



Anahuacalmecac International University Preparatory School of North America



August 1, 2018

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Anahuacalmeac International University Preparatory of North America
For a Five Year Term (July 1, 2019 – June 30, 2024)
Submitted to Los Angeles Unified School District on August 1, 2018



Lead Petitioners:

Marcos Aguilar, Tlayecantzi Executive Director

Minnie Ferguson, Director of Education

Gitana Ayala, Parent, Consejo de Encargados, Secretary, School/Community Cultural Guide

Dr. Reynaldo F. Macias, UCLA, Consejo de Encargado, Treasurer



Rights & Responsibilities

As an Indigenous community-based organization and as a traditional society of Indigenous parents, youth and families, Semillas has become an active participant of the North American Indigenous Peoples' Preparatory Caucus process of the Permanent Forum of Indigenous Issues of the United Nations as a reflection of its aim to advance the implementation of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). Recognizing that our Council of Trustees, Community Assembly and Student Council have adopted the United Nations Declaration on the Rights of Indigenous Peoples, and further recognizing that the State of California and the government of the United States of America have also endorsed the UNDRIP, Anahuacalmecac aims to advance all of the rights outlined in the Declaration with particular attention to the rights of Indigenous parents, and children in education.

We invoke these rights by including them here:[2]

- **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.***



Assurances, Affirmations and Declarations

As lead petitioners, we hereby certify that the information submitted in this petition for a California public charter school named Anahuacalmecac International University Preparatory of North America (“Anahuacalmecac” or “AIUPNA” or “Charter School”), and to be located within the boundaries of the Los Angeles Unified School District (“LAUSD” or the “District”), is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, AIUPNA will follow any and all federal, state, and local laws and regulations that apply to AIUPNA, including, but not limited to the following set forth below.

Anahuacalmecac (also referred to herein as “AIUPNA” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, 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. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)



Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School's employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

NOTE: This Charter contains specific "District Required Language" (DRL), including the Assurances, Affirmations, and Declarations section above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.



Element 1. The Educational Program

Mission

NAUXINACHTLI, SEMPOWALXOCHITL
FOUR SEEDS, ONE ETERNAL FLOWER
CUATRO SEMILLAS, UNA FLOR ETERNA

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.

GENERAL INFORMATION	
• The contact person for Charter School is:	Marcos Aguilar
• The contact address for Charter School is:	4736 Huntington Drive South, LA, CA 90032
• The contact phone number for Charter School is:	323-352-3148
• The proposed address or ZIP Code of the target community to be served by Charter School is:	90032
• This location is in LAUSD Board District:	2
• This location is in LAUSD Local District:	East
• The grade configuration of Charter School is:	TK-12
• The number of students in the first year will be:	328
• The grade level(s) of the students in the first year will be:	TK-12
• Charter School's scheduled first day of instruction in 2019-2020 is:	August 13, 2019
• The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	425



• The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
• The daily schedule for Charter School will be:	TK-K 8:00 AM - 2:00 PM Gr. 1 - 5 8:00 AM - 2:30 PM Gr. 6 - 12 8:00 AM – 3:30 PM
• The term of this Charter shall be from:	July 1, 2019 to June 30, 2024

“The educational program of the charter school, designed, among other things, to identify those whom the charter 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)(i).)

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(b)(5)(A)(ii).)

“If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(b)(5)(A)(iii).)

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.



MATHEMATICS PLACEMENT

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

WASC ACCREDITATION

If Charter School serves students in grades 9-12, before Charter School graduates its first class of students, Charter School shall obtain, and thereafter maintain, Western Association of Schools and Colleges (WASC) accreditation.

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan or Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum

How English Learners' specific needs will be identified

What services will be offered

How, where, and by whom the services will be provided

How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services



Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

STUDENTS WITH DISABILITIES

Federal Law Compliance

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter 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 commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD SELPA option



election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the Chanda Smith Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

- **End of Year Suspension**

District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- **Statewide Assessment Data**

The standard file including District ID.

- **Norm day**

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **CBEDS**

- **All Students enrolled as of December 1 of each school year**

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.



- Dropout

District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District's integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

FIVE YEAR ENROLLMENT PLAN

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Projected Enrollment & ADA by Grade						
TK-K	26	27	27	27	27	27
1st Grade	26	27	27	27	27	27
2nd Grade	26	27	27	27	27	27
3rd Grade	27	27	27	27	27	27
4th Grade	26	27	27	27	27	27
5th Grade	28	27	27	27	27	27
6th Grade	26	27	27	27	27	27
7th Grade	26	27	27	27	27	27
8th Grade	26	27	27	27	27	27
9th Grade	26	27	27	27	27	27
10th Grade	25	26	26	26	26	26
11th Grade	24	25	25	25	25	25
12th Grade	16	19	19	19	19	19
Total Projected Enrollment	328	340	340	340	340	340
Average Daily Attendance (ADA)						
ADA %	93%	93%	93%	93%	93%	93%
Total	305.04	316.20	316.20	316.20	316.20	316.20

Successful Pupil Academic Achievements and Accomplishments for 2014 – 2018

As a result of the goals and actions implemented in 2017-2018, AIUP students demonstrated increased academic achievement as highlighted below:

- Percent students graduated: 100%
- Percent students graduated college eligible (UC/CSU Requirements): 80%
- Percent students admitted to University of California institutions: 33%
- Percent students accepted to a four year college: 47%
- Percent students enrolled in a two-year post secondary college: 53%
- Percent students completed 12th grade Survivance Project reflecting cultural fluency: 100%



- Percent students awarded Golden State Seal Merit Diploma: 30%
- Percent students awarded State Seal of Biliteracy: 20%
- Percent students successfully completed 10th Grade IB MYP Personal Project: 100%
- Percent students completed 5th Grade IB PYP Exhibition: 100%
- Access to Nahuatl language courses doubled

(Sources: Internal records and publicly available sources)

- Continued services to EL population helped to increase progress towards English language proficiency. According to the English Learner Progress Indicator (ELPI) formula: Fifty-four percent of English Learners redesignated to English language proficiency as measured by the CELDT RETEST in 2018
- Anahuacalmecac's mean scale score distance from Level 3 (D3) for grades K-8 improved by 35.8 per the ELA Five by Five Placement Report, which according to the state of California represents "increased significantly." The minimum threshold for "increased significantly" is 15 points.
- The mean scale score distance from Level 3 (D3) for grades 3-8 improved by 49.6 per the Math Five by Five Placement Report, which according to the state of California represents "increased significantly." The minimum threshold for "increased significantly" is 15 points.
- Students in 11th grade demonstrated a 14% growth in met or exceeded standards in Math.

(Source: <https://caaspp.cde.ca.gov/sb2018>)

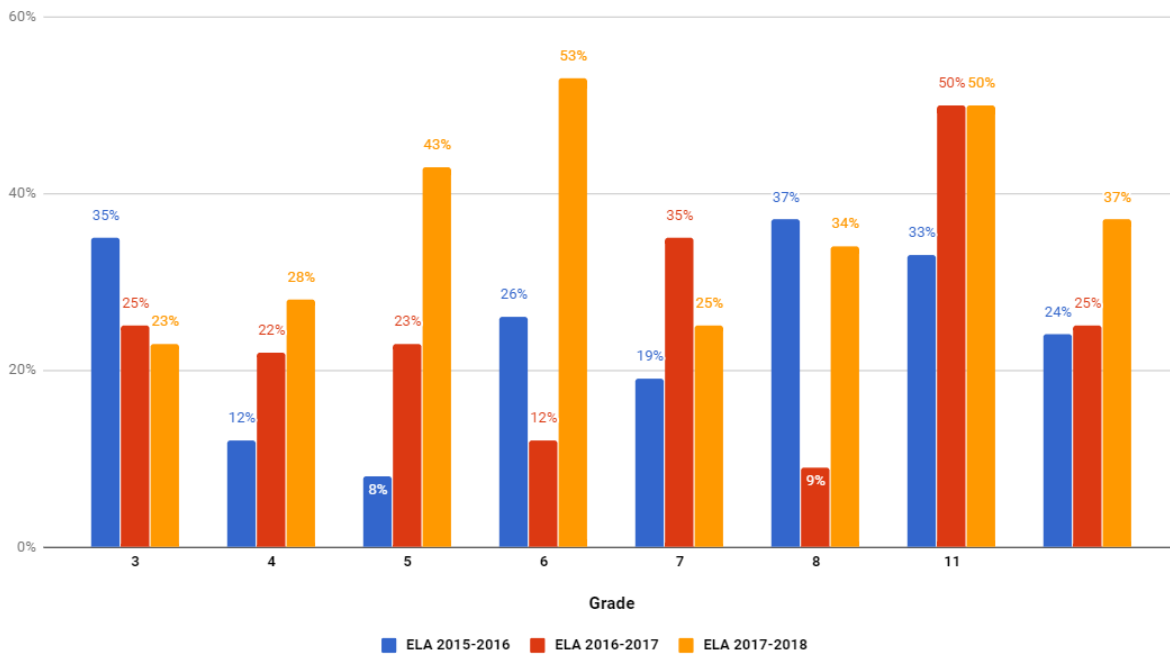
Anahuacalmecac College Readiness Achievement Data

	2015	2016	2017	2018
Graduation Rate	100%	75%	100%	100%
Completion Rate for UC/CSU Requirements	55%	75%	79%	80%
Seal of Bi-literacy Recipients	8 of 31 students	3 of 8 students	4 of 24 students	6 of 30 students
Golden State Merit Diploma				30%
Post Secondary Education Acceptance Rate	100% applied and were accepted to 2-year or 4-year post-secondary institution.	100% applied and were accepted to 2-year or 4-year post-secondary institution.	100% applied and were accepted to 2-year or 4-year post-secondary institution.	33% of students accepted to UC 100% applied and were accepted to 2-year or 4-year post-secondary institution.
<p>*Scholarships - Graduates of AIUP have been recipients of prestigious scholarships and awards such as the <i>Gates Millennium Scholarship, Pitzer College Scholarship (\$54K/year), the Gates Millennium, Coca-Cola Scholarship, UCLA Alumni Scholarship, Woodbury Scholarship, Mount St. Mary's Provost Award, Pitzer College Full Scholarship</i> and recently the <i>full tuition merit based Posse Scholarship</i>.</p>				

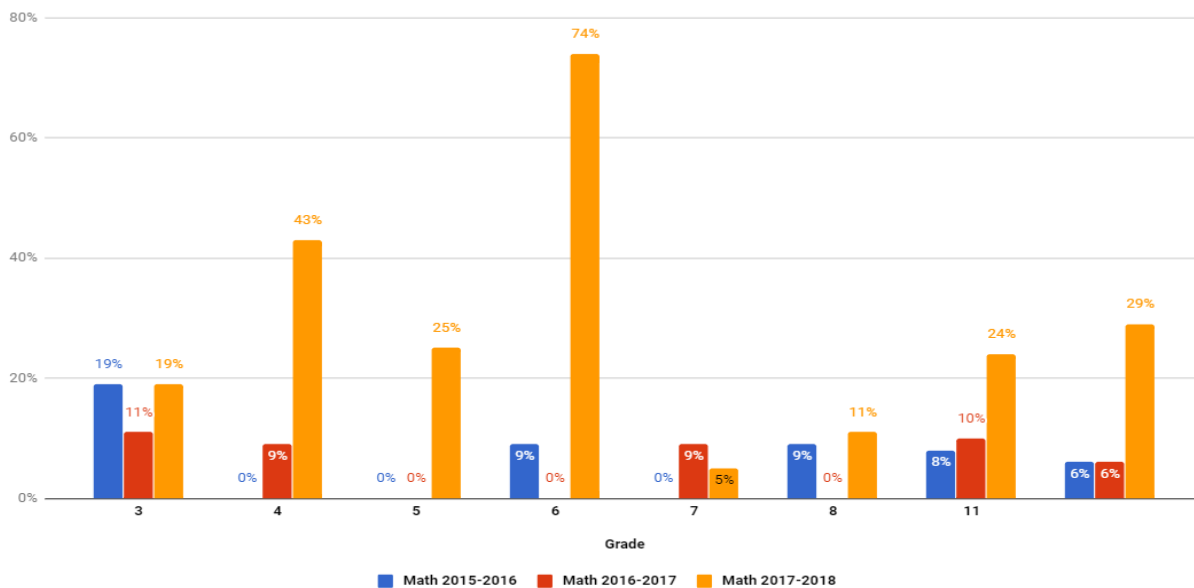


CAASPP Achievement Data (Source: <https://caaspp.cde.ca.gov/sb2018>)

ELA Percent Met or Exceeded Standards from 2016 - 2018 *With 94% of 2018 data scored



Math Percent Met or Exceeded Standards 2016 - 2018 * With 94% of 2018 data scored



The 2015 petition for renewal approved and authorized by the California State Board of Education listed the following benchmarks to be met which have been met by AIUPNA's first term:

	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:
MET	<p>All students will graduate with the academic preparation and achievement necessary for college and career readiness</p> <ol style="list-style-type: none"> 1. Graduation rates - Increase rate by 1% 2. UC/CSU eligibility - Increase percent of students who have completed UC/CSU (A-G) requirements by 1% 3. Student feedback and goal setting - Increase positive responses regarding student attitude, interest, involvement and goal setting related to career readiness by 1% as indicated by student surveys, or teacher/counselor observations or other measurement deemed appropriate by school leadership and personnel 4. Percentage of English learners who made progress toward English proficiency as measured by the CELDT will increase by one percent from the previous year
MET	<p>"All students will have access to curriculum rooted in the cultural, intellectual and linguistic bodies of knowledge of Indigenous Peoples."</p> <ul style="list-style-type: none"> ○ 75% enrollment in at least one world (or maternal) language course of study other than English as reflected in the matrix of course offerings, master schedule and individual student schedule. ○ Pupil engagement will increase in accordance with State Priorities (Education Code 52060(d)(5) as measured by all of the following: <ul style="list-style-type: none"> ○ · Reduction in school attendance rates by 1% ○ · Reduction in chronic absenteeism rates by 1% ○ · Reduction in middle school dropout rates by 1% ○ · Reduction in high school dropout rates by 1% ○ · Increase in high school graduation rates by 1%
MET	<p>All students will access academic, cultural, and community resources aimed at strengthening student educational achievement and overall school climate.</p> <ul style="list-style-type: none"> ○ Students will access two academic, cultural and/or community resources. ○ School climate will improve in accordance with State priority Education Code 52060(d)(6) as measured by all of the following as applicable: <ul style="list-style-type: none"> ○ · Pupil suspension rates will be reduced by 1% ○ · Pupil expulsion rates will be reduced by .02% ○ · Other local measures of pupils, parents and teachers on the sense of safety and school connectedness will increase by 1% <ul style="list-style-type: none"> ● At least 70% of students will have successfully completed the Personal Project in the 10th grade.



	<ul style="list-style-type: none"> • At least 70% of students will have successfully completed the Career Certificate • At least 70 % of students will have successfully completed the Reflective Project • At least 70% of 5th Grade students will have successfully completed the culminating IB PYP Exhibition project with a 3 or greater • At least 70% of 6th grade students will demonstrate proficiency with a passing grade of a C or better in a Spanish course. The percentage of students will grow by 3% each year. • At least 70% of 12th grade students will successfully graduate • At least 70% of graduating students will have completed UC A-G curriculum requirements
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Analysis of Comparable Achievement

According to the 2017 CAASPP results reported, 73% of Economically Disadvantaged American Indian students K-12 in California did not meet the ELA standards, and 83% did not meet Math standards. Meanwhile, 68% of Economically Disadvantaged Latinos did not meet ELA standards statewide, and 79% did not meet math standards. Additionally, considering that only 3 out 4 Latino students graduate from high school in California, it is alarming that of these only ONE student graduates UC/CSU Eligible according to publically available state performance data. Anahuacalmecac student performance meets or exceeds statewide trends among socioeconomically disadvantaged Latinos and other American Indians that flatlines student performance levels for over three-quarters of these students across the state even with vast increases in school funding and resources elsewhere. While fiscal hardships imposed upon Anahuacalmecac by the AUTHORIZER, certainly hampered our school's ability to provide our students' constitutionally guaranteed equal access to education resources and opportunity, our school has done everything within its means to mitigate these inequities while prioritizing our educational mission and our community's youth.

Anahuacalmecac Student Achievement Comparison

	LAUSD Surrounding Schools within a two mile radius*	Schools Statewide*	Charters Statewide*	AIUPNA 2018 Data
ELA - Met or Exceeded Proficiency	31%	31%	38%	37%
Math - Met or Exceeded Proficiency	24%	20%	19%	29%
Graduation Rates	87%	91%	76%	100%
A-G Completion Rates	54% (ALL LAUSD)	41%	49%	80%

*Based <https://caaspp.cde.ca.gov/sb2018> for Latino and Socio-economically disadvantaged students



COMPARISONS (2017-2018 AIUP Data):

Anahuacalmecac students outperformed socioeconomically disadvantaged Latino and American Indian students in both English Language Arts and Math overall. All figures compare 2018 scores for AIUPNA to the latest publicly available data.

- Whereas, in 2018, 37% of AIUP students in grades 3-11 met or exceeded standards, 33% of socioeconomically disadvantaged Latino students in California met or exceeded ELA standards in 2017.
- While 29% of AIUP students in grades 3-11 met or exceeded Math standards, only 22% of socioeconomically disadvantaged Latino students in California met or exceeded Math standards.
- Socioeconomically disadvantaged Latinos and American Indian students enrolled in charter schools statewide were outperformed in meeting or exceeding standards by Anahuacalmecac students by 10% points.
- Anahuacalmecac students also outperformed socioeconomically disadvantaged American Indian students who are enrolled in charter schools and met or exceeded standards in both ELA and Math (comparing Anahuacalmecac's 2018 scores to the most recent publicly available data statewide).
- Adjusted Cohort Graduation Rate reports a statewide graduation rate of 49%, LAUSD 54%, Anahuacalmecac 100%

It is most remarkable to note that despite vast curricular, economic and institutional differences between AIUPNA and other schools or districts, Latino student achievement is alarmingly low ACROSS THE STATE.

Source: <https://caaspp.cde.ca.gov/sb2018>

STATEMENT ON FISCAL SOLVENCY

Beginning in 2014, Anahuacalmecac sought out and secured technical assistance from the State of California's Fiscal Crisis and Management Assistance Team (FCMAT) out of an abundance of commitment to abiding by the highest expectations of our community, the general public, the CDE and the State Board of Education. In 2017, CDE and AIUPNA agreed to engage FCMAT to conduct a management review.

