District may charge for the actual costs of supervisorial oversight of Anahuacalmecac not to exceed 3% if Anahuacalmecac is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time.

Modifications

The Council of Trustees of Semillas Sociedad Civil reserves the right to modify, supplement or clarify the plans included in this element to the extent necessary to carry out the intent of the charter and the mission of Anahuacalmecac to best address student learning, assessment results and/or strategic program development.

[47] Governing Law: The manner in which an annual, independent financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. -- California Education Code Section 47605(b)(5)(I)

Element 10.

Suspension or Expulsion[48]

Anahuacalmecac has developed a comprehensive set of student procedure (discipline) policies in the form of *Acuerdos de Comunidad* (Accords of Community) with the participation of parents, students and teachers. The *Acuerdos de Comunidad* will be reviewed, and evaluated every year. These policies will be printed and distributed as part of the schools student handbook. Each student and parent will be required to verify that they have reviewed, understood and agreed with the *Acuerdos de Comunidad* prior to enrollment.

Expectations regarding student attendance, mutual respect, substance abuse, violence, safety, and work habits are addressed as part of *Acuerdos de Comunidad*. Any student who repeatedly violates behavioral or academic expectations will be required to attend a meeting with school staff and the student's parent or guardian. Remediating agreements outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations will be utilized in cases of students who fail to comply with the *Acuerdos de Comunidad*.

The current suspension and expulsion policy of the School is as follows:

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the School. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Anahuacalmecac's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student & Parent Handbook and will clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Anahuacalmecac administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these policy and administrative procedures are available on request at the Principal's office.

Suspended or expelled students shall be excluded from all school and schoolrelated activities unless otherwise agreed during the period of suspension or expulsion. Anahuacalmecac will develop a progressive discipline policy to ensure that staff enforces disciplinary rules and procedures fairly and consistently amongst all students and accords all students due process.

48 Governing Law: The procedures by which pupils can be suspended or expelled. -- California Education Code Section 47605 (b)(5)(J)

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at Anahuacalmecac or at any other school or a School sponsored event at anytime, including but not limited to: a) while on School grounds; b) while going to or coming from School; c) during the lunch period, whether on or off the School campus; d) during, going to, or coming from a Schoolsponsored activity.

B. Enumerated Offenses

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.

Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal/Administrator or designee's concurrence.

Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

Committed or attempted to commit robbery or extortion.

Caused or attempted to cause damage to school property or private property.

Stole or attempted to steal school property or private property.

Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.

Committed an obscene act or engaged in habitual profanity or vulgarity.

Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.

Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

Knowingly received stolen school property or private property.

Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.

Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

Engaged in or attempted to engage in hazing of another.

Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.

Made terrorist threats against school officials and/or school property.

Committed sexual harassment.

Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.

23. Any other serious violation of school policy regarding student conduct or behavioral expectation as set forth in the student handbook.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities. Further, Anahuacalmecac will follow the mandates of the Federal Gun Free Schools Act.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Placement/Expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel/Suspend

A student may be expelled or suspended either by the Principal or a designee. Decisions by the Principal or designee to expel or suspend can be appealed to Anahuacalmecac's Administrative Panel, sometimes referred to as the Hearing Officer when just one member. The Administrative Panel should consist of one to three impartial members at least one of whom is certificated, do not have any conflict of interest with regard to the alleged offense or that would prevent the exercise of due process, and not a teacher of the pupil or of any relationship with the pupil that would inhibit the exercise of due process. The Administrative Panel may expel any student found to have committed an expellable offense.

The Principal or designee's recommendation shall be consistent with his or her finding that the student committed an expellable offense and that substantial evidence supports a finding that either a) other means of correction are not feasible or have repeatedly failed to bring about proper conduct; or b) due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled prior to expulsion. The parent(s) or guardian of a student will have ten (10) days from issuance of a written notice of the Principal's recommendation for expulsion to file a written request for an appeal hearing presided over by the Administrative Panel or Hearing Officer. If no written request is presented it is deemed waived, and the expulsion may become final. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense recommends expulsion.

The hearing shall be held in a confidential setting. .

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

The date and place of the expulsion hearing;

A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;

A copy of the School's disciplinary rules which relate to the alleged violation;

Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;

The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;

The right to inspect and obtain copies of all documents to be used at the hearing;

The opportunity to confront and question all witnesses who testify at the hearing;

The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Administrative Panel or Hearing Officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

The School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including notes or electronic recording, as long as a reasonably accurate and complete record of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the principal or designee to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Principal or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

The decision to expel shall be in the form of written findings of fact to support a final determination regarding expulsion and a written recommendation to the Administrative Panel who will make a final determination regarding the expulsion. The final decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Administrative Panel is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Principal or designee following a decision to expel shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

Notice of the specific offense committed by the student

Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the school.