In 2017, FCMAT documented that,

"Following successful completion of the 2014-15 school year, SBE authorized the TK-8 students beginning in 2015-16. During fall 2015, the business manager noticed that funding in certain categories was not materializing that totaled approximately \$1 million. This included funding for After School Education and Safety (ASES), Title I, Lottery, SB740 and food reimbursements as well as one-time funds for Educator Effectiveness and mandated cost claims. He learned these programs and one-time funds were not apportioned because the California Department of Education (CDE) had given the TK-8 a different county-district-school (CDS) number; therefore, SBE's approval for TK-8 students was considered a "new" charter school. Certain grants and entitlements are not funded in the first year for new charter schools because these programs are based on prior year Period 2 (P2) ADA. After working with several different CDE departments, approximately \$600,000 was restored for most of the programs by CDE individual departments (ASES, SB740, Title I and Lottery); however, one-time funds and food reimbursements were not." FCMAT went on to document the assets available to AIUPNA which the school could apply to closing the fiscal gap caused by the reduction in funding. In 2018, AIUPNA (SSC) successfully accessed these assets in the form of a grant made to AIUPNA by its sister community development corporation, Tzicatl CDC, thereby curing the deficit cause in previous years and establishing a reserve fund and positive ending fund balance and cash flow balance going forward.



Origins & Futures

Anahuacalmecac International University Preparatory of North America (“Anahuacalmecac”) has established the only comprehensive public school system in the City of Los Angeles that serves the intellectual and cultural needs of Indigenous children. Founded and operated by Indigenous educators, mostly of Indigenous Peoples from Mexico, Anahuacalmecac provides a unique 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. Anahuacalmecac was founded and is operated by Semillas Sociedad Civil as a programmatic continuity of the original charter established in 2002 known as Xinaxcalmecac Academia Semillas del Pueblo. Since 2002, Semillas Sociedad Civil has continued to refine its global reach, academic programs, cultural programs, and expertise in curricular and professional development.

This charter petitions the State of California for the renewal of the authorization granted to Anahuacalmecac to operate as an autonomous community-based public charter school through the year 12 TEKPATL (2024).

Our vision of a school community and our pedagogical ideals and concepts are founded upon 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 respected individual autonomy and dignity in children. The indigenous heart of our vision is a repossession of an identity denied from our children in standard government schools. Los Angeles and California continue to be a part of indigenous cultural networks and among its diverse children are Indigenous ones who will be part of the 21st century. Thus, the indigenous ought to be addressed positively and consciously.

Anahuacalmecac has grown to achieve academic success in ground-breaking dimensions of community-based schooling in North America. 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 significantly, recently honored with the Seventh Generation Fund’s “Firekeeper” award. Anahuacalmecac maintains active programmatic ties with UCLA, Occidental College, East Los Angeles College, Cal State University Los Angeles, Pitzer College, Western University of Health Sciences, the California Department of Education and the Office of Indigenous Education in the Municipality of Copalillo, Guerrero, the Xinachcalco Center in Cuentepec, Morelos, and the Peter McLaren Research Center in Baja California Norte, Mexico.

Community Needs - International Realities

As a reflection of the communities it serves, Anahuacalmecac 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, the terms American Indian or indigenous best describe the cultural identity, heritage, national origin and racial construct of Anahuacalmecac students and families, within a complex reality of globalization. Periodic school-wide surveys confirm that, above 90% of parent respondents identified their children as American Indian of Mexican origin reflecting Aztec, Zapotec, Mayan, Huichol and other American Indian national origins. The student body of Anahuacalmecac also includes American Indians of Central American and South American national origin, African-



American and other multi-racially identified students. For purposes of CAASPP, over 95% of AIUPNA's student population is identified as "Economically Disadvantaged Latino." This is due to the lack of coherence between the federal and state governments' ethnic and racial population designations. Although even "American Indian" and "Latino" are governmentally and ideologically imposed inaccurate racializations, CAASP does not allow for the selection of "Latin American Indian" or "Mexican American Indian," as the U.S. Census does, thereby rendering inaccurate and incomplete choices for self-identification by parents and students in the educational context. At Anahuacalmecac, 100% of parents of students enrolled identify their children as "American Indian" not barring specific national origins or mixed ethnic/racialized heritage.

Nationally, experiences of state sanctioned violence against Indigenous Peoples and immigrant communities, and particularly policies and practices of family separation and deportation targeting our students and their families, that have resulted from [President Trump's](#) administration and the nativist movement which gave rise to him, have created severe emotional, psychological, and physical barriers to learning and education in our communities and in our school in particular. Nationally, assaults against Indigenous Peoples, most notably the sustained attacks against the Standing Rock Sioux Nation, impacted indigenous youth throughout the continent, and in Los Angeles, the community of Anahuacalmecac bore witness and along with the City of Los Angeles, stood tall with Standing Rock. Internationally, threats of border walls and nuclear war leave no one feeling safe. Our students and community have survived multiple layers of traumas, in the face of daily realities which for some of our students, have been compounded and magnified by ever increasing levels of poverty, reopened and amplified by gentrification and internalized violence. In our school community, poverty, as indicated by the percent of students who are recipients of CalFresh (formerly Food Stamps) and CalWORKs benefits, has increased from 30% to over 65% in one academic year (2016-17). Overall, almost 90% of our students qualify for Free or Reduced Price meals indicating a high level of economic poverty as a community. Standards-based exams do not measure these realities.

As of the 2010 U.S. Census count, over 31,000,000 residents of the United States identify as being of Mexican national origin.^[4] 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 estimated 5,700,000 Hispanics, over 43% have been identified as 'foreign-born' and of all youth in the area under 18 the majority are identified as "Hispanic". Not surprisingly of these, almost 80% of 'Hispanics' in Los Angeles are of Mexican national origin.^[5] In fact, almost 50% 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".^[6] According to an analysis of recent 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.^[7] Over 35% of English-speaking Anahuacalmecac parents have reported being unemployed or disabled, and over 44% of Spanish speaking Anahuacalmecac parents have reported 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.^[8] In light of these facts, the achievement gap becomes clearly redefined as one of a struggle for human survival. For Indigenous Peoples 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 through "survivance" - the dynamic, imaginative, and lasting heart of Native peoples.^[9]



Local Realities of Inequity, Educational Disadvantage

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 systematic federal civil rights investigation. We recall that 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.^[10] Given that almost 500,000 students identified as “Latinos” (about 75% of all LAUSD students), and over 150,000 are Spanish speakers classified as “English Learners” (or 93% of all “English Learners”).^[11] Clearly, the moniker of “English Learners” is a euphemism for the District’s massive Latino student population overall.^[12] 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. Yet, clearly omitted from the investigation was 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.

Performance on high-stakes tests should be understood within the current context of hate directed at our students’ families and communities by the federal government’s discourse against immigrants and Indigenous Peoples. Across California, the impacts of deculturalization of indigenous and other non-dominant culture students, poverty and other systemic social factors of inequity faced by these students have increased. Since NCLB and even through the current implementation of Smarter Balanced in California, performance targets have been arbitrarily set which fail a majority of students, and the resulting disengagement, frustration, anger, stress, and feelings of despair from “learned hopelessness” remains unresolved and unaddressed. To quote noted education researcher [Dr. Julian Vasquez Heilig](#), “Is it fair or just for millions of students of color to fail an unfair state-mandated test, despite working hard in the classroom, and this failure be blamed on a lack of grit rather than the real issue—the structure and scoring of unreliable and un-validated tests?” Others have acted upon these concerns as well. In fact, a [recent lawsuit filed against the State of California](#) notes that, “When it comes to literacy and basic education, California is bringing down the nation.” The legal complaint also asserts that, “the State continues to allow children from disadvantaged communities to attend schools that are unable to provide them an opportunity to obtain basic literacy.” According to [the Nation’s Report Card](#), California ranks in the bottom half of the nation in Mathematics, Reading, Science and Writing.

The greatest disadvantages are both ubiquitous and invisible. As the largest population of Indigenous students, Mexican origin students and other Latin American origin indigenous students do not have access to the four highlighted universally accepted minimum standard of educational quality in California public schools. Not only do CAASPP results demonstrate a consistent lack of access to the state’s compulsory schooling model of education, but autonomous mechanisms to close this gap are non-existent. Recalling Anahuacalmecac’s own experience with racial and anti-Mexican animosity since 2006 and the animus reflected within the charter renewal process at both LAUSD and LACOE, there is absolutely no accountability for these failures to recognize the rights on Indigenous parents and students as communities to self-determination in education in the State of California. Anahuacalmecac’s survival as a small, community-based Indigenous Peoples-initiated charter school is example mostly of the government’s tolerance for our existence and not its recognition of our collective right to persist. Even under the charter school model, student performance outcomes must all be reflected in a binary fashion privileging the state’s requirements over autochthonous community held priorities in education such as native language, cultural competency and an ecological sense of self-determination among our youth. If the impact of government schooling in among American Indians has



led to a constant state of entropy, Anahuacalmecac seeks to lead towards a state of negentropy through an education which applies the positive aspects of schooling and replaces the negatives with community-based education creating syntropy instead of deculturalization.

Deculturalization in government schooling is the norm in 2018. Nowhere has deculturalization been publicly condemned or reformed through policy. The stripping of a child's maternal language and culture through government schooling is the dominant practice and result of education in California to this day with few exceptions. Especially among Indigenous students, this reality constitutes a massive violation of the rights of Indigenous Peoples. Under these conditions, Anahuacalmecac questions whether California public schools truly provide access to an appropriate education for American Indian children. The recent Supreme Court *Endrew F.* decision highlights the validity of this question of the substantive appropriateness of educational access depending upon whether a student makes educational progress relative to his or her unique educational needs within the context of special education. Anahuacalmecac defines these needs as inclusive of language, culture, historical trauma and modern conditions of social inequity. California school districts do not provide American Indian children anything more than what has been described as minimally more than "de minimis" educational benefit ignoring centuries of negative impact as measured by all educational measures over decades and the obvious ongoing need to address educational benefit from the standpoint of Indigenous Peoples. Anahuacalmecac seeks to close this gap.

In the context of entrenched institutional discrimination and increased socioeconomic marginalization, Semillas proposes Anahuacalmecac as a community center for the renaissance of Indigenous childhood and 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."^[13] Indigenous students, Dr. Cajete goes on to underscore, then disengage from formal schooling. The aim of Anahuacalmecac as an autonomous charter school is to intertwine schooling, curricula and school culture for Indigenous learners in purposeful and impactful ways. In other words, education must become a dynamic process that engages Indigenous children in the acts of inquiry, creation and transformation. 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." ^[14]

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. Scholars have noted, "While government-sponsored institutions saw education and suppression of the native language as a means of assimilation, religiously affiliated schools viewed the imposition of English as a means of conversion to Christianity."^[15] Anahuacalmecac offers an alternative, a parallel public institution that engages parents, elders, scholars and children in the dynamics of



learning and community-based autonomous education. Anahuacalmecac 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 twenty-first century education must operate in.”^[16] Dr. Juan Gómez Quiñones, co-founder and honorary emeritus member 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 Peoples 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.”^[17] Anahuacalmecac posits and answers a fourth question: How ought WE cultivate our children to become better people?

Indigenous language is specifically targeted by government schooling even as it argues for equitable access by enforcing a spectrum of schooling from English-only (implying animus for all other languages) to English-mostly (assuming the ubiquity of English dominance as a justification of language replacement policies and practices). 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.”^[20] Warford speaks to the importance of Indigenous language survival, a central tenet to the mission of Anahuacalmecac, and a focus of our educational mission.

Student Population to be Served

For 16 years, 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. Our schools attract families from the four directions of the Los Angeles basin. Often after a few years of attendance in our schools, parents have relocated 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 Anahuacalmecac represents in the predominantly Mexican communities of the greater Los Angeles metropolitan area.

Anahuacalmecac will serve students from grades TK-12. Parents and students interested in Anahuacalmecac’s school program are those who seek to reverse the trends of deculturalizing compulsory schooling and advance the practice of community-based, student-centered schooling reflective of positive human values. Parents who seek Anahuacalmecac’s programs want their children to become immersed in language rich, culturally meaningful and academically rigorous contexts which respect their children’s innate sense of wonder and beauty. Youth who seek



Anahuacalmecac's educational designs seek safety in community, scholarship through collaboration, and a creative environment that contradicts the stark and sterile nature of compulsory schooling. Based upon parent dialogues, parents want their children to go to college if that is their choice, but they want their children to have the choice and be prepared for college or a career. Facing difficulty securing federal visas for Nahuatl teachers, parents have petitioned the school leadership for ongoing commitment to Nahuatl language and culture instruction and program expansion to include opportunities for immersion and study abroad. Parents and students also value the International Baccalaureate programs and view these as a distinct improvement to the educational program offered in other schools. Parents and youth emphasized the importance of community-based, parent engaged cultural programming for students throughout the year and across the grade spans. In sum, parents and students that seek Anahuacalmecac's programs view their experience with the school as a part of their personal process of decolonization and survivance as Indigenous Peoples.

Goals and Philosophy

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. An educated person is critically-conscious, culturally rooted, college-ready, career-minded and technologically capable.

Our children are the collective purpose of our pedagogy and our inherited culture is its foundation. 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.

In 2015, First Lady Obama reminded the country in her remarks for the White House Convening on Creating Opportunity for Native Youth that the United States has a history of creating oppressive dehumanizing conditions for Indigenous Peoples including through laws that removed, *"Native Americans from their homes and forcibly re-locating them to barren lands out west. The Trail of Tears was part of this process. Then we began separating children from their families and sending them to boarding schools designed to strip them of all traces of their culture, language and history. And then our government started issuing what were known as 'Civilization Regulations' – regulations that outlawed Indian religions, ceremonies and practices – so we literally made their culture illegal."* The American process of colonization impacted all Indigenous Peoples within the sphere of domination established by the political military power of the United States in the entire Western Hemisphere. As a result, Indigenous Peoples from throughout the hemisphere, but mostly from Mexico, have engaged in massive waves of migration into the United States, only to be faced with the same dehumanizing paradigm of American deculturalization and forced assimilation.

An educated person in the 21st century ought to be culturally-centered, community-based, emotionally intelligent, multilingual, globally literate and creative. In 2030, students who first graduated from Anahuacalmecac in 2012 will be approaching their middle age, and students who start kindergarten in Anahuacalmecac in 2019 will be ready to graduate. College, career and technology are all institutions currently constricted to the vestiges of the past. Each



restrict access to the panacea of Westernized concepts of wealth and happiness and reinforce the myth that through hard work, anything is possible in America. An educated person in the 21st century would possess a critical consciousness of the hemispheric and global impacts of neoliberal capitalism on humanity and on the ecology. An educated person in the 21st century would also be capable of collaborating with others on solutions to the world's problems at home and abroad. An educated person retains a sense of wonder and cultivates a purposeful life.

Anahuacalmecac student attributes in our school are embodied by the Xinaxtli Student Profile. Xinaxtli in Nahuatl literally refers to those seeds of maize chosen to be planted and not consumed. At Anahuacalmecac, a Xinaxtli refers to the attributes, values and qualities expected of our students as they engage with and create community. In Mexican indigenous culturally-rooted concepts of knowledge, an educated person's self-cultivation leads to personal and spiritual transcendence from the mundane to the meaningful, from the temporal to the eternal. Indigenous concepts of what it means to be educated emerge from time immemorial. One such concept is embodied by the narrative of Ketzalkoatl which reflects the human capacity to create and to develop consciousness of self, others, community, nature and cosmos. This "creative consciousness" as persons original to this land, continent and hemisphere permitted us to develop a millenarian permaculture that withstood the tests of time over time. Ketzalkoatl Creative Consciousness (KCC) at Anahuacalmecac espouses distinct intelligences which define the attributes of a Xinaxtli. A Xinaxtli is creative, dynamic, self-critical, giving, visionary, humble, analytical, relentless, resilient and centered. This is what it means to embody the spirit of Ketzalkoatl as a form of culturally woven creative consciousness.

As an International Baccalaureate World School, Anahuacalmecac has adopted the IB mission and Learner Profile. Informed by the International Baccalaureate (IB) mission to develop active, compassionate and lifelong learners, the IB programs foster a distinctive set of attributes. These qualities—embodied in the IB learner profile—prepare IB students to make become exceptional life-long learners. The "learner profile," is a long-term, holistic vision of education that underpins all IB programs and puts the student at the centre of everything we do. The learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century. The IB Learner Profile attributes include being an inquirer, knowledgeable, a thinker, a communicator, principled, open-minded, caring, risk-taking, balanced and reflective. This is what it means to be internationally-minded in IB World Schools.

The warp and weft of the IB Learner Profile and the culturally rooted Ketzalkoatl Creative Consciousness, expand upon the notion of an educated person as worker, employee, exploiter, owner or servant to others or systems. An educated person is both autonomous and community-oriented, capable to contributing to the nation-building processes of one's people, tribe and nation. A Xinaxtli reflects the warp and weft of the externally conceived profile and the community-based ancestrally-rooted attributes to confront learning and life. A Xinaxtli reflects the seventh generation's imperative to consider in all deliberations, the impact on the seventh generation of our actions, and decisions today. College, career and technology are mechanisms which a Xinaxtli critically and strategically engages with or avoids to the advantage of family, tribe, nation or people. A Xinaxtli knows another world is possible.



How learning best occurs: Successful Implementation of the Semillas del Pueblo Pedagogy

Anahuacalmecac's instructional strategies are most effective in serving Indigenous students living in the urban inner-city countering decades of recidivist schooling policies. Indigenous children and youth learn best when teaching and learning is learner centered within a community that acknowledges, embraces and cultivates their distinct gifts, ideas and ways of knowing. Since 2002, Semillas Community Schools has engaged in the practice of decolonizing, regenerative education. Anahuacalmecac's educational philosophy consolidates the 16-year practice of autonomous decolonizing education into a coherent design inclusive of its pedagogy, epistemology, ontology, methodologies and praxis based upon the teachings of maize called the Semillas del Pueblo Design (SPD). The SPD educational system is rooted in principles of sovereign knowledge particular to Indigenous Peoples distinguishing knowledge as a manifestation of both the origins and continuity of knowledge that is both earth and culturally based. SPD educational design aims to decolonize the deculturalizing agency of schooling by grounding teaching and learning by, for and with Indigenous Peoples instead, within a transformative culture seeking knowledge that advances sovereignty and self-determination. This process engages both teachers and learners dialectically and intergenerationally in the explicit project of indigenous nation-building as Indigenous Peoples. Dr. Roberto Cintli Rodriguez in particular has contributed to the community-based understanding of Indigenous education through his committed defense and advance of our common vision of education MAIZ – *tonacayotl*, *tonaltzintle*, *xilonen* and *centle* – a cycle of life.^[18]

The Semillas del Pueblo Design approaches the needs of learners through a **metacognitive** analysis of what society claims to know and how society deculturalizes learners and teachers. Through the practice of metacognitive analysis, learners transform the process and purpose of education creating instead opportunity for critical consciousness to spark transformative agency. Within a framework and through a body of **ancestry-based** knowledge, Indigenous teachers and learners contextualize the metacognitive process within specific global and historical realities constructing relationships of meaning relevant to the educand and community through curriculum. In the process of teaching and learning, **indigeneity** empowers the practice and experience of remembering, being and regenerating cultural ways of knowing and living within the educational community. Constructing meaning in the face of current global realities and dynamics requires the creative seeking of knowledge, understanding and meaning without the presupposition of certainty. **Semillas** places the process of education in continual search for context and outlines the relation between learners and teachers as one of valued guidance through the shared seeking of meaning and construction of new knowledge.