The Principal or designee shall send a copy of the written notice of the decision to expel to the District.

This notice shall include the following:

a) The student's name

b) The specific expellable offense committed by the student

J. Disciplinary Records

The school shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to the District upon request.

K. No Right to Appeal

The pupil shall have no right to further appeal the expulsion from Anahucalmecac, as Anahuacalmecac's decision to expel shall be final after all internal appeals have been exhausted or abandoned.

L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

M. Rehabilitation Plans

Students who are expelled from the School may be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Administrative Panel following a meeting with the Principal and the pupil and guardian or representative to determine whether the pupil has successfully completed his or her rehabilitation plan, if any, and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the Administrative Panel following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission.

O. Special Education Discipline Policy

In the case of a special education student, or a student who receives 504 accommodations, the charter will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine whether the student's misconduct was a manifestation of his or her disability; whether the student was appropriately placed and receiving the appropriate services at the time of the misconduct; and/or whether behavior intervention strategies were in effect and consistent with the student's IEP or 504 Plan. If it is determined that the student's misconduct was not a manifestation of his or her disability, that the student was appropriately placed and was receiving appropriate services at the time of the misconduct, and that the behavior intervention strategies were in effect and consistent with the students IEP, the student may be expelled.

P. Notice of Student(s) Expelled From School or Leaving Scholl without Graduating or Completing the School Year for Any Reason

Pursuant to Education Code section 47605, subdivision (d)(3), if a pupil is expelled or leaves the Charter School without graduation or completing the school year for any reason, the Charter School shall notify the superintendent of the pupil's last known address within 30 days, and shall, upon request, provide the school district with a copy of the cumulative record of the pupil, including

a transcript of grades or report cards, and health information. This requirement applies only to pupils subject to compulsory full-time education pursuant to section 48200.

Modifications

The Council of Trustees of Semillas Sociedad Civil reserves the right to modify, supplement or clarify the plans included in this element to the extent necessary to carry out the intent of the charter and the mission of Anahuacalmecac to best address student learning, assessment results and/or strategic program development.

Element 11.

Retirement System[49]

Retirement Rights

A. State Teachers Retirement System

All full-time certificated employees who are eligible will participate in the State Teachers Retirement System (STRS). Employees will contribute the required percentage (currently 8.0% of salary) and Anahuacalmecac will contribute the employer's portion (currently 8.25%), required by STRS. All withholdings from employees and Anahuacalmecac will be forwarded to the STRS Fund as required. Employees will accumulate service credit years in the same manner as all other members of STRS.

B. Public Employees Retirement System

All classified employees who are eligible will participate in the Public Employees Retirement System (PERS). Employees will contribute the required percentage as designated by PERS and Anahuacalmecac will contribute the employer's portion as required by PERS. All withholdings from employees and Anahuacalmecac will be forwarded to the PERS Fund as required. Employees will accumulate service credit years in the same manner as all other members of PERS. Social Security payments will be contributed for all qualifying PERS members.

C. Public Agency Retirement System

Public Agency Retirement System and others. Anahuacalmecac will participate in the Public Agency Retirement System for non-PERS/STRS eligible part-time employees.

The Council of Trustees retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate. Written notification will be sent to LAUSD should there be any change to the retirement plan.

Modifications

The Council of Trustees of Semillas Sociedad Civil reserves the right to modify, supplement or clarify the plans included in this element to the extent necessary to carry out the intent of the charter and the mission of Anahucalmecac to best address student learning, assessment results and/or strategic program development.

[49] Governing Law: The manner by which staff members of Anahuacalmecac will be covered by the State Teachers' Retirement System, the Public Employee's Retirement System, or federal social security. -- California Education Code Section 47605(b)(5)(K)

Element 12[50].

Public School
Attendance Alternatives

Students who choose not to attend Anahuacalmecac may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the district.

Element 13.

Employee Rights[51]

Former District employees must consult with the District to determine their eligibility for leave. Certificated leave from the District may be up to one year. Classified leave from the District may be for one year, which may be extended for up to the term of the original petition.

All provisions pertaining to leave and return rights for district union employees will be granted to certificated and classified employees in accordance with the current collective bargaining agreement.

Employees of the District/County who choose to leave the employment of the District/County to work at Anahuacalmecac shall have no automatic rights of return to the District/County after employment at Anahuacalmecac unless specifically granted by the District/County through a leave of absence or other agreement or policy of the District/County as aligned with the collective bargaining agreements of the District/County.