Education, schooling and training in the modern world continue to challenge Indigenous Peoples with seemingly irreconcilable choices of either embracing deculturalization or accepting marginalization. Through a process of culturally regenerative teaching and learning, Anahuacalmecac aims to decolonize the process of schooling and give rise to the regeneration of positive, meaningful and successful educational communities dedicated to both access to and success in teaching, learning and preparing future generations of indigenous children and youth. Through SPD, Anahuacalmecac turns our principles of humanistic indigenous education rooted in the ancestral kalmekak institutions of central Mexico into a relevant modern practice of college preparatory, life enriching, academically rigorous way of transformative and culturally responsive schooling.



upon ancestral and actual memory, wisdom and vision. Additionally, Anahuacalmecac manifests that the experience of agency in the act of decolonization must be central to the practice of education among Indigenous Peoples in order to overcome and dissolve the barriers faced by indigenous children and youth. In Nahuatl, this experience is called the *isalolisikniyiotl* or “praxis of re-cognizing” of shared cultural and linguistic concepts contextualized within the historical, cultural and current community-based experiences of Indigenous Peoples. Such knowledge is privileged information and part of the cultural intellectual property of Indigenous Peoples and subject to the sovereignty of Indigenous Peoples inherent in the fundamental right to self-determination of all human nations.

This pedagogical work is rooted in part in the work of the founders of Anahuacalmecac including the research and writings of Dr. Juan Gómez Quiñones. Dr. Gómez Quiñones’ text on the subject of indigenous history and intellectual autonomy, *Indigenous Quotient/Stalking Words*, challenges centuries of intellectual and material oppression survived by Indigenous Peoples. In the second essay of the book, *Stalking Words*, Dr. Gómez Quiñones develops a framework rooted in Indigenous ethos and constructs a decolonizing paradigm of indigenous response to hegemonic oppression and a visionary passion for human liberation. Often, we are reminded, merely telling and retelling our histories as Indigenous Peoples is an act of resistance to the suppression of the existence of the “other.” However, Dr. Gómez Quiñones goes further to actually develop a framework for an alternative understanding of indigeneity as a liberatory paradigm for both Indigenous Peoples and others. The author emphasizes the relationships among the indigenous history of the Americas, the military and political colonization of the Americas, the impacts of colonization and the contradictions between European and indigenous ideology, especially through schooling. Planting powerful lines of inquiry in the formation of a theory of resilience, *Stalking Words* proposes a hypothesis for the formation of a theory of Indigenism, a theory of “being Indigenous.” The hypothesis and its theoretical prerequisites advance a necessary “map” intended to be redrawn as it is actualized by its proponents. Consciousness of both place and history as well as of kinship and responsibility set the foundations for the construction of an indigenist paradigm requiring attention to the identification of contexts, generalizations and the basic unifying elements of such a theory. Indigeneity, even through these essays, is an act of careful contradiction and affirmation with purpose: liberation. *Indigenous Quotient/Stalking Words* critically analyzes the history of the Americas. The author presents the importance of learning Indigenous culture, history, knowledge and ideology for both the indigenous and non-indigenous. Documenting the awareness of the effects of colonization at present by Indigenous Peoples, the Semillas co-founder contextualizes the importance of the need for theory in the struggle for decolonization. A critical analysis of colonialism includes an understanding and analysis of the ideology of the European colonizer and its continuity.

Anahuacalmecac maintains that we should seek ways to strengthen a People-to-People paradigm supported by the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and the *ihkniyiotl* we have grown. Importantly, our relationships and exchanges with other Indigenous Peoples communities, educators, and organizations materialized ideas and memories that reaffirm the Azteca-Mexicano relationship to the place and peoples we call Aztlan in migration histories. Recognizing the depth of the migration history recorded in Ashiwi-Zuni oral history of “the Splitting of the Tribe” emphasizes for example, that as migrants, we are neither foreigners nor inhuman nor illegal. For our children and youth to hear this history in all of the vivid and exacting detail of Indigenous Peoples’ oral tradition is a testament to the truth of our histories and an act of agency in recognizing our relations.



Anahuacalmecac’s educational design seeks to activate and organize the manifestation of sovereign knowledge through pedagogy, epistemology, methodology, praxis and curricula engaged and embedded within the communities of Indigenous Peoples. With particular focus upon children and intergenerational continuity, an Anahuacalmecac education manifests a process of teaching and learning by, with and about Indigenous Peoples community ancestry and maternal language through zetetic inquiry and a continual metacognitive search for origins and sustainable cultural regeneration. Essentially, Anahuacalmecac educational design is premised upon research-based findings that demonstrate that indigenous children and youth learn best, when their educational experiences are rooted in their ancestral culture, maternal language, and intergenerational community relations engaged in a conscious analysis of historical and current global realities. Anahuacalmecac educational design manifests that self-determination is both a fundamental human pre-condition and necessary human right through which the child’s innate capacity to learn is best liberated to become a perpetual practice of human consciousness and being in community.

Anahuacalmecac has been honored to have been included in national research projects including one conducted by the National Urban Indian Family Coalition (NUIFC) in 2017. The NUIFC conducted a study of schools like Anahuacalmecac created by communities that “set about constructing new programming that was not only inclusive of their indigenous culture – it was the basis by which all academic activities would be centered on.” *The Resurgence: Restructuring Urban American Indian Education* is an examination of the of the history that created the context and need for these programs, the processes that effected their creation, the nature by which these programs operate and are considered alternative, and the methodologies by which American Indian culture has been incorporated into them.” The study identified best practices or “The Seven Learnings – or seven approaches that were learned of during the course of the site visits.” These included:

- (1) Learning out of doors on land and on water
- (2) Learning in Community
- (3) Learning Across Generations
- (4) Learning in Redefined Spaces
- (5) Learning Leadership and Advocacy
- (6) Learning Indigenous Language (Language Revitalization)
- (7) Learning Indigenous Cultural Practices

at Anahuacalmecac we also include:

- (8) Learning across international geo-political boundaries (Ihcniyotlamachilistle)
- (9) Learning autonomy, self-determination and sovereignty (Petlamachilistle)
- (10) Learning through movement (Tezcatlipocatlamachilistle “social resistance”)
- (11) Learning through mobilization (Huitzilipochtlamachilistle “social agency”)
- (12) Learning through persistence and continuity of effort (XipeTotectlamachilistle)
- (13) Learning creativity creatively (Quetzalcoatlamachilistle)

ALL of these are our seeds (tlayoltin–“earthhearts”) of knowledge to tap into our community’s funds of knowledge and reach into our students hearts and minds to ignite the sparkle of learning and keep it lit.



From Research to Regeneration-

Rooting MAIZE in community

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 U.S. Office of Civil Rights 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 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.^[19] 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 Anahuacalmecac 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 and 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."^[1] Indigenous students, Dr. Cajete goes on to underscore, then disengage from formal schooling. The aim of Anahuacalmecac as an autonomous charter school is to intertwine schooling, curricula and school culture for Indigenous learners in purposeful and impactful 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."^[2]

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 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 and



California continue 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.

The Anahuacalmecac school community has inherited Nahuatl as a primary maternal language and Spanish as a secondary heritage language. Parents of Anahuacalmecac students have reaffirmed the importance of teaching and learning Nahuatl in school through various means, most notably, through plebiscites conducted annually. 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 equal weight to non-Western ways of speaking and knowing, one classroom at a time."^[21] To address this social psycho-linguistic loss, Anahuacalmecac begins with the practice of identifying the epistemology of our lessons, our lines of inquiry and our assessments in Nahuatl. Methods of delivery include online classes, community learning collaboratives, university-school collaborations, A-G approved courses delivered on campus, student-student exchanges, and immersion model focus cohort instruction.

****Note:** Attached to this Charter Petition are LCFF Provision Tables from Anahuacalmecac's current LCAP.



Table 1. State Priority Aligned, Research-based Program Best Practices

	Research-based Practice	Community-based Need	Program Description	Alignment with State Priorities
I	Maternal Language Enrichment	<p>i. Continuity and regeneration of ancestry-based fluency and literacy particularly for English Learners and heritage language speakers</p> <p>ii. Maintenance and development of academic fluency of Spanish as a maternal language particularly for English Learners and heritage language speakers</p>	<ul style="list-style-type: none"> Modeled upon dual immersion high quality multilingual cognitive theory Guided by school language policy and IB framework and policies on multilingualism K-12 access and continuum of multilingual learning lead by certified language expert teachers Designed to target both cultural and academic achievement including Common Core State Standards and UC A-G requirements High Quality Professional Development and Coaching 	<p>Priority 1 – Basic Services</p> <p>Priority 2 – Implementation of CCSS</p> <p>Priority 3 – Parental Involvement</p> <p>Priority 4 – Student Achievement</p> <p>Priority 5 – Student Engagement</p> <p>Priority 6 – School Climate</p> <p>Priority 7 – Course Access</p> <p>Priority 8 – Other Student Outcomes</p>



	Research-based Practice	Community-based Need	Program Description	Alignment with State Priorities
I I	Culturally relevant ancestry-based regenerative education	<p>i. Student-centered school responsiveness to the culture and knowledge of the target community's children, youth and families of SPED, Native American, Latin American Native, and EL student subgroups</p> <p>ii. Socio-emotional barriers faced by historically disadvantaged and high-risk students including SPED, Native American, Latin American Native, and EL student subgroups</p>	<ul style="list-style-type: none"> Includes both pedagogy and curriculum in all content areas and all levels of the continuum Alignment & implementation of the Common Core State Standards for Language Arts High Quality Professional Development and Coaching 	<p>Priority 2 – Implementation of CCSS</p> <p>Priority 3 – Parental Involvement</p> <p>Priority 4 – Student Achievement</p> <p>Priority 5 – Student Engagement</p> <p>Priority 8 – Other Student Outcomes</p>



	Research-based Practice	Community-based Need	Program Description	Alignment with State Priorities
I I I	Inquiry-based International Curriculum Framework	i. Acknowledge, cultivate and advance high-level student achievement ii. Support gifted and exceptional students by providing access to CCSS aligned enriched curriculum and instruction	<ul style="list-style-type: none"> • Concept-driven analysis of course content • Systemic curriculum, best practices and professional development • Alignment & implementation of the Common Core State Standards for Language Arts • High Quality Professional Development and Coaching • Implementation of the IB aligned continuum & framework 	Priority 1 – Basic Services Priority 2 – Implementation of CCSS Priority 3 – Parental Involvement Priority 4 – Student Achievement Priority 5 – Student Engagement Priority 6 – School Climate Priority 7 – Course Access Priority 8 – Other Outcomes
I V	Authentic and Continual Assessment of Student Achievement & Growth	Norm-referenced, Adaptive Assessments Aligned with the CCSS capable of developing measures of SBAC correspondent growth, performance and predictability in order to guide	Periodic, digital, self-paced, nationally norm-referenced CCSS-aligned assessments Integrated formative and summative assessment through the classroom-based curriculum Administered 3 times per year to track growth	Priority 1 – Basic Services Priority 4 – Student Achievement Priority 8 – Other Student Outcomes



	Research-based Practice	Community-based Need	Program Description	Alignment with State Priorities
		instruction and intervention	toward individual, grade level, and school goals	
V	Language arts and Math Intervention Program with credentialed teachers, Support Systems	Rigorous academic programming and high expectation require high supports for historically educationally disadvantaged students including state identified subgroups	<ul style="list-style-type: none"> · Language development Intervention through blended School-based programming · Math Intervention through blended School-based programming through Escalante Programs · Counseling and socio-emotional guidance: Student Success Team Referrals, Individualized Education/ 504 Plans, Socio-Emotional Support · Transitional Kindergarten for 	Priority 2 – Implementation of CCSS Priority 4 – Student Achievement Priority 5 – Student Engagement Priority 7 – Course Access



	Research-based Practice	Community-based Need	Program Description	Alignment with State Priorities
			earlier Dual Language Access	
V I	Community-based cultural continuity	i. Culturally relevant school culture welcoming of parents, extended family members and teachers ii. Culturally responsive curriculum	<ul style="list-style-type: none"> Teacher Training & Professional Development Engagement of elders and language experts Inclusion of culturally-based support programs such as meditation, performing arts and maternal language 	Priority 2 – Implementation of CCSS Priority 4 – Student Achievement Priority 5 – Student Engagement Priority 7 – Course Access



	Research-based Practice	Community-based Need	Program Description	Alignment with State Priorities
V I I	Community engagement through community partnerships	i. Involvement and transparency to support student achievement in the school ii. Access to resources and opportunities for students in the community	<ul style="list-style-type: none"> Partnerships with indigenous community organizations Participation in community based cultural events Partnerships with institutions of higher education Partnerships with other community resources, elders and elected officials 	Priority 2 – Implementation of CCSS Priority 4 – Student Achievement



LCFF PROVISIONS

LAUSD Charter Schools Division

May 24, 2018

LCFF STATE PRIORITIES										
GOAL #1										
<p>All students will graduate with the academic preparation and achievement necessary for college and career readiness</p>	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; margin: 0;">Related State Priorities:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 33%;"><input checked="" type="checkbox"/> 1</td> <td style="text-align: center; width: 33%;"><input checked="" type="checkbox"/> 4</td> <td style="text-align: center; width: 33%;"><input checked="" type="checkbox"/> 7</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/> 2</td> <td style="text-align: center;"><input type="checkbox"/> 5</td> <td style="text-align: center;"><input type="checkbox"/> 8</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/> 3</td> <td style="text-align: center;"><input type="checkbox"/> 6</td> <td></td> </tr> </table> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p style="text-align: center; margin: 0;">Local Priorities:</p> <div style="display: flex; flex-direction: column; align-items: flex-start;"> <div><input type="checkbox"/> :</div> <div><input type="checkbox"/> :</div> </div> </div>	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 5	<input type="checkbox"/> 8	<input type="checkbox"/> 3	<input type="checkbox"/> 6	
<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 7								
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<input type="checkbox"/> 3	<input type="checkbox"/> 6									
Specific Annual Actions to Achieve Goal										
<p style="text-align: center;">Action 1</p> <ol style="list-style-type: none"> 1. Alignment of curriculum with the Common Core State Standards and International Baccalaureate standards 2. Establish benchmarks for school wide assessments- Provide assessments aligned to the Common Core State Standards 3. Provide supports for English Language Learners 4. Create A-G approved curriculum and coursework for all core subjects 5. Offer A-G approved courses to all students 6. Analyze data from state exams <p style="text-align: center;">Action 2</p> <p>Recruit and retain teachers to provide instruction in maternal languages, world languages other than English, performing and visual arts.</p> <p style="text-align: center;">Action 3</p> <ol style="list-style-type: none"> 1. Ensure guidance for all students to access UC/CSU required courses. 2. Align courses and course offering to prepare students for college preparatory curriculum from Elementary grades on. 3. Design, monitor and improve course offerings reflective of student and teacher feedback. 4. Hire appropriately credentialed teachers. <p style="text-align: center;">Action 4</p> <p>Provide necessary supports and interventions (eg. Counseling, after school tutoring, teacher office hours, several grade checks within a semester) for the student subgroups to access the A-G curriculum so that they may graduate with the academic preparation necessary for post-secondary education</p>										
Expected Annual Measurable Outcomes										



Outcome 1						
Access to A-G, college or career ready courses						
APPLICABLE STUDENT GROUPS	Baseline	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024
All Students (Schoolwide)	100 100%	100%	100%	100%	100%	100%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%



Expected Annual Measurable Outcomes						
Outcome 2						
Graduation rates per CDE dashboard						
APPLICABLE STUDENT GROUPS	Baseline	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024
All Students (Schoolwide)	93.5%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	93.5%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
Latino Students	93.5%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%



Expected Annual Measurable Outcomes						
<p style="text-align: center;">Outcome 3</p> <p>Student personal plan and goal setting for college, career and community readiness.</p>						
APPLICABLE STUDENT GROUPS	Baseline	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024
All Students (Schoolwide)	90%	+/-10% From base	+/-10% From base	+/-10% From base fr	+/-10% From base	+/-10% From base
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	90%	+/-10% From base	+/-10% From base	+/-10% From base	+/-10% From base	+/-10% From base
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
Latino Students	90%	+/-10% From base	+/-10% From base	+/-10% From base fr	+/-10% From base	+/-10% From base



Expected Annual Measurable Outcomes						
Outcome 4						
Students placed on the “Prepared” level on the College/Career Indicator per CDE Dashboard						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	90.3%	+/-10% From base	+/-10% From base	+/-10% From base	+/-10% From base	+/-10% From base
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	90.3%	+/-10% From base	+/-10% From base	+/-10% From base	+/-10% From base	+/-10% From base
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
Latino Students	90.3%	+/-10% From base	+/-10% From base	+/-10% From base	+/-10% From base From base From base	+/-10% From base



Expected Annual Measurable Outcomes

Outcome 5

CAASPP Smarter Balanced Summative Assessments: According to the California ESSA Plan, “for grades 3-8, the goal for all schools and all student groups is to reach the “High” Status. This means that the goal is for all students and student groups to be at least 10 points above the lowest possible scale score to achieve Level 3 (Standard Met) for ELA. For mathematics, the goal is for all students and student groups to be at the lowest possible scale score to achieve Level 3 (Standard Met). For grade 11, the goal for all schools and student groups is to reach the “High” Status. This means that the goal for all students and student groups is to be at least 10 points above the lowest possible scale score and to achieve Level 3 (Standard Met) for ELA. For mathematics, the goal for all students and student groups is to be at the lowest possible scale score to achieve Level 3 (Standard Met).

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	ELA: 32.10% Math: 28.13%	ELA: average annual improvement to reach goal is 5.5 point growth Math: Average annual improvement to reach goal is 14 point growth	ELA: average annual improvement to reach goal is 5.5 point growth Math: Average annual improvement to reach goal is 14 point growth	ELA: average annual improvement to reach goal is 5.5 point growth Math: Average annual improvement to reach goal is 14 point growth	ELA: average annual improvement to reach goal is 5.5 point growth Math: Average annual improvement to reach goal is 14 point growth	M ELA: average annual improvement to reach goal is 5.5 point growth Math: Average annual improvement to reach goal is 14 point growth
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	ELA: 27.4% Math: 25.34%	ELA: average annual improvement to reach goal is 5.5 point growth Math: Average annual improvement to reach goal is 14 point growth	ELA: average annual improvement to reach goal is 5.5 point growth Math: Average annual improvement to reach goal is 14 point growth	ELA: average annual improvement to reach goal is 5.5 point growth Math: Average annual improvement to reach goal is 14 point growth	ELA: average annual improvement to reach goal is 5.5 point growth Math: Average annual improvement to reach goal is 14 point growth	M ELA: average annual improvement to reach goal is 5.5 point growth Math: Average annual improvement to reach goal is 14 point growth



		goal is 14 point growth	goal is 14 point growth	goal is 14 point growth	goal is 14 point growth	is 14 point growth
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
Latino Students	ELA: 30.72% Math: 26.49%	ELA: average annual improvement to reach goal is 5.5 point growth Math: Average annual improvement to reach goal is 14 point growth	ELA: average annual improvement to reach goal is 5.5 point growth Math: Average annual improvement to reach goal is 14 point growth	ELA: average annual improvement to reach goal is 5.5 point growth Math: Average annual improvement to reach goal is 14 point growth	ELA: average annual improvement to reach goal is 5.5 point growth Math: Average annual improvement to reach goal is 14 point growth	M ELA: average annual improvement to reach goal is 5.5 point growth Math: Average annual improvement to reach goal is 14 point growth



Expected Annual Measurable Outcomes						
<p style="text-align: center;">Outcome 6</p> <p>International Baccalaureate Primary Years Program Exhibition (5th Grade) and International Baccalaureate Middle Years Program Personal Project (10th Grade)</p> <p>100% completion of culminating project with a score of grade 3 or higher</p>						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	100%	+/-10% From base	+/-10% From base	+/-10% From Base	+/-10% From Base	+/-10% From Base
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	100%	+/-10% From base	+/-10% From base	+/-10% From Base	+/-10% From Base	+/-10% From Base
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
Latino Students	100%	+/-10% From base	+/-10% From base	+/-10% From Base	+/-10% From Base	+/-10% From Base



LCFF PROVISIONS

LAUSD Charter Schools Division

November 1, 2018

LCFF STATE PRIORITIES										
GOAL #2										
<p>All students will have access to curriculum rooted in the cultural, intellectual and linguistic bodies of knowledge of Indigenous Peoples.</p>	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; margin: 0;">Related State Priorities:</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"><input type="checkbox"/> 1</td> <td style="text-align: center;"><input type="checkbox"/> 4</td> <td style="text-align: center;"><input checked="" type="checkbox"/> 7</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/> 2</td> <td style="text-align: center;"><input checked="" type="checkbox"/> 5</td> <td style="text-align: center;"><input checked="" type="checkbox"/> 8</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/> 3</td> <td style="text-align: center;"><input checked="" type="checkbox"/> 6</td> <td></td> </tr> </table> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p style="text-align: center; margin: 0;">Local Priorities:</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"><input type="checkbox"/>:</div> <div style="width: 45%;"><input type="checkbox"/>:</div> </div> </div>	<input type="checkbox"/> 1	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 7	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 6	
<input type="checkbox"/> 1	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 7								
<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 8								
<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 6									
Specific Annual Actions to Achieve Goal										
<p style="text-align: center;">Action 1</p> <ol style="list-style-type: none"> 1. Provide a continuum of maternal and world language options. 2. Train all teachers to embed the curriculum with cultural, intellectual and linguistic indigenous knowledge. <p style="text-align: center;">Action 2</p> <p>Train and organize parent involvement and community autonomy over curriculum, programs and resources for historically disadvantaged students (unduplicated and special needs pupils as identified by the state)</p> <p style="text-align: center;">Action 3</p> <ol style="list-style-type: none"> 1. Train staff on how to create a positive school climate. 2. Continue to improve student engagement by reducing dropout rates, absenteeism, and increase graduation rates. 3. Increase attendance rates. <p>Implement strategies to reduce chronic absenteeism such as: attendance recovery opportunities, increase parent communication regarding effects of absences of student learning and school budget.</p> <p style="text-align: center;">Action 4</p> <ol style="list-style-type: none"> 1. Train all staff on school cultural values profile called Makuilxochitl 2. Educate all students and parents on school cultural values profile called Makuilxochitl. 3. Create, administer and reflect upon surveys on the schools mission and vision. 4. Create and organize opportunities for volunteerism at the school to build community 5. Engage students in a mission guided curriculum. 6. Celebrate with all stakeholders community building success through assemblies, meetings and public acknowledgement. 										



Action 5

The guidance counselor will create course schedules for students identified in the subgroups that offer all A-G curriculum/courses, and at least one world language course.

Expected Annual Measurable Outcomes

Outcome #1

Socio-economically disadvantaged (SED), English Language Learners (ELL), and Special Education (SPED) student enrollment in at least one world language that is not English as measured by TK-11 grades enrolled in at least one world language that is not English.

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%



Outcome #2						
Reduction in student chronic absenteeism to ensure access to a world language class and earn a grade C or higher for UC/CSU eligibility as measured by the California Dashboard.						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	Pending baseline from CA Dashboard	+/- 1%	+/- 1%	+/- 1%	+/- 1%	+/- 1%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	Pending baseline from CA Dashboard	+/- 1%	+/- 1%	+/- 1%	+/- 1%	+/- 1%
Foster Youth	Pending baseline from CA Dashboard	+/- 1%	+/- 1%	+/- 1%	+/- 1%	+/- 1%
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
Latino Students	Pending baseline from CA Dashboard	+/- 1%	+/- 1%	+/- 1%	+/- 1%	+/- 1%



Outcome #3						
Student field trips focused on cultural learning such as Pow Wows, ceremonies, marches, runs, native sites, etc. as measured by access to at least one fieldtrip per year for cultural learning.						
APPLICABLE STUDENT GROUPS	Baseline	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%



Outcome #4						
All student will have access in arts, and design courses including traditional danza Azteca and other forms of performing arts as measured by of students taking the courses 80% will meet or exceed course or program standards in art.						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	80%	≤80%	≤80%	≤80%	≤80%	≤80%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	80%	≤80%	≤80%	≤80%	≤80%	≤80%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	80%	≤80%	≤80%	≤80%	≤80%	≤80%
Latino Students	80%	≤80%	≤80%	≤80%	≤80%	≤80%



Outcome #5

All students will have access to physical and health education courses including traditional danza Azteca and other forms of performing arts as measured by of students taking the courses 80% will meet or exceed course or program standards in physical and health education.

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	80%	≤80%	≤80%	≤80%	≤80%	≤80%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	80%	≤80%	≤80%	≤80%	≤80%	≤80%
Foster Youth	80%	≤80%	≤80%	≤80%	≤80%	≤80%
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
Latino Students	80%	≤80%	≤80%	≤80%	≤80%	≤80%



LCFF PROVISIONS
LAUSD Charter Schools
Division
May 24, 2018

LCFF STATE PRIORITIES										
GOAL #3										
<p>All students will access academic, cultural, and community resources aimed at strengthening student educational achievement and overall school climate.</p>	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; margin: 0;">Related State Priorities:</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/> 1</td> <td style="text-align: center;"><input type="checkbox"/> 4</td> <td style="text-align: center;"><input checked="" type="checkbox"/> 7</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/> 2</td> <td style="text-align: center;"><input checked="" type="checkbox"/> 5</td> <td style="text-align: center;"><input type="checkbox"/> 8</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/> 3</td> <td style="text-align: center;"><input checked="" type="checkbox"/> 6</td> <td></td> </tr> </table> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p style="text-align: center; margin: 0;">Local Priorities:</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"><input type="checkbox"/>:</div> <div style="width: 45%;"><input type="checkbox"/>:</div> </div> </div>	<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 6	
<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 7								
<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 8								
<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 6									
Specific Annual Actions to Achieve Goal										
<p>Action 1</p> <ol style="list-style-type: none"> 1. Train to staff on how to create opportunities for students to access academic, cultural and community resources. 2. Offer trips to nearby colleges and universities. 3. Create and maintained relationships with community organizations. 4. Create and maintained relationships with Colleges and Universities. 5. Offer training to staff on how to guide students to provide community action and service. 6. Offer access to cultural ceremonies and other community-based learning experiences. 7. Access standards aligned materials. 8. Access high quality teachers. 9. Implement Common Core Standards for all students. 10. Access inquiry-based, internationally-minded college preparatory course of study embedded with and responsive to student needs as Indigenous Persons. 11. Administer and analyzed survey results of pupil, parent and teacher sense of safety and connectedness. 12. Reduce pupil suspension and expulsion rates. 										
<p>Action 2</p> <p>Teachers, parents, students and when applicable the counselor reviewed and documented access to academic, cultural, and community resources and experiences</p>										
<p>Action 3</p> <ol style="list-style-type: none"> 1. Offer culturally responsive alternatives to suspensions such as 1) high school students mentor middle school students to support positive development conflict resolution, time management, goal setting, and 2) restorative justice opportunities guided by school staff. 2. Offer training to staff and students on culturally responsive and restorative justice practices. 										



Expected Annual Measurable Outcomes

Outcome #1

Pupil suspension rate as measured by California Dashboard.

APPLICABLE STUDENT GROUPS	Baseline	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024
Socioecon. Disadv./Low Income Students	0% .	+/- 2% From baseline	+/- 2% From baseline	+/- 2% From baseline	+/- 2% From baseline	+/- 2% From baseline
All Students (school wide)	0% .	+/- 2% From baseline	+/- 2% From baseline	+/- 2% From baseline	+/- 2% From baseline	+/- 2% From baseline
English Learners	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
Latino Students	0% .	+/- 2% From baseline	+/- 2% From baseline	+/- 2% From baseline	+/- 2% From baseline	+/- 2% From baseline



Outcome #3

Other local measures of pupils, parents and teachers on the sense of safety and school connectedness by using a medium such as surveys, focus groups etc. As measured by responses to the survey, the outcome for baseline is 100% felt safe.

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Socioecon. Disadv./Low Income Students	100%	+/- 10% from baseline	+/- 10% from baseline	+/- 10% from baseline	+/- 10% from baseline	+/- 10% from baseline
All Students (school wide)	100%	+/- 10% from baseline	+/- 10% from baseline	+/- 10% from baseline	+/- 10% from baseline	+/- 10% from baseline
English Learners	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
Latino Students	100%	+/- 10% from baseline	+/- 10% from baseline	+/- 10% from baseline	+/- 10% from baseline	+/- 10% from baseline



Outcome #4

Create and/or maintain relationships of current year with community organizations and Colleges and Universities as measured by calendars, MOU's with universities, inter-tribal agreement and data base tracking (by counselor) to ensure students have access.

APPLICABLE STUDENT GROUPS	Baseline	100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
All Students (school wide)	100%	100%	100%	100%	100%	100%
English Learners	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%



Outcome #5

Provide access to inquiry-based, internationally-minded college preparatory courses as Indigenous Persons; including cultural ceremonies and other community-based learning experiences as measured by access to community based learning experiences through course enrollment and attendance or participation in community engagement activities as measured by a log students keep to keep track of their community experiences.

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
All Students (school wide)	100%	100%	100%	100%	100%	100%
English Learners	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%



Outcome #6

Experiential learning opportunities such as outward bond, hiking, camping, survival skills, traditional games, conferences and traditional gatherings as measured by student portfolios kept by teachers.

APPLICABLE STUDENT GROUPS	Baseline	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
All Students (school wide)	100%	100%	100%	100%	100%	100%
English Learners	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%



From Philosophy to Praxis-

Tlamachilisxochiponajle – Flowering Knowledge

The practice of the Anahuacalmecac's educational design (Huehuetlamachilizmachiotl) involves the disciplined cultivation of principles that define the multidimensional character of both teachers and learners called in Nahuatl-Mexicano, Tlamachiotekipanolistli or "Lifelong Knowledge." Autochthonous indigenous cultures embody diverse bundles of knowledge with which to approach the human condition, obligations and common realities. 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 teacher-learner characteristics represent the traditional values of the warp and weft of the matrix of Anahuacalmecac schooling, which engages learning at any point, over time, in any setting, formal and informal throughout the learner's experience in Anahuacalmecac. Additionally, all students, teachers, administrators, staff members, parents and community are provided access to leadership development to encourage and promote active engagement in the school's mission. Everyone in the school and its community are active leaders in their own growth and in support of Anahuacalmecac's vision and mission.

These principles are outlined here in Nahuatl and English:

1. *Ce centetl ce xinaxtli, ce centetl ce tocani*

In each a seed, of each a seed planter.

2. *Noche tih cuahcueh to xiquipil, Noche ti hualneme ipan petlatl*

Every child is born with gifts into a world of infinite possibility and the skills accumulated through life.

3. *Centetl centlalihleh*

Each student carries an entire history, memory and community along with him/her.

4. *Yoloxochitl nelhuayotl*

The integrity of each human being is born of the root culture of each nation.

5. *Tlahtqueh nahuahqueh toquiliz ixhuayotl*

Experience sows consciousness.

6. *Cenzontle quihtohneque ce centle*

Each student holds infinite possibilities within.

7. *Anahuamatihqueh, nochita quih nemilihtiazqueh quenihque teh palehuizqueh ihpan chicote nemiliz-ihniyotl ihuan ihpan tlatquenahuahqueh.*

An Anahuamaxtica will learn to, in every deliberation, consider the impact of one's decisions on the seven generations to come and all natural relations.

From Principles to Practice –

Community-based, Culturally relevant and College preparatory

The recent implementation of the Common Core State Standards (CCSS) and the Eight State Priorities (8SP), allow Anahuacalmecac an auspicious opportunity to better align its internationally renowned cultural, multilingual and international educational program goals with the renewed commitment on the part of the state to advance student achievement for all. Anahuacalmecac approaches this opportunity



with a clear mission to weave its community-based, culturally relevant, college preparatory school priorities with CCSS and the 8SP. Making the principles of Anahuacalmecac's educational design come to life in a thriving practice of school community-building is driven by the daily dedication and planned collaboration of teachers, parents, elders, advisors and students as community. Student-centered inquiry centers the Anahuacalmecac educational design upon the educands and the communities from which they are born. Rooted in cultural knowledge, our pedagogy, epistemology, methodologies and curricula expand to encompass a challenging curriculum composed of four observable strands: the Written Curriculum, the Taught Curriculum, the Assessed Curriculum and the Lived Curriculum.

"Curriculum" is defined as the program of study that a school offers. As an Indigenous Peoples' independent charter school, Anahuacalmecac affirms and retains the maximum autonomy recognized by the state. The obvious question therefore is twofold; How do we meet the needs of students while applying the State of California's 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 International Baccalaureate 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 helps to better meet the needs of our students and teachers. Therefore, we have adopted this approach in order to provide the IB continuum K-10 to students and Anahuacalmecac's IndigeNations Scholars Program for Grades 11 and 12. This provides us with a solid curricular framework, while still allowing us to meet the unique college preparatory needs of our students while also addressing their cultural and socioemotional imperatives.



Figure 3. Anahuacalmecac IB World School Curricular Program Continuum

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, culturally or economically disadvantaged youth. In contrast, Anahuacalmecac has developed a successful record and practice upon which to develop both method and philosophy to support increased access for educationally disadvantaged students to the IB curriculum continuum. The IB 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.

Anahuacalmecac offers all of its students full access to the IB Primary Years Program and IB Middle Years Program framework and curriculum from kinder through 10th grade. Students in 11th and 12th grades are enrolled in a University of California approved A-G curriculum matrix inclusive Advanced Placement courses and other college preparatory curriculum called IndigeNations Scholars. Additionally, Anahuacalmecac will offer Career-related Certificate options called Tlamachilischiualyiotl – the Anahuacalmecac Career Certificate (ACC) as a culmination to the experience including college, career and life readiness. It is our goal for all of our students to graduate college-ready, culturally grounded, and multilingually literate.

IB and the Common Core

In 2012 the IB developed a position paper on the relationship to and implementation of the Common Core through IB programs. Key assertions made by the IB and affirmed by Anahuacalmecac include the following:

“The IB and the CCSS share many goals, including their mutual emphasis on career and college readiness. IB schools are well positioned to incorporate the principles of the CCSS into existing and prospective IB programmes. All IB programmes provide a model for schools in meeting, indeed exceeding, the principles of the CCSS standards in the following ways.

- The framework for delivery of all IB programmes, the teaching practices, and the added curricular content of the DP courses provide a proven model for schools in meeting CCSS.
- Teaching and learning in IB programmes is inquiry based and challenges students to use higher-order skills such as critical and creative thinking.
- IB assessment practices include varied, authentic, relevant tasks that measure student success against cognitive skills learned.
- The IB supports teachers and school leaders by offering a wide variety of high-quality professional development courses that expand teachers’ knowledge and skill in leading students to success.
- The IB’s Programme standards and practices for schools, teachers and administrators creates an entire pedagogical framework to maximize student learning and growth.
- Many—if not all—CCSS are in practice in IB World Schools.”