Modifications

The Council of Trustees of Semillas Sociedad Civil reserves the right to modify, supplement or clarify the plans included in this element to the extent necessary to carry out the intent of the charter and the mission of Anahuacalmecac to best address student learning, assessment results and/or strategic program development.

[50] "The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." Ed. Code § 47605 (b)(5)(L)

51 Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. – Education Code Section 47605(b)(5)(M)

Element 14.

Dispute Resolution[52]

Any controversy or claim arising out of or relating to the charter agreement between the District and Anahuacalmecac, except any controversy or claim that is the basis of a revocation proceeding pursuant to Ed. Code section 47607(c), shall be handled first through an informal process in accordance with the procedures set forth below.

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

To executive director
Semillas Sociedad Civil
4736 Huntington Dr. So.
L.A., CA 90032

To Director of Charter Schools
LAUSD Charter Schools Unit
333 S. Beaudry Avenue,
20th Floor
Los Angeles, CA 90017

A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys' fees, costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party's request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Mediation proceedings may be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

52 Governing Law: The procedures to be followed by Anahuacalmecac and the entity granting the charter to resolve disputes relating to provisions of the charter—California Education Code Section 47605(b)(5)(N)

If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

Element 15[53].

Labor Relations

Anahuacalmecac shall be deemed the exclusive public school employer of the employees of Anahuacalmecac for the purposes of the Education Employment Relations Act. Anahuacalmecac shall be solely responsible for the hiring, disciplining, and termination of its employees.

53 "A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of division 4 of Title 1 of the Government Code)." Ed. Code § 47605 (b)(5)(O)

The CDE. Written notification to the California Department of Education of the Closure Action shall be made by Anahuacalmecac within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the District.

Notice must be received by the CDE within ten calendar days of any official action taken by the chartering authority. Notification of all the parties above must include at least the following:

1. The effective date of the closure
2. The name(s) of and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification to the CDE must also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification to parents, guardians, and students should also include:

1. Information on how to transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of their child's cumulative record which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and State testing results.
3. Information on student completion of college entrance requirements for all high school students affected by the closure

The charter school shall announce the closure to any school districts that may be responsible for providing education services to the former students of the charter school within 72 hours of the decision to Closure Action. This notice will include a list of returning students and their home schools. Charter school closures should occur at the end of an academic year if it is feasible to maintain a legally compliant program until then. If a conversion charter school is reverting to non-charter status, notification of this change should be made to all parties listed in this section.

School and Student Records Retention and Transfer

Anahuacalmecac shall observe the following in the transfer and maintenance of school and student records:

The Charter School will provide the District with original cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive at the Charter School. Transfer of the complete and organized original student records to the District will occur within seven calendar days of the effective date of closure.

The Council of Trustees shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

The Charter School shall provide the District within fourteen (14) calendar days of closure actic prior written notice of any outstanding payments to staff and the method by which the school w... make the payments.

Prior to final closure, the Charter School shall do all of the following on behalf of the school's employees, and anything else required by applicable law:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

c. Make final federal tax payments (employee taxes, etc.)

d. File the final withholding tax return (Treasury Form 165).

e. File the final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end Anahuacalmecac's right to operate as a Charter School or cause Anahuacalmecac to cease operation. Anahuacalmecac and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

B. Budgets And Cash Flow

Attached, as Addenda please find the following documents:

A projected budget for upcoming school year
Cash flow and financial projections for the next three years of operation.
Process for investment procedures and deposit of funds
Procedure for ensuing adequate cash flow.
Attendance requirements including length of school day and year

These documents are based upon the best data available to the Petitioners at this time.

C. Financial Reporting

Anahuacalmecac shall provide reports to the District as follows, and shall provide additional fiscal reports as requested by the District:

The following reports will be submitted to LAUSD:

Renewals and material revisions of charters are governed by the standards and criteria in California Education Code Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted. Cal. Educ. Code § 47607 (a)(1)(2).

K. Amendments

Any material additions, alterations, or amendments to the Anahuacalmecac charter must be approved by Semillas Sociedad Civil's Council of Trustees and LAUSD's Board of Education. Material changes proposed subsequently must be approved by written consent of Board of Education of Los Angeles and the Council of Trustees of Semillas Sociedad Civil.

Modifications

The Council of Trustees of Semillas Sociedad Civil reserves the right to modify, supplement or clarify the plans included in this element to the extent necessary to carry out the intent of the charter and the mission of Anahuacalmecac to best address student learning, assessment results and/or strategic program development.