(<https://www.ibo.org/contentassets/12ca22e438df4a65b4c92e42b70b10ea/ib-common-core-position-statement.pdf>)



Table 2. Anahuacalmecac UC Approved A-G Curriculum Matrix

ANAHUACALMECAC COURSE SEQUENCE GRADES 6-12 **UC A-G Approved Courses Indicated by Category**							
	Middle Years Program					Tlamachilischiualyiotl Praxis Program	
	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Language A (UC Approved Category B)	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 A/B (B), English Literature & Composition A/B (B)
Language B (UC Approved Category E)	Introduction to Spanish 1 A/B	Introduction to Spanish 2 A/B	Introduction to Spanish 3 A/B, Spanish 1 A/B (E)	Spanish 1 A/B (E), Spanish 2 A/B (E)	Spanish 1 A/B (E), Spanish 2 A/B (E)	Spanish 2 A/B (E), Spanish 3 A/B (E)	AP Spanish Language (E), Spanish 3 A/B (E)
Mathematics (UC Approved Category C)	Grade 6 Mathematics A/B	Grade 7 Mathematics A/B	Grade 8 Mathematics A/B, Algebra 1 A/B (C)	Geometry A/ B (C), Algebra 1A/B (C)	Algebra 2 A/B (C), Geometry A/B (C)	Pre Calculus A/B (C), Algebra 2 A/B (C), Statistics and Probability A/B (C)	AP Calculus AB (C), Algebra 2 A/B (C), Statistics and Probability A/B (C)
Math Enrichment / Dual Enrollment Class	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 (UC Approved)	Science 6 A/B	Science 7 A/B	Science 8 A/B	Environment al Science A/B (G)	Biology A/B (D)	Life Science A/B (D)	Physics A/B (D)



ANAHUACALMECAC COURSE SEQUENCE GRADES 6-12

****UC A-G Approved Courses Indicated by Category****

	Middle Years Program					Tlamachilischialyiotl Praxis Program	
	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Category G and D)							
Visual and Performing Arts/ Design (UC Approved Category F)	Visual Arts/ Design 6 A/B	Visual Arts/ Design 7 A/B	Visual Arts/ Design 8 A/B	Visual Arts/ Design 9 A/B	Visual Arts/ Design 10 A/B	Dramatic Performance A/B, Studio Art A/B, AP Studio Art A/B (F)	Dramatic Performance A/B Studio Art / AP Studio (F)
Individuals and Societies (UC Approved Category A and G)	Individuals and Societies 6 A/B	Individuals and Societies 7A/B	Individuals and Societies 8 A/B	Cultural Geography A/B (A), Xicana/o Studies	World History A/B (A), Xicana/o Studies	U.S. History A/B (A), Xicana/o Studies	Government State & Civil Society S1 (A) Economics S2 (G), Xicana/o Studies
Physical Education	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 (offered as an elective course)	Huehuetlama chilistle 1 A/B (Also known as : Intro to Nahuatl 1)	Huehuetlama chilistle 1 or 2 A/B (Also known as : Intro to Nahuatl 1/ Nahuatl 2)	Huehuetlama chilistle 1 or 2 A/B (Also known as : Intro to Nahuatl 1/ Nahuatl 2)	Huehuetlama chilistle 1 or 2 A/B (Also known as : Intro to Nahuatl 1/ Nahuatl 2)	Huehuetlama chilistle 1 or 2 A/B (Also known as : Intro to Nahuatl 1/ Nahuatl 2)	*Huehuetlato Ili: Literatura clásica A/B (Classic Nahuatl Literature)	Native Ways of Knowing A/B



ANAHUACALMECAC COURSE SEQUENCE GRADES 6-12 **UC A-G Approved Courses Indicated by Category**							
	Middle Years Program					Tlamachilischialyiotl Praxis Program	
	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Additional AP Courses (UC Approved Category G)						AP Psychology A/B (G), Psychology A/B (G)	AP Psychology A/B (G), Psychology A/B (G)

IndigeNations Scholars Culminating Project: The Survivance Reflective Project

Survivance among Indigenous Peoples is defined as “the human drive for education and the important purpose of exposing worldviews and epistemologies in education”.^[20]

Through a reflective project students identify, analyze, critically discuss and evaluate an ethical issue arising from their survivance studies and career-related studies. Survivance Studies involves four semester courses: Sovereign Knowledge, Metacognition of Indigeneity, Chicana/o Studies, and Latin American Studies. The reflective Project is only one aspect of Survivance Studies but it is the crystallization of the student’s own metacognitive analysis of colonization, decolonization, deculturalization and regeneration as paradigms of human existence. The project can be submitted in different formats including an essay, web page or short film.

This work encourages the student to engage in personal inquiry, action and reflection, and to develop strong research and communications skills. The model is based upon an autodidactic online platform developed by indigenous peoples. Survivance is a social impact game that asks us to explore our presence and create works of art as a pathway to healing. Players choose from non-linear quests that are structured in the phases of the Indigenous life journey. At the end of each quest, players create an act of survivance—a form of self-determination based on Anishinaabe scholar Gerald Vizenor’s term “survivance.” Survivance merges survival and endurance in asserting Indigenous presence in contemporary media. The game is composed of three steps Questing, Acting and sharing.^[21]

Questing

A quest is a step in your journey, such as learning about your history. There are quests for every phase of the journey: [Orphan](#), [Wanderer](#), [Caretaker](#), [Warrior](#), and [Changer](#). Elders guide us.



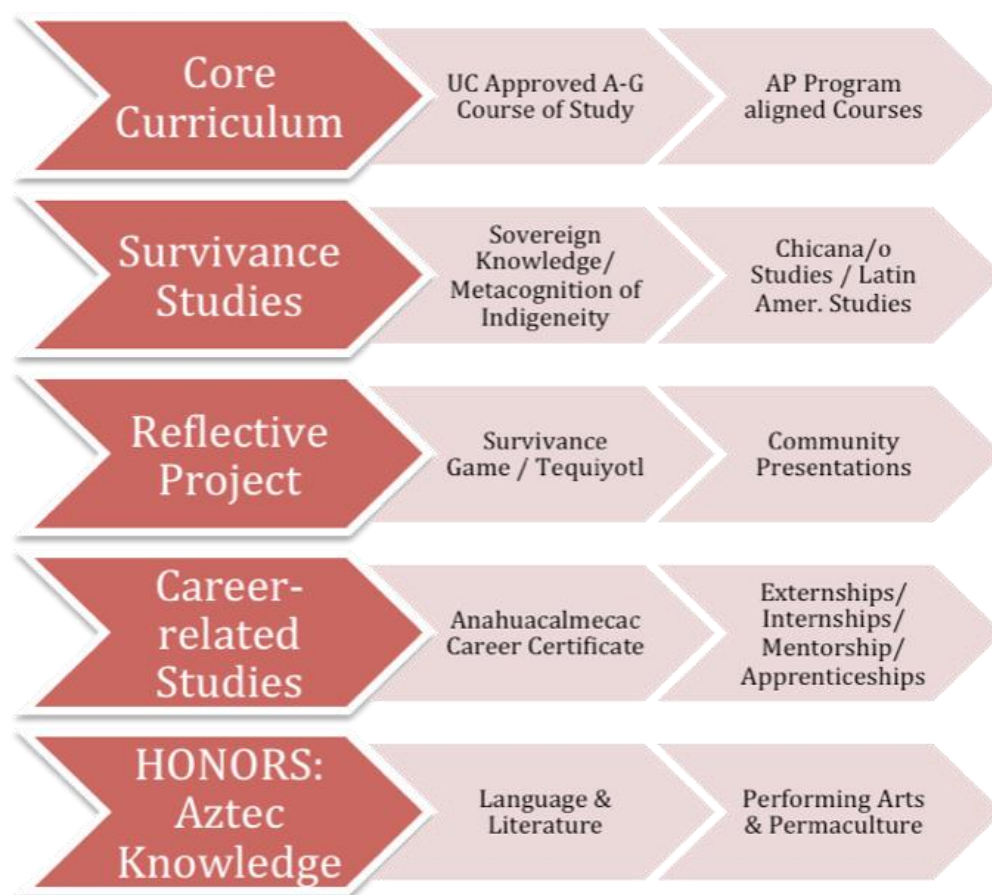
Acts of Survivance

An act of survivance is Indigenous self-expression in any medium that tells a story about our active presence in the world now.

Sharing

The act of survivance can be shared online or offline.

Figure 4. IndigeNations Scholars Program: Anahuacalmecac's College-ready Diploma Program Matrix Grades 11 and 12 Culminating program pathways



Any career-related studies taken by students as a complement to the career certificate must allow the student, upon successful completion, to either enter 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”.^[22]

As a fully authorized IB World School, Anahuacalmecac has emerged from its 16-year experience with indigenous education, firmly rooted in strong foundations prepared to advance the design of a unique IB Career-related Certificate-styled program to serve our students as an extension of our IB MYP program and unique cultural and linguistic needs as Indigenous Peoples. Anahuacalmecac also aims for all students continuously enrolled to earn a UC approved A-G aligned high school diploma with a seal of biliteracy from the State of California. As with all program design in Anahuacalmecac, further development will be decided upon through a collaborative process involving the school’s co-principals, founding teachers and Curriculum Committee following the guidelines of University of California requirements, the College Board, the International Baccalaureate and California State Priorities and the Common Core State Standards.

Career-related Studies at Anahuacalmecac will be built upon the practice and experiences of several existing collaborative arrangements among Anahuacalmecac and various colleges, universities, governmental and community-based organizations. While the certificate protocols themselves will be innovative elements of this charter, the foundation is already set. Students already engage in a series of career-related experiences gaining honorific certificates for their participation. The Tlamachilischiualiyotl – the Anahuacalmecac Career Certificate (ACC) now is designed to provide guidance, coherence and additional value to these experiences aimed at the goals as stated above. Based upon existing partnerships, Anahuacalmecac intends to offer the following career certificates supported by a combination of final semester externships, internships, mentorship and/or apprenticeships:

Combining a core UC approved A-G course of study, enriched by extended learning opportunities including Survivance Studies, Career-related Studies, a Reflective Project, and an opportunity to access indigenous cultural intellectual funds of knowledge through university level research, Anahuacalmecac bridges the “excellence gap” facing disadvantaged youth today. An on-going element of the Anahuacalmecac educational experience is called *tequiyotl* or Community and Service.^[23] Community and service is the development and application of knowledge and skills towards meeting an identified community need. Through service, students develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility, and accountability for their actions. *Tequiyotl* Community and Service engages students in the relationships of a real community, one they will rely upon to succeed in college and in life.

The International Program: From Primary through Middle Years^[24]

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.



Teaching and Learning in More Than One Language

A commitment to maternal language enrichment and international language fluency is a historic driver of the Anahuacalmecac 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."^[25] In 2011, the IB released a research-based position paper on language education called the, "Language and learning in IB Programs." Among other things, the IB asserts that, "IB programs 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."^[26]

Language Enrichment: *Developing a New Design to meet a unique need*

The development of the Language policies of Anahuacalmecac has been a multi-year, community-wide practice that has included both elders and scholars, parents and principals, teachers and students. Our policies on language are responsive to the situation we find ourselves, and aim to impact the future we aspire to regenerate as Indigenous Peoples for the coming generations. These policies have been developed with attention and participation of Nahuatl language experts and teachers in Mexico as well as in our own schools. Importantly, this body of work is intended to further the access to mother tongue and heritage language as well as languages newer to this continent. The Anahuacalmecac Language policies are approved by Council of Trustees, adopted by the Community Assembly and set into action by the teachers and learners in our school community.



Figure 6. International Baccalaureate Multilingualism Paradigm Model^[3]

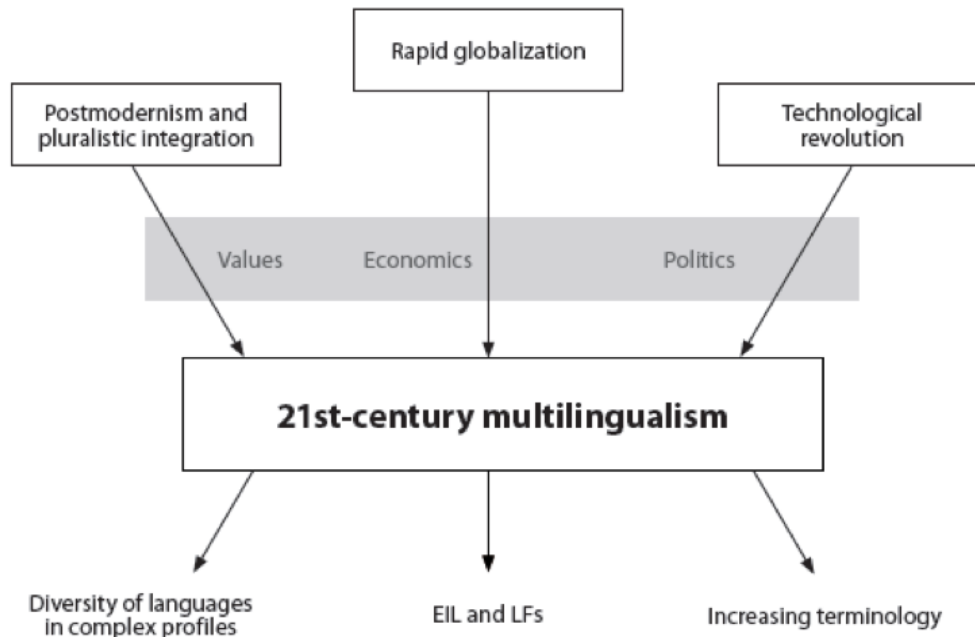


Figure 3
Multilingualism

Anahuacalmecac’s language policies and program support multilingualism beginning form and encouraging maternal language retention and enrichment. Multilingualism does not replace the idea of bilingualism, which has been an IB focus in the past, but rather incorporates it into a more complex conceptualization of how individual language profiles are constructed. This means the narrow polarity of monolingualism versus bilingualism disappears in a continuum that identifies language domains. The continuum underpins and reflects all language learning in the IB programs, including possible variations in the development of various domains in different languages.^[27]

Anahuacalmecac 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. Nahuatl 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 and a plethora of educational needs. At 2.6 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.**



As Wade Davis points 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.

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**. 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 website, most schools in the East Los Angeles area serve above 70% Spanish language speakers (EL's).^[28] 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 dual immersion model of Maternal Language Immersion will continue 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 (EL'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 Spanish^[29]. 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

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”^[30]
- 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. With opportunity for both Nahuatl immersion and Nahuatl language enrichment, students at Anahuacalmecac can continue to think and live holistically.

“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 decentered 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.”[31]

The shift in the way languages are viewed in the global paradigm presents new opportunities for the Anahuacalmecac to increase access for its students to an increasing variety of opportunities.

IB Program Framework

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, Semillas 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, Semillas was fully authorized to 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 among the programs.

Each program:

- Requires study across a broad and balanced range of knowledge domains including languages, Individuals and Societies, 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
- 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.”^[32] 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 lifelong 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.

The school will implement an A-G, AP, and college and career readiness curriculum for grades 9-12. The school will offer approved A-G courses for all students in grades 9-12. All students will have the opportunity to take AP courses in grades 10, 11, and 12. The courses that will be offered will be aligned with the requirements of the A-G and interest of students such as law, psychology, and environmental sciences. Students will be tracked to meet the college and career readiness indicator by following the requirements of the State which are:

College and Career Readiness - Prepared Level

High School Diploma and any one of the following:

- Career Technical Education (CTE) Pathway Completion **plus one** of the following criteria:
 - Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area



- One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
- At least a Level 3 "Standard Met" on both ELA and Mathematics on Smarter Balanced Summative Assessments
- Completion of two semesters/three quarters of Dual Enrollment with a passing grade (Academic and/or CTE subjects)
- Passing Score on two Advanced Placement (AP) Exams or two International Baccalaureate (IB) Exams
- Completion of courses that meet the University of California (UC) or the California State University (CSU) a-g criteria **plus one** of the following criteria:
 - CTE Pathway completion
 - Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area
 - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
 - Passing score on one AP Exam **OR** on one IB Exam

1. What is the goal of the Primary Years Program 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 another Middle Years Program, 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.

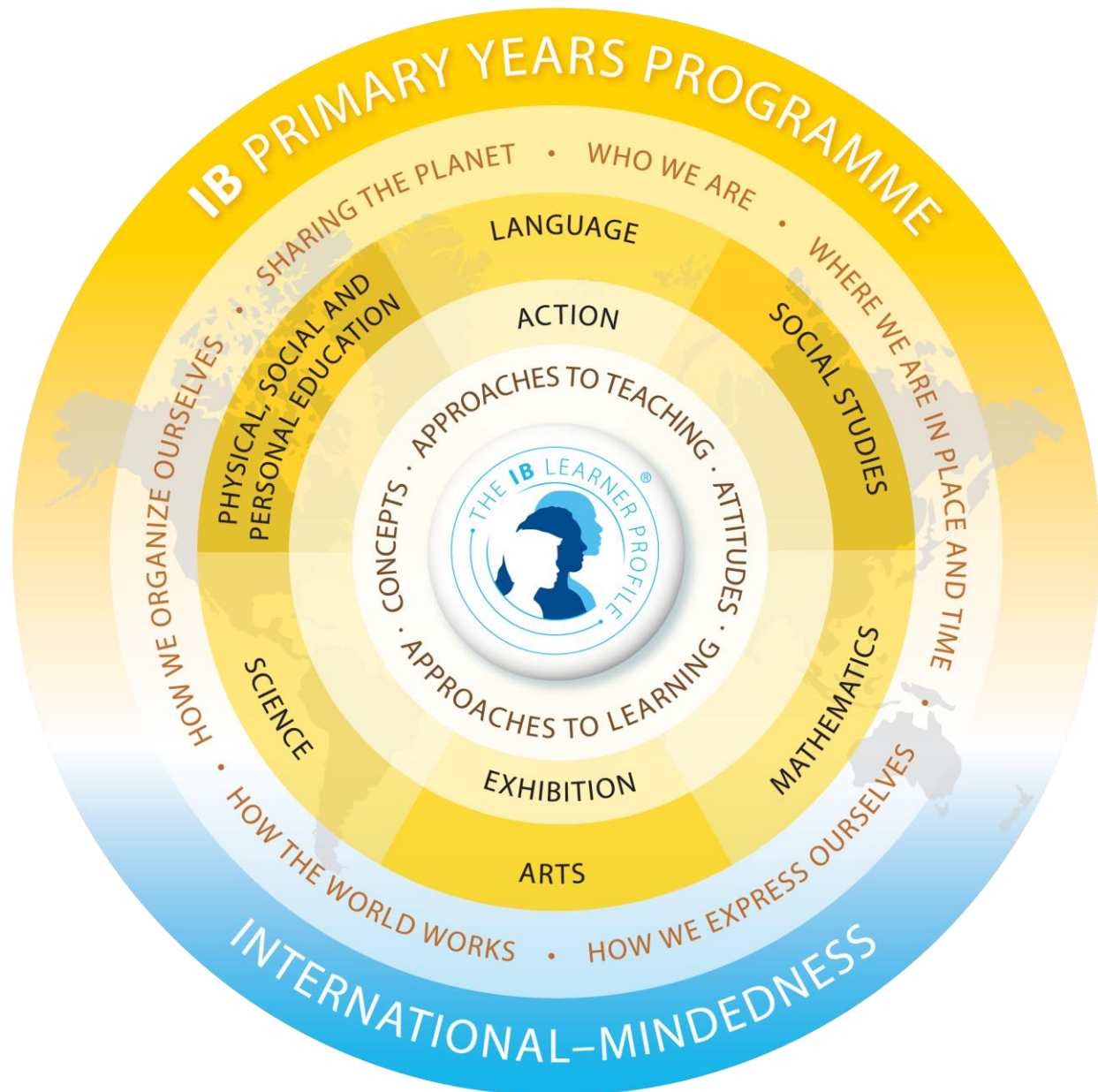
These five elements are:

- 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.

Figure 7. Primary Years Programme Curriculum Framework ^[4]



3. Why Inquiry?

"Learning is a process of finding patterns that connect".^[33] 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 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 IB Middle Years Programme (MYP) is designed for students age 11 to 16. It provides a framework of learning that emphasizes intellectual challenge and encourages connections between studies in traditional subjects and the real world. The MYP focuses on "learning how to learn" through the systematic development of approaches to learning (ATL) skills for communication, collaboration, organization, self-management, reflection, research, informational literacy, media literacy, creative and critical thinking, and transfer of learning. It also fosters intercultural understanding and global engagement — essential qualities for young people today."

5. A Vision and Philosophy for the MYP

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.



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.

Lastly, 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.

6. Middle Years Program Methodology

The International Baccalaureate® (IB) Middle Years Programme (MYP) comprises eight subject groups:

- [Language acquisition.](#)
- [Language and literature.](#)
- [Individuals and societies.](#)
- [Sciences.](#)
- [Mathematics.](#)
- [Arts.](#)
- [Physical and health education.](#)
- [Design.](#)

The MYP requires at least 50 hours of teaching time for each subject group in each year of the programme. In years 4 and 5, students have the option to take courses from six of the eight subject groups within certain limits, to provide greater flexibility in meeting local requirements and individual student learning needs.

Each year, students in the MYP also engage in at least one collaboratively planned interdisciplinary unit that involves at least two subject groups.

MYP students also complete a long-term project, known as the Personal Project, where they decide what they want to learn about, identify what they already know, discovering what they will need to know to complete the project, and create a proposal or criteria for completing it.

The MYP aims to help students develop their personal understanding, their emerging sense of self and responsibility in their community.



Teaching and learning in the MYP is underpinned by the following concepts:

I. Teaching and learning in context

Students learn best when their learning experiences have context and are connected to their lives and their experience of the world that they have experienced.

Using global contexts, MYP students develop an understanding of their common humanity and shared guardianship of the planet through developmentally appropriate explorations of:

- identities and relationships
- personal and cultural identity
- orientations in space and time
- scientific and technical innovation
- fairness and development
- globalization and sustainability.

II. Conceptual understanding

Concepts are big ideas that have relevance within specific disciplines and across subject areas. MYP students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically. The MYP prescribes sixteen key interdisciplinary concepts along with related concepts for each discipline.

III. Approaches to learning

A unifying thread throughout all MYP subject groups, approaches to learning (ATL) provide the foundation for independent learning and encourage the application of their knowledge and skills in unfamiliar contexts. Developing and applying these social, thinking, research, communication and self management skills helps students learn how to learn.

IV. Service as action, through community service

Action and service have always been shared values of the IB community. Students take action when they apply what they are learning in the classroom and beyond. IB learners strive to be caring members of the community who demonstrate a commitment to service—making a positive difference to the lives of others and to the environment. Service as action is an integral part of the programme.

The Personal Project

MYP projects encourage students to reflect on their learning and the outcomes of their work – key skills that prepare them for success in further study, the workplace and the community. All students who complete the MYP in Year 5 complete the personal project. Schools may register all MYP Year 5 students with the IB for external moderation of the personal project, promoting a global standard of quality.

MYP projects are student-centered and age-appropriate, and they enable students to engage in practical explorations through a cycle of inquiry, action and reflection.



What are the aims of the MYP projects?

The aims of the MYP projects are to encourage and enable students to:

- participate in a sustained, self-directed inquiry within a global context
- generate creative new insights and develop deeper understandings through in-depth investigation
- demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
- communicate effectively in a variety of situations
- demonstrate responsible action through, or as a result of, learning
- appreciate the process of learning and take pride in their accomplishments.

What will students learn through the MYP projects?

MYP projects involve students in a wide range of activities to extend their knowledge and understanding and to develop their skills and attitudes.

These student-planned learning activities include:

- deciding what they want to learn about, identifying what they already know, and discovering what they will need to know to complete the project
- creating proposals or criteria for their project, planning their time and materials, and recording developments of the project
- making decisions, developing understandings and solving problems, communicating with their supervisor and others, and creating a product or developing an outcome evaluating the product/outcome and reflecting on their project and their learning.

As students become involved in the self-initiated and self-directed learning process, they will find it easier to construct in-depth knowledge on their topic, and develop an understanding of themselves as learners.

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 handmade 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 a college preparatory education.

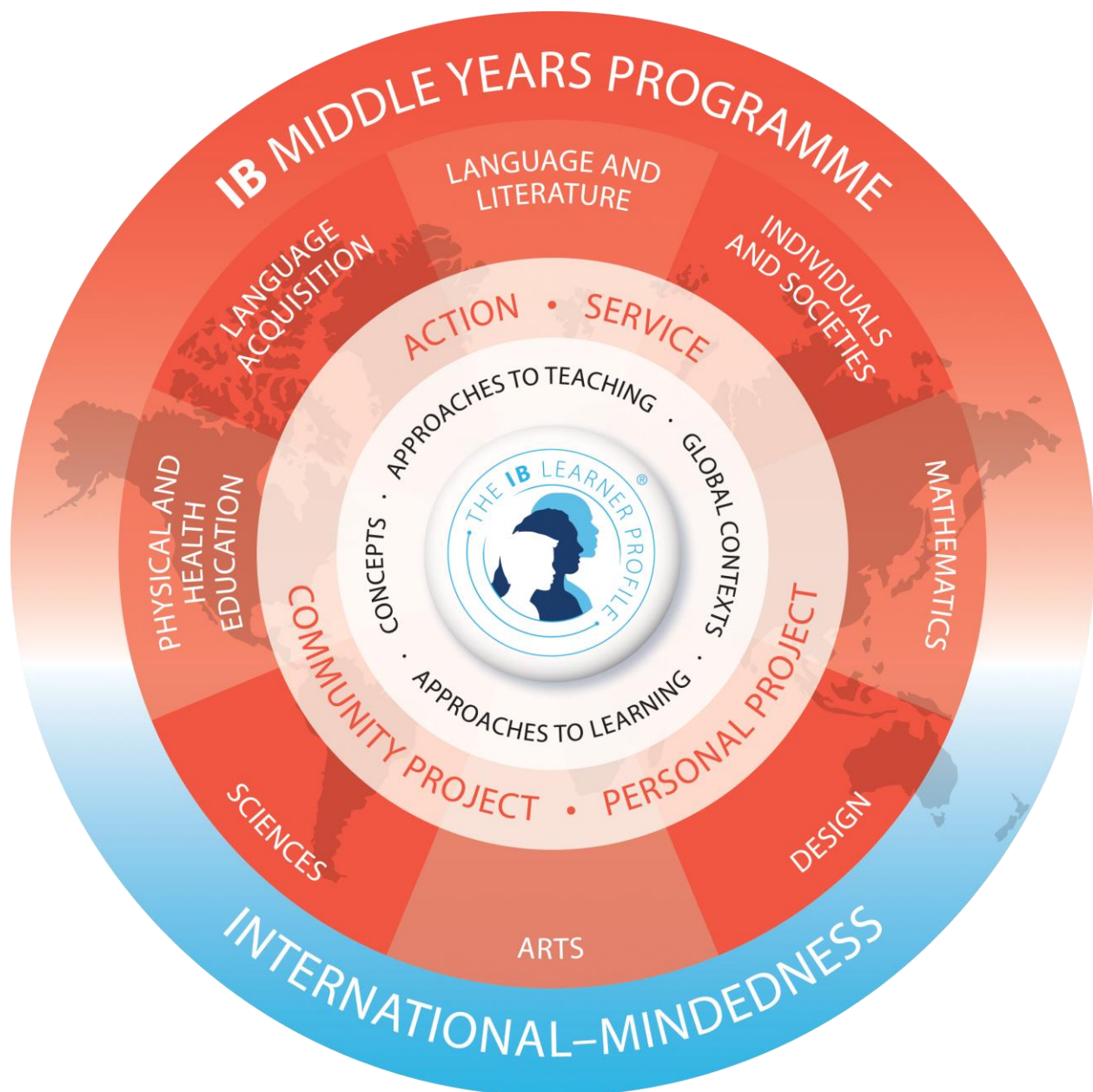


Figure 8. Middle Years Program Curriculum Framework ^[5]



In the programme model for the MYP, the first ring around the student at the centre describes the features of the programme that help students develop disciplinary (and interdisciplinary) understanding.

- Approaches to learning (ATL)—demonstrating a commitment to approaches to learning as a key component of the MYP for developing skills for learning.
- Approaches to teaching—emphasizing MYP pedagogy, including collaborative learning through inquiry.
- Concepts—highlighting a concept-driven curriculum.
- Global contexts—showing how learning best takes place in context.

The second ring describes some important outcomes of the programme.

- Inquiry-based learning may result in student-initiated action, which may involve service within the community.
- The MYP culminates in the personal project (for students in MYP year 5)

The third ring describes the MYP's broad and balanced curriculum.

- The MYP organizes teaching and learning through eight subject groups: language and literature, language acquisition, individuals and societies, sciences, mathematics, arts, physical and health education, and design.
- In many cases, discrete or integrated disciplines may be taught and assessed within a subject group: for example, history or geography within the individuals and societies subject group; biology, chemistry or physics within the sciences subject group.
- The distinction between subject groups blurs to indicate the interdisciplinary nature of the MYP. The subject groups are connected through global contexts and key concepts.

These models advance the international curriculum Anahuacalmecac has implemented since its inception.^[39]

The model describing 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 approximately six to nine weeks. During these approximate six to nine weeks, students explore the thematic unit through various inquiry based lesson plans and academic exercises. After the approximate six to nine weeks of study and investigation, the students present their findings through project presentations.

Therefore students study subjects from the following eight academic areas: Individuals and Societies, technology, mathematics, art and design, sciences, physical education, and two or more languages. 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 (TK-5) and the Middle and High School Years (6-12) to cover the following academic subjects:

Language Arts

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 4 strands each headed by College and Career Readiness Standards:

- Reading (broken into two parts - literature and information)
- Writing
- Listening and speaking
- Language
- Each College and Career Readiness Standard is identical in grades K-12, but each grade-specific standard translates what the CCR aims for into appropriate end-of-year expectations.

The teachers will be guided by the common core and college and career readiness standards as described below. Additionally, the school will follow the TK Implementation Guide to assist teachers in implementing an appropriate TK curriculum that is aligned to the California Preschool Learning Foundations as well as the common core and IB standards. Current IB guides on the relationship for both ELA and Math between the IB framework and the Common Core can be found here:

<https://www.ibo.org/about-the-ib/the-ib-by-region/ib-americas/connecting-ib-to-the-common-core/>

The IB documents that, “Recognized college and career readiness standards serve as the foundation for the CCSS for ELA document and define general, cross-disciplinary literacy expectations for students that are similar in nature to the PYP Language scope and sequence (2009) guidelines. According to the Common Core State Standards for English language arts (2010), key design considerations included an emphasis on shared responsibility for literacy development, a focus on results rather than means, an integrated model of literacy and the blending of research and media skills into the standards as a whole. These design considerations relate to key PYP understandings for language learning.”

TK ELA standards <https://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf>

TK implementation guide <https://www.cde.ca.gov/ci/gs/em/documents/tkguide.pdf>

[K-5ELAStandards https://www.pausd.org/sites/default/files/pdf-faqs/attachments/ELA_Standards_K5.pdf](https://www.pausd.org/sites/default/files/pdf-faqs/attachments/ELA_Standards_K5.pdf)



6-12ELASStandards https://www.pausd.org/sites/default/files/pdf-faqs/attachments/ELA_S

History,SocialStudies,Science,andTechnical Subjects https://www.pausd.org/sites/default/files/pdf-faqs/attachments/ELA_S

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 Nahuatl.

Every student will strive towards the mastery of the content standards based upon the California Common Core State Standards.^[34]

2. Middle Years and High School (Grades 6-12)

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, 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
- 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

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 Common Core State Standards ^[35].

2. Middle Years and High School (Grades 6-12)

Students will build upon the math problem solving strategies and skills they have acquired from their primary years. This will be conducted in work group scenarios that will vary from large and small group activities. The problems will challenge them to further explore and develop a variety of thinking strategies. As such, they will have the opportunity to formulate their own conclusions and share among their peers their reasoning process and demonstrate how they came to their conclusions. Students will develop strategies for problems in which solutions are not obvious and the acquisition of mathematical intuition. The Middle Years and High School Program aims to provide students with an appreciation of the usefulness, power and beauty of the subject.

One aspect of this is the awareness that mathematics is a universal language with diverse applications. The program promotes an understanding of how cultural, societal and historical influences from a variety of cultures have shaped mathematical thought.

Teachers will develop units of study that align to the Mathematical Practices and Domains of the CA Common Core Standards for mathematics as shown below:



Common Core Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning

CA Common Core Mathematics Domains										
TK	K	1	2	3	4	5	6	7	8	HS
Mathematical Reasoning	Counting and Cardinality									
Number Sense	Number and Operations in Base Ten						Ratios and Proportional Relationships			Number and Quantity
				Number and Operations - Fractions		The Number System				
Algebra and Functions	Operations and Algebraic Thinking						Expressions and Equations			Algebra
									Functions	
Geometry										
Measurement	Measurement and Data						Statistics and Probability			

The variety of mathematical problems will ensure that they meet the Mathematics California State Standards. Indigenous mathematics will be taught throughout in order to enrich the study of mathematics through culturally relevant content. Every student will strive towards the mastery of the content standards based upon the Common Core State Standards ^[36].



Social Studies

1. Primary Years

Social Studies is the study of people in relation to their past, their environment and their society. Students will use the inquiry base as they explore and investigate issues to create an analysis about certain concepts. All students will gain knowledge of civics, history, culture and geography with an international perspective in order to prepare students to partake in the world. Students will receive this knowledge through classroom instruction in language arts, music, dance, math, and films.

Every student will strive towards the mastery of the content standards based upon the History/Social Science Framework for California Public Schools or based upon the Common Core State Standards as approved ^[36].

2. Middle Years and High School (Grades 6-12)

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 Schools or based upon the Common Core State Standards as adopted ^[37]. Additionally, the courses for grades 9-12 will be A-G aligned and approved to ensure students meet the UC-CSU eligibility requirement.

Science & Technology (TK-12)

Our beliefs on technology align with the IB's philosophy on teaching and learning. According to the IB's guide titled, "IB technologies": Aiding teaching and learning"

The IB does not believe in prescribing technology applications, solutions or any "things" that support the way schools use technology to teach the curriculum, with a few practical exceptions, as the IB has minimum specifications needed to use the International Baccalaureate Information



System (IBIS) and certain digital assessments. That being said, technology things and concepts are integral to teaching and learning in the IB programmes.

“Technology use may enhance education, but cannot replace the people, policies, and mission of a learning environment.”

From Teaching and learning with technology

IB schools benefit from sharing common understandings, policies and frameworks to develop their own concepts and choose the things that will work best with the IB curriculum. These things and concepts are presented here in this series as “IB technologies” to model the idea that the distinction between things and concepts aids in thinking about technology and how it functions in our communities:

- evident but seamless in the curriculum
- accessible to all learners, used to facilitate classroom environments that are inclusive and diverse by design, and useful in enhancing curriculum design and lesson planning
- adaptive to many contexts: cultural, physical and educational
- supportive of intercultural understanding, global engagement and multilingualism—specific hallmarks of an IB education
- helpful in fostering the collection, creation, design and analysis of significant content.

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.

Every student will strive towards the mastery of the content standards based upon the Science Framework for California Public Schools or based upon the Common Core State Standards as approved or based upon the Common Core State Standards as adopted.

2. Middle Years and High School (Grades 6-12)

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 or based upon the Common Core State Standards as adopted. Additionally, the science courses for grades 9-12 will be A-G aligned and approved to ensure students meet the UC-CSU eligibility requirement.

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 or based upon the Common Core State Standards as adopted.



2. Middle Years and High School (Grades 6-12)

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 or based upon the Common Core State Standards as adopted. Additionally, for grades 9-12 the school will ensure that students meet the UC-CSU eligibility requirement.

Personal, Social and Physical Education

1. Primary Years

Physical education provides the discipline to experience harmony. Students at Anahuacalmecac may begin their day by practicing in Qi Gung 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 and High School (Grades 6-10)

Students will build upon what they have learned in their previous years. Students may continue to develop their discipline and build character development through the practice of Qi Gung. 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 healthy, holistic living in harmony with traditional ecological and cultural knowledge. Additionally, students will be provided an opportunity to begin learning stress reduction techniques such as meditation taught by trained mediation instructors.

Textbooks/Instructional Resources

Anahuacalmecac will provide a variety of state board approved digital or hard copy programs and textbooks for all students as required. 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 the Common Core State Standards. Anahuacalmecac intends to identify digital textbooks and portfolios. For grades 9-12, the school will provide students with textbooks and materials identified by the approved A-G and AP course descriptions. For other high school courses (non A-G course), the school will purchase digital or hard copies of materials aligned with the content of the course as written in the course description.

Below is a list of textbook publishers that Anahuacalmecac may select to use:

www.ck12.org/ - this platform allows teachers to use publicly available free textbook materials to create readily accessible, multimodal digital textbooks. CK-12 Foundation is a non-profit organization dedicated to increasing access to high quality educational materials for K-12 students all over the world. We offer free high-quality, standards-aligned, open content in the STEM subjects. By providing these free resources, CK-12 is working toward educational equity for all.

Other options include:

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
- Illustrative Mathematics

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

These plans are subject to modification based upon actual needs.

Through its IB programs and its unique Indigenous-centered IndigeNations Scholars Program, Anahuacalmecac offers added value to the CCSS in the following ways.

- The IB continuum of international education for students offers a developmentally appropriate educational and culturally-rooted philosophy across its programs: the Primary Years Programme (PYP), the Middle Years Programme (MYP) and at Anahuacalmecac through the IndigeNations Scholars program.
- Central to all IB programs is the learner profile, which describes the attributes and outcomes of education for international-mindedness. IB learners strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. These attributes support the CCSS goal of better preparing students for college success. Additionally, the Xinaxtli Student Profile centers the cultivation of personal attributes upon culturally-rooted and community relational attributes valued by the families and nations which make up the school community.



- All IB programs require students to learn another language. Anahuacalmecac provides students the only access to learn any Indigenous language available in the entire county.
- Approaches to learning (ATL) is a central component to teaching and learning in IB programs. Driven by inquiry, action and reflection, IB programs aim to develop a range of skills and dispositions that help students effectively manage and evaluate their own learning.
- An IB education empowers students to be active learners who are committed to service within the local community. Action in IB programs may involve service learning, advocacy and educating self and others.
- IB students demonstrate what they know and can do through unique consolidations of deep learning, culminating with the PYP exhibition, the MYP personal project, and at Anahuacalmecac the Survivance reflective project.
- IB programs provide opportunities to develop disciplinary, interdisciplinary and transdisciplinary understanding that meets rigorous standards set by institutions of higher learning around the world.
- IB world schools are part of a networked global community where students and teachers have opportunities to collaborate beyond their local communities.

According to the IB, *“When specific ATL skills become an explicit focus for teaching and learning, students can begin to take responsibility for their own development. Over time, students can identify themselves and their competence in any learning strategy using terms like these:*

-Novice/ beginning – students are introduced to the skill and can watch others performing it (observation)

Learner/ developing – students copy others who use the skill and use the skill with scaffolding and guidance (emulation)

Practitioner/ using – students employ the skill confidently and effectively (demonstration)

Expert/ sharing – students can show others how to use the skill and accurately assess how effectively the skill is used (self-regulation)

A concept-based curriculum that uses ATL skills effectively enables all students to become stronger, more self-regulated learners.

Skills are sets of strategies and techniques that people use to achieve a specific purpose. Skills can be practiced and continually improved. The skills in this table represent some of the important approaches to learning that students should develop in the PYP/MYP. Individual skills can be relevant for more than one skill cluster. Schools can use this list to build their own frameworks for developing students who are empowered as self-directed learners, and teachers in all subjects groups can draw from these skills to identify approaches to learning that students will develop in PYP/MYP units. Students and teachers can also work to identify and develop additional important general and discipline-specific approaches to learning skills.”



Transitional Kindergarten

Anahuacalmecac shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

Graduation Requirements

Subject	HIGH SCHOOL GRADUATION REQUIREMENTS GRADES 9-12 <i>220 credits needed to graduate</i>
Social Science "A" Requirement	30 credits required: Cultural Geography A/B World History A/B US History A/B or AP US History A/B Government
English "B" Requirement	40 credits required: English 9 A/B English 10 A/B English American Literature A/B AP English Literature & Composition A/B or English Literature & Composition A/B
Mathematics "C" Requirement	30 credits required: college preparatory math: Algebra 1 A/B Geometry A/B Algebra 2 A/B Pre-Calculus A/B AP Calculus A/B or Calculus A/B
Laboratory Science "D" Requirement	20 credits required: Biology A/B * Life Science A/B* Oceanography A/B* AP Biology A/B* Chemistry A/B** Physics A/B** Environmental Science**
World Language "E" Requirement	20 credits required: Spanish 1 A/B Spanish 2 A/B Spanish 3 A/B Spanish 4 A/B AP Spanish Language A/B Nahuatl 1 A/B Nahuatl 2 A/B
Visual/Performing Arts "F" Requirement	10 credits required: Visual Art A/B Dramatic Performance A/B Studio Art A/B AP Studio Art A/B
Electives "G" Requirement	30 credits required: Environmental Sciences A/B AP Psychology A/B*** Psychology A/B***



Subject	HIGH SCHOOL GRADUATION REQUIREMENTS GRADES 9-12 <i>220 credits needed to graduate</i>
	Economics Introduction to Law A/B Xican@ Studies 1B Xican@ Studies & Other Electives
Arts/Technology	20 credits required:
Physical Education	20 credits required:
Total Credits Needed to Graduate	220 credits
Assessment Additional Requirement	120 Hours of Community Service Completion of Survivance Culminating Project in 12 th Grade

"D" Requirement: * 10 credits of biological science; ** 10 credits of physical sciences.

"G" Requirement: *** they qualify as 1 year of advance courses elective requirement.

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.

A recent national study of student achievement focusing upon exceptional students called EQUAL TALENTS, UNEQUAL OPPORTUNITIES: A Report Card on State Support for Academically Talented Low-Income Students, identified key recommendations that would drastically change the access and support for disadvantaged youth to college. The report examined, "the performance of America's high-ability students, with an emphasis on those who come from low-income backgrounds. The report examines a range of state-level interventions that are intended to foster academic talent, with the goal of identifying the policies currently in use that should be implemented more widely." [46] The report calls this disparity the "Excellence gap", referring to the disparity in access and support for disadvantaged youth of color in contradistinction to their white peers. Anahuacalmecac aims to implement this reports recommendations in the following manner:



Action 1:

Make high-performing students highly visible.

High ability students will be identified by recommendation of their teachers or assessed upon parent request. Anahuacalmecac will identify high-ability students and their income levels and collect data on their performance over time, especially those who are low-income. When releasing school data on student outcomes, ensure that the performance of high-achieving students is highlighted.

Action 2:

Remove barriers that prevent high-ability students from moving through coursework at a pace that matches their achievement level.

Anahuacalmecac will allow and encourage a range of academic acceleration options, such as early entrance to kindergarten, acceleration between grades, dual enrollment in middle school and high school (with middle school students able to earn high school credit), and early graduation from high school.

Action 3:

Ensure that all high-ability students have access to advanced educational services.

Require all educators to have exposure to the needs of advanced students in teacher and administrator preparation coursework. Increase opportunities for dual enrollment and AP courses.

Action 4:

Ensure access to enrichment and acceleration for all students including English Learners.

Students Achieving Below Grade Level

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

1. Parent is notified of student level at the time of the student learning Path conference
2. 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
3. Parents will participate in Colectivas de Enseñanza (Teaching Collectives) involving parents and teachers.
4. 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.
5. In the classroom, paraprofessionals, parent volunteers or other teaching assistants will provide individualized or small group assistance.
6. 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.



7. 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.

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 EL 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.

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.

Use Three Tier Model:

Tier I.

Tier I Instruction requires:

- Initial assessment of current state-approved assessment system,
- Smarter Balanced (SBAC) results from previous year and in-house data from the previous year.



- Student Individual Educational Plans (IEP) if applicable.
- 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
- Benchmarks which are monitored by each teacher, Director of Education, 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



English Language Development

The Dual Language Immersion program offers English speaking and Spanish speaking students an academically challenging and enriching educational opportunity. Our unique program also introduces a third language, Nahuatl as a language revitalization program. Additionally, all ELs receive ELD instruction until the student is reclassified. All students will learn to read, write and communicate effectively in Spanish and English while achieving high levels of academic success. Students will have the bilingual skills and cross-cultural skills to be prepared for success in our diverse global community. Students retain their first language while acquiring a valuable second language. AIUPNA employs a variety of ELD strategies including sentence frames, conversation skills and dialogics, including designated ELD time.

New Student Assessment & Identification

When new students register in AIUPNA, their parents or guardians complete the state-mandated Home Language Survey (see questions below).

Which language did your child learn when he or she first began to talk?

What language does your child most frequently use at home?

What language do you use most frequently to speak to your child?

Name the language most often spoken by the adults at home.

If the answer to any of the first three questions on the survey indicates a language other than English, the student is referred to the English Learner Dept. for mandated English testing using the ELPAC. Once a student has taken the ELPAC. Testing will occur within 30 school days of initial enrollment, or prior to class placement whenever possible.

State and federal laws require all school districts in California to give a state test of English proficiency each year to every student who is identified as an English learner. In California, the name of this test is the ELPAC. The results of the ELPAC help to measure how each student is progressing toward proficiency in English in the areas of listening, speaking, reading, and writing.

EL students will be administered the ELPAC for the current school year, and the results are attached. Based on the child's performance on this test, students may be reclassified as fluent English proficient (RFEP). In addition to the EPAC results, criteria used to make this decision include an evaluation of the child's academic performance by the teacher, parent's opinion as the parents or guardians about his/her student's proficiency in English, and their child's performance on the Smarter Balanced Assessment Consortium (SBAC) test in English-language



arts (given as part of the California Assessment of Student Performance and Progress - CAASPP program).

You will have the opportunity to provide opinion and consultation regarding the reclassification process and the recommended program for your child during the next student-led conferences scheduled quarterly.

- English language learners (EL'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
- EL development will be monitored through the use of English Language Development portfolios that will be updated 1-3 times per year.



Special Education

Pursuant to Education Code section 47641, Anahuacalmecac will participate as its own local educational agency (“LEA”) in a special education plan approved by the State Board of Education, and shall be deemed a local educational agency for the purposes of compliance with federal law (Individuals with Disabilities Education Act; 20 U.S.C. Sec. 1400 et seq.) and for eligibility for federal and state special education funds.

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 EDCOE Charter SELPA, subject to availability and on a “fee-for-service” basis, by submitting written



requests to the EDCOE Charter SELPA. Anahuacalmecac may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

The Executive Director designates the following person as Anahuacalmecac's Special Education and Section 504 Coordinator: Carolina Delgado (cdelgado@dignidad.org).

Referral, Identification, and Evaluation

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 EDCOE Charter SELPA to discuss placement and service alternatives. Anahuacalmecac IEP teams will seek participation of an EDCOE Charter SELPA 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 EDCOE Charter 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 EDCOE Charter SELPA 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 and Complaint Procedures

Parents or guardians of students with disabilities shall be notified of all actions and decisions made by Anahuacalmecac regarding the identification, evaluation, or educational placement of their students. Parents or guardians shall also be notified of all the procedural safeguards available to them if they disagree with the Charter School's action or decision, including an opportunity to examine all relevant records and an impartial hearing in which they shall have the right to participate.

If a parent or guardian disagrees with any of Anahuacalmecac's actions or decisions regarding the identification, evaluation, or educational placement of his/her student under Section 504, he/she may request a mediation or an impartial due process hearing within 30 days of that action or decision. The parent or guardian may also utilize the Uniform Complaint Procedures to file a grievance if he/she believes that his/her child has been discriminated against based on his/her disability. Parents or guardians also have the right to file a complaint with the EDCOE Charter SELPA and/or the California Department of Education if they believe the school has violated state or federal laws or regulations governing special education.



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 EDCOE Charter SELPA policies and procedures.

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 CAASPP. Students who are not performing at grade level will get additional assistance. 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.

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, and recognition of IB curriculum by universities. Parents and students are regularly informed of their progress towards achievement of A-G requirements through daily access online to student grades and class schedules, monthly parent-teacher conferences, and quarterly community assemblies.

ADMISSION REQUIREMENTS INCLUDE:

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 the greater Eastside of Los Angeles – traditionally educationally and socioeconomically disadvantaged students.
(Refer to Element 8 for details on Admissions Requirements)



The instructional calendar will be: August through June

Academic Calendar/Sample Daily Schedule

Below is a proposed instructional school calendar: 2019-20

Instructional School Calendar

First Day of Instruction	8/13/19
Last Day of Instruction	6/3/20
Holidays	
Labor Day	9/7/19
Veteran's Day	11/11/19
Thanksgiving Holiday	11/27/19 – 11/28/19
Martin Luther King Jr.	1/18/20
President's Day	2/15/20
International Workers Day	5/1/20
Cesar Chavez	3/28/20
Memorial Day	5/30/20
Winter Recess	12/21/19 – 1/3/20
Spring Recess	3/21/20 – 3/25/20
Professional Development Days	8/4/19 – 8/12/19 and 6/6/20 – 6/10/20

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.



The table below reflects the educational plan for instructional minutes from 2019-2024:

Anahuacalmecac Instructional Minutes and Days Calculator 2018-2019

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	of Instr. Minutes Above/ Below State Req't.
TKK	Yes	133	305	30	305	44	250	0	0	207	36000	51565	15565
1	Yes	103	335	30	305	44	250	0	0	177	50400	54655	4255
2	Yes	103	335	30	305	44	250	0	0	177	50400	54655	4255
3	Yes	103	335	30	305	44	250	0	0	177	50400	54655	4255
4	Yes	103	335	30	305	44	250	0	0	177	54000	54655	655
5	Yes	103	335	30	305	44	250	0	0	177	54000	54655	655
6	Yes	133	341	0	0	44	269	0	0	177	54000	57189	3189
7	Yes	133	341	0	0	44	269	0	0	177	54000	57189	3189
8	Yes	133	341	0	0	44	269	0	0	177	54000	57189	3189
9	Yes	133	405	0	0	44	273	0	0	177	64800	65877	1077
10	Yes	133	405	0	0	44	273	0	0	177	64800	65877	1077
11	Yes	133	405	0	0	44	273	0	0	177	64800	65877	1077
12	Yes	133	405	0	0	44	273	0	0	177	64800	65877	1077

TK – 5th Grade Bell Schedule

8:00 am - School Day Begins (Morning Call) – 4 Directions / Saludos (Teachers come outside to help line up the students)

8:00 am- 8:30 am — Breakfast with Teacher / Comienzo del Día Escolar – Desayuno con El Maestro(a)

10:00 am – 10:15 am - Gr. TK-1 Recess / Recreo (4990)

10:25 am – 10:40 am - Gr. 2-3 Recess/ Recreo (4990) and Gr. 4-5 Recess/ Recreo (4970)

11:25 am – 12:05 pm - Gr. TK-1 Lunch / Almuerzo (4990)

12:05 am – 12:15 pm - Gr. TK-1 Quiet Time / Tiempo de Silencio (4990)

12:25 pm – 1:05 pm - Gr. 2-3 Lunch / Almuerzo (4990) and Gr. 4-5 Lunch / Almuerzo (4970)

1:05 pm – 1:15 pm - Gr. 2-5 Quiet Time / Tiempo de Silencio

2:00 pm - Gr. TK-K Dismissal / Horario de Salida (4990)

2:00 pm- Blended day/After School every Thursday (teacher and after school collaboration for instruction) (4990/4970).

2:30 pm – Gr. 1-5 Dismissal / Horario de Salida (4990 and 4970)



Wednesday Schedule / Horario del miércoles

8:00 am - School Day Begins (Morning Call) – 4 Directions / Saludos (Teachers come outside to help line up the students)

8:00 am- 8:30 am — Breakfast with Teacher / Comienzo del Día Escolar – Desayuno con El Maestro(a)

10:00 am – 10:15 am - Gr. TK-1 Recess / Recreo (4990)

10:25 am – 10:40 am - Gr. 2-3 Recess/ Recreo (4990) and Gr. 4-5 Recess/ Recreo (4970)

11:35 am – 12:15 pm - Gr. TK-1 Lunch / Almuerzo (4990)

12:15 pm – 12:20 pm - Gr. TK-1 Quiet Time / Tiempo de Silencio (4990)

12:15 pm – 12:55 pm - Gr. 2-3 Lunch / Almuerzo (4990) and Gr. 4-5 Lunch / Almuerzo (4970)

12:55 pm – 1:00 pm - Gr. 2-5 Quiet Time / Tiempo de Silencio

1:05 pm - Gr. TK-5 Dismissal / Horario de Salida (4990 and 4970)

4736 Bell Schedule (6th-12th Grade)

Mon and Thurs Odd Periods (1,3,5,7)

Tues and Friday Even Periods (2,4,6,8)

Breakfast	7:30 am - 8:00 am
Morning Cultural Protocols	8:00 am - 8:05 am
Caracol	8:07 am - 8:22 am
1st Period/ 2nd Period	8:24 am - 9:31 am
Break	9:33 am - 9:48 am
YO- Transcendental Meditation	9:50 am - 10:05 am
3rd Period/ 4th Period	10:07 am - 11:14 am
5th Period/6th Period	11:16 am - 12:23pm
Lunch	12:25 pm - 1:05 pm
YO- Transcendental Meditation	1:07 pm - 1:22 pm
7th Period/ 8th Period	1:24 pm - 2:31 pm
Academic Advancement/ASES	2:33 pm - 3:30 pm
9th Period	3:32 pm- 4:14 pm
After School Program/ASES	3:32 pm- 6:00 pm

Minimum Day Schedule Wednesdays

Breakfast	7:30 am - 8:00 am
Morning Cultural Protocols	8:00 am - 8:05 am
Caracol	8:07 am - 8:20 am
1st Period	8:22 am - 8:48 am
2nd Period	8:50 am - 9:16 am
3rd Period	9:18 am - 9:44 am
Break	9:46 am -10:01 am



Caracol/Transcendental Meditation	10:03 am - 10:16 am
4th Period	10:18 am-10:44am
5th Period	10:46 am- 11:12 am
6th Period	11:14 am- 11:40 am
Lunch	11:42 am - 12:17 pm
7th Period	12:19 pm - 12:45 pm
8th Period	12:47 pm- 1:13 pm
Afterschool Programs	1:15 pm - 6:00 pm

Afterschool Enrichment: This enrichment period is an instructional time provided by credentialed teachers in which students receive skills as required by the IB approaches to learning (ATL), (see chart below) taught within a subject matter. “ATL skills are interconnected. Individual skills and skills clusters frequently overlap and may be relevant to more than one skill category.”

School Site

The school is housed in facilities that have received State Fire Marshal approval and comply with state building codes, ADA accessibility requirements, and other fire, health, and appropriate safety requirements. The school maintains on file readily accessible records documenting such compliance.

The Anahuacalmecac students are housed at three locations that are in close proximity to each other. The addresses are listed as follows: 4736, 4970 and 4990 Huntington Drive, Los Angeles, CA. Each of the sites is designated for particular grade levels; furthermore, each is furnished and equipped to handle the program needs of the grades served.

Each of these existing sites has an E Occupancy certificate issued by the City of Los Angeles for the buildings as constructed and used. Included on each certificate is the maximum capacity allowed for each building. This information, as well as the total useable area for instructional purposes, has been taken into account when evaluating the maximum enrollment to be housed in each location.

PROJECTED ENROLLMENT

The operational capacity will be up to 425 students maximum in grades TK - 12. However, projections are conservatively projected to reflect the realities of high levels of student mobility experienced by our community due to the negative impacts of gentrification and hostile immigration policies nationwide.

The grade configuration is Grades K-12.

The number of students in the first year will be 340 in academic year 2019-20.

The opening date of Anahuacalmecac for this charter term was August 13, 2019.



Address: 4736 Huntington Drive
 Permitted Maximum Occupancy: 240
 Teaching Stations: 7

Grade Levels	Enrollment				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
6	27	27	27	27	27
7	27	27	27	27	27
8	27	27	27	27	27
9	27	27	27	27	27
10	26	26	26	26	26
11	25	25	25	25	25
12	19	19	19	19	19
Total:	178	178	178	178	178



Address: 4970 Huntington Drive
 Permitted Maximum Occupancy: 187
 Teaching Stations: 4

Grade Levels	Enrollment				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
4	27	27	27	27	27
5	27	27	27	27	27
Total:	54	54	54	54	54

Address: 4990 Huntington Drive
 Permitted Maximum Occupancy: 173
 Teaching Stations: 5

Grade Levels	Enrollment				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
TK/Kindergarten	27	27	27	27	27
1	27	27	27	27	27
2	27	27	27	27	27
3	27	27	27	27	27
Total:	108	108	108	108	108



In addition, to further support the health and physical education aspects of the program, the students have access to neighborhood recreation resources which allows teacher-escorted groups to engage in team-building activities, among other opportunities, during and after the regular school day. These are identified on the map in this section labeled “Neighborhood Assets”, which also illustrates the location of the public library utilized by the students.

Site Compliance

As required in Education Code Section 47610(d), the Anahuacalmecac facilities comply with the California Building Standards Code, as adopted and enforced by the local enforcement agency with jurisdiction over the area 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 the school is cited by any agency (e.g., Cal OSHA or the Fire Marshal) for failure to comply with regulations, the AUTHORIZER staff will be notified immediately.

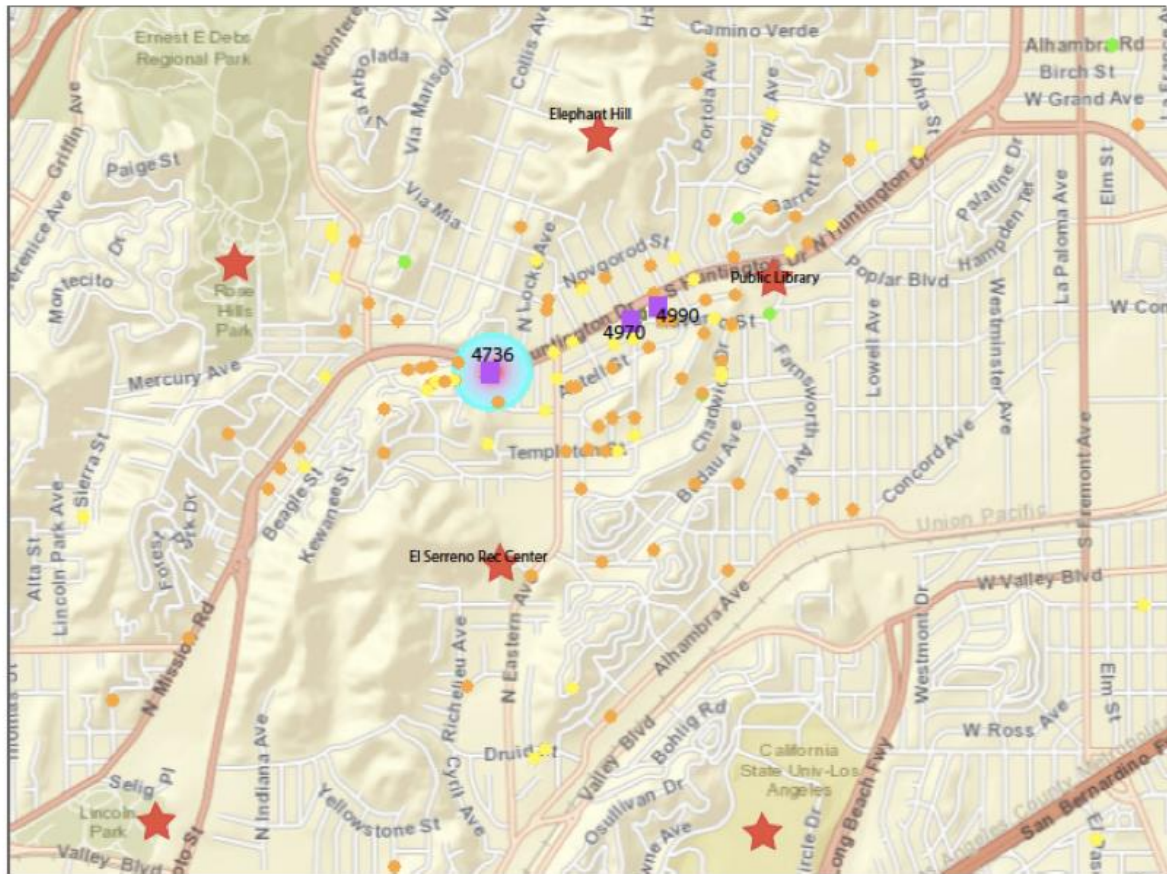
The AUTHORIZER will be provided, for each site, a Certificate of Occupancy for Educational (E) Use as well as fire inspection certificates issued by the applicable permitting agencies.

Site Assets

Anahuacalmecac is well located with public transportation routes along both Huntington Drive and Eastern Avenue. Within a short distance, hiking trails are available at Rose Hills Park and Elephant Hill. The El Sereno Public Library is down the street in one direction and the El Sereno Recreation Center is down Eastern. Outdoor education is important to the mission of the school so access to four local parks is beneficial. Additionally, Cal State University of Los Angeles is also within driving distance and has been accessed to provide additional facility space such as research library, assembly, college orientation and other extended learning opportunities.



NEIGHBORHOOD ASSETS



C. School Site

The school is 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. 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 Anahuacalmecac.

E. Site Compliance

Anahuacalmecac complies 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 are kept on file by Anahuacalmecac.

An AUTHORIZER-approved site for Anahuacalmecac must be fully usable without conditions. The Anahuacalmecac facilities for students and staff 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.

The AUTHORIZER will be provided a Certificate of Occupancy issued by the applicable permitting agency, allowing Anahuacalmecac to use and occupy the sites prior to the date the school is scheduled to open.

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

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 if required.



RECRUITING QUALIFIED TEACHERS

All Anahuacalmecac teachers and paraprofessionals are ESSA Act compliant. For the last six 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.

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 thirteen years because of its approach in including teachers in committees related to curriculum, policy, governance, and evaluation of personnel. 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. Typically, the school supports new and beginning teachers through collaboration with the Los Angeles County Department of Education in paying for BTSA for new teachers. Additionally, Anahuacalmecac has also partnered with organizations such as the Occidental College World Language Project and Blaine Ray Workshops to provide beginning teachers



additional professional development. Anahuacalmecac's commitment to new and credentialed teachers extends to providing mentoring on an on-going basis led by the Director of Education and the school's IB Coordinators. 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, Los Angeles County Office of Education trainings, El Dorado County Office of Education Charter SELPA trainings, 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 International Baccalaureate Programs to assist consistently over a period of time with Anahuacalmecac's prioritized needs for professional development. Our professional development system includes:

- Mentoring by field experts including administrators and other school advisors
- 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 authorizer sponsored workshops on topics such as English Language Learners, Special Education, Socio-Economically Disadvantaged students, current state-approved assessment testing, and other key topics
- Our collective of teachers meets once a week for school wide curriculum planning and ongoing professional development based on research-validated strategies on topics such as:

§ Implementation of the CCSS

§ Inquiry-based teaching

§ Language acquisition theory and pedagogy

§ Literacy, numeracy and science education

§ Early Intervention for intensive learners exhibiting difficulties

§ in specific areas

§ English Language Learners



- § Socio-economically disadvantaged students
- § Student subgroup populations
- § 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 IB 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 transdisciplinary 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 weekly in grade level teams for detailed planner writing for six-week units of inquiry, lessons, activities, and assessments related to their respective unit.

PARENT ENGAGEMENT

Parents have been involved in an ongoing study of our school since its founding over six years ago. As a practice, our parents are invited to three community assemblies a year to receive training on various topics of interest, analyze student data, review finance reports, and set goals for the school. At community assemblies parents engage in dialogue with other parents, teachers, board members, and administrators during workshops on curriculum and student learning. Parent opinion recorded during workshops and the results of surveys conducted at the community assemblies are used to make



improvements in curriculum and adjustments to goals and plans, including the Local Control Accountability Plan, and accreditation self-review processes.

Parents participate in 6-7 student-led conferences annually. This process keeps parents informed of student progress and assists parents and students to develop goals to improve achievement. Parents have further participated in an ongoing improvement process by becoming involved in school committees. Participation in a committee involves consistent study of student data, identifying student needs based on data, and planning improvements and resources. The committees include English Learners, Special Education (MCD), Facilities, Discipline and School Safety, and the school self-review (WASC) committee. Committee recommendations are typically implemented promptly since a director and the parent organizer both participate in each committee and report findings and recommendations to the Council of Trustees and the Executive Director.

Students are an important voice in the school's ongoing improvement process and have consistently been involved in the development of school-wide goals and expected learning results. Students participate in reflections during each unit to inform teachers of their learning progress and needs. Teachers are expected to use that information to make adjustments in their planning. During professional development, teachers have analyzed student input to plan and improve units that take into account student and teacher reflections. Students participate in school-designed surveys and International Baccalaureate (IB) curriculum aligned questionnaires about the written curriculum, learning and teaching, and assessment. The results have guided curriculum planning and finances. Students have been encouraged to participate in community assemblies to receive training and give opinions on curriculum, student progress and needs. In addition, students have participated over a multi-year period in developing individual and schoolwide school goals based on a study of state assessment results.

Our Council of Trustees and School Site Council have been active participants in developing LCAP goals. Both leadership groups have consistently reviewed student data to make improvements in our delivery of services and school culture. The Council of Trustees was key in reviewing curriculum and all support services to determine the effectiveness of programs and changes needed to make improvements in student learning. They met monthly to review student performance and make recommendations on teaching and delivery of services, in accordance with LCAP and LCFF requirements. The Council of Trustees has made it a priority to provide support through budgetary decisions to hire consultants in curriculum and data analysis, and instructors in test preparation. The Council of Trustees and School Site Council have spent considerable meeting time monitoring student performance, and making adjustments and changes to our action plan based on the school's needs. The leadership team has been a driving force in guiding our school in meeting the guidelines of our charter.

The Executive Director, in coordination with the Director of Education, Assistant Director of Education, Program Specialist, and the Counselor, have collaborated to make continual improvements to every facet of the school based on student performance and needs. The school's leadership has been instrumental in keeping school staff accountable to our entire school community. Accountability is



ensured on multiple levels such as the Council of Trustees, Community Assemblies and multiple parent meetings wherein student performance data is reported to parents. The directors' involvement includes all forms of professional development for teachers and staff, school committees, community assemblies and student-led conferencing to monitor the implementation of our schoolwide goals. The directors ensure that all stakeholders are involved in an analysis of student performance and alignment of long terms plans to the school's areas of need. The Council of Trustees, in consultation with the Executive Director and Director of Education, has been chiefly responsible for making adjustments to our school's operations and budget, policy, and plans based on an assessment of our entire school via student data and input from all stakeholders. The school's Leadership Team has also helped shape policy on the criteria for selection of students for intervention and support services. The school administrators have made changes to our practices that have further advanced our commitment to a school culture centered on high expectations of student learning and teaching. The Directorate continually facilitates the entire school community to align all policies and decision making to the school's vision and mission of implementing internationally recognized rights of Indigenous Peoples, as stated in Article 14 of the United Nations Declaration on the Rights of Indigenous Peoples, "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."

Charter Term

The Term of this charter shall be from July 1, 2019 through June 30, 2024.

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. The District must approve any proposed change to the provisions of a charter before the change can be implemented.



Element 2. Measurable Student Outcomes

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(b)(5)(C).)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

CHARTER SCHOOL SHALL MEET ALL STATEWIDE CONTENT AND PERFORMANCE STANDARDS AND TARGETS. (ED. CODE §§ 47605(c)(1), 60605.)

CHARTER SCHOOL SHALL COMPLY WITH ALL APPLICABLE LAWS AND REGULATIONS RELATED TO AB 97 (2013) (LOCAL CONTROL FUNDING FORMULA) AND AB 484 (2013), AS THEY MAY BE AMENDED FROM TIME TO TIME, INCLUDING ALL REQUIREMENTS PERTAINING TO PUPIL OUTCOMES.

STANDARDIZED TESTING

CHARTER SCHOOL AGREES TO COMPLY WITH STATE REQUIREMENTS FOR PARTICIPATION AND ADMINISTRATION OF ALL STATE-MANDATED TESTS, INCLUDING COMPUTER-BASED ASSESSMENTS. CHARTER SCHOOL SHALL SUBMIT AND MAINTAIN COMPLETE, ACCURATE, AND UP-TO-DATE CALIFORNIA LONGITUDINAL PUPIL ACHIEVEMENT DATA SYSTEM (CALPADS) DATA IN ACCORDANCE WITH THE REQUIREMENTS OF CALIFORNIA CODE OF REGULATIONS, TITLE 5, SECTION 861. 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 CHARTER SCHOOL. UPON REQUEST, CHARTER SCHOOL SHALL SUBMIT, IN THE REQUESTED FORMAT (E.G., CD), A COPY OF THE RESULTS OF ALL STATE-MANDATED TESTS TO THE DISTRICT.



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 interim assessments, IB PYP/MYP and Anahuacalmecac IndigeNations Scholars program assessments, and statewide assessments, currently the state-approved assessment system, California Assessment of Student Performance and Progress. All students will work towards mastery of state standards and the criteria set forth in the Every Student Succeeds Act (ESSA). Anahuacalmecac aims support all students achieve grade level proficiency in core subjects and enrichment opportunities in order to achieve college-ready graduation for all. Towards this end Anahuacalmecac is committed to sustaining growth in student achievement based upon baseline assessments and personal proximal levels of development for each student.

Community-Based Holistic Academic Achievement Measures

Anahuacalmecac's mission is its pedagogy. Anahuacalmecac's school wide pedagogical priorities begin and end with the cultivation of critical, cultural and cosmic consciousness guided by the wisdom of Indigenous Peoples. Through an educational design which confronts standard schooling as a mechanism of deculturalization and controls education as an arm of perpetual colonization of Indigenous Peoples, Anahuacalmecac's design disrupts the status quo and proposes that in our community, teaching and learning should advance Indigenous self-determination nation building, and sovereignty. Towards these ends, the Charter of Anahuacalmecac identified measures of student performance to determine academic success which include the following:

1. *All students will graduate with the academic preparation and achievement necessary for college and career readiness.*
2. *All students will have access to curriculum rooted in the cultural, intellectual and linguistic bodies of knowledge of Indigenous Peoples.*
3. *All students will access academic, cultural, and community resources aimed at strengthening student educational achievement and overall school climate.*

These measures of academic success operationalize our mission and steer our educational focus towards the humanistic and holistic vision of liberatory teaching and learning our community expects of us. Progress indicators for each of these measures will be addressed in a separate document and through an on-going review process led by our School Site Council and Council of Trustees through the review of the LCAP goals and analysis of the pupil performance data.

A. Academic Growth and Achievement

Anahuacalmecac will use objective authentic 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 aims to support 100% of our students demonstrating academic growth and aim for 100% grade level proficiency or better. In order to achieve this, Anahuacalmecac proposes to begin with an objective wherein 80% or above of students will achieve personal growth targets annually, as measured by the previously mentioned assessments.

Anahuacalmecac will follow the grade level benchmarks as outlined by the Common Core 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 ACD 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

1. 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.
2. The percentage of graduates who cultivate cultural fluency and literacy through engagement in traditional cultural practices, customs and community service will surpass the percentage of students who do so from comparable resident schools every year.
3. 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 comparable schools based upon student demographics, program model and instructional language models that are similar in demographic and other characteristics. The criteria for selecting the comparison schools are:



I. 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. Because California no longer uses API as a performance indicator, the Legislature provided additional renewal criteria under Education Code section 52052(f): “For any program identified in law that utilized a calculation pursuant to the former Academic Performance Index established pursuant to this section, as this section read on January 1, 2018, the 2013 growth calculation shall be applied for those purposes. ***For purposes of paragraphs (1) to (3), inclusive, of subdivision (b) of Section 47607, alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among numerically significant pupil subgroups shall be used.***”

II. 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:

- “All students will graduate with the academic preparation and achievement necessary for college and career readiness.
 - 1. Graduation rates - Increase rate by 1%
 - 2. UC/CSU eligibility - Increase percent of students who have completed UC/CSU (A-G) requirements by 1%
 - 3. Student feedback and goal setting - Increase positive responses regarding student attitude, interest, involvement and goal setting related to career readiness by 1% as indicated by student surveys, or teacher/counselor observations or other measurement deemed appropriate by school leadership and personnel
 - 4. Percentage of English learners who made progress toward English proficiency as measured by the English Language Progress Indicator (ELPI) will increase by one percent from the previous year
- “All students will have access to curriculum rooted in the cultural, intellectual and linguistic bodies of knowledge of Indigenous Peoples.”
 - 75% enrollment in at least one world (or maternal) language course of study other than English as reflected in the matrix of course offerings, master schedule and individual student schedule.
 - Pupil engagement will increase in accordance with State Priorities (Education Code 52060(d)(5) as measured by all of the following:
 - · Reduction in school attendance rates by 1%
 - · Reduction in chronic absenteeism rates by 1%
 - · Reduction in middle school dropout rates by 1%
 - · Reduction in high school dropout rates by 1%
 - · Increase in high school graduation rates by 1%
- All students will access academic, cultural, and community resources aimed at strengthening student educational achievement and overall school climate



- Students will access two academic, cultural and/or community resources.
- School climate will improve in accordance with State priority Education Code 52060(d)(6) as measured by all of the following as applicable:
 - · Pupil suspension rates will be reduced by 1%
 - · Pupil expulsion rates will be reduced by .02%
 - · Other local measures of pupils, parents and teachers on the sense of safety and school connectedness will increase by 1%

Additional alternative measures may include:

- At least 70% of students will have successfully completed the Personal Project in the 10th grade.
- At least 70% of students will have successfully completed the Career Certificate
- At least 70 % of students will have successfully completed the Reflective Project
- At least 70% of 5th Grade students will have successfully completed the culminating IB PYP Exhibition project with a 3 or greater
- At least 70% of 6th grade students will demonstrate proficiency with a passing grade of a C or better in a Spanish course. The percentage of students will grow by 3% each year.
- At least 70% of 12th grade students will successfully graduate
- At least 70% of graduating students will have completed UC A-G curriculum requirements

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 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 Every Student Succeeds Act (ESSA), 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 as measured by the state indicators on the California Dashboard.

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

Until such time as statewide assessments are changed, altered, renamed, redesigned or otherwise transformed in whole or in part by policy, law or fit of presidential mandate, the standardized assessments administered will include, but are not limited to:

1. Current state-approved assessment system, California Assessment of Student Performance and Progress (CAASPP)
2. Smarter Balance Interim Assessment Blocks
3. ELPAC: English Language Proficiency Assessments for California
4. PFT: Physical Fitness Testing
5. CAST: California Science Test

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 two to 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 Common Core 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.



Indigenous Student Enrichment and Engagement: Access to International and Indigenous Education

Culmination from each program of study includes increasingly challenging and dynamic learning experiences and opportunities to grow. Anahuacalmecac students in each of these programs will develop their potential by building from one level of the continuum to the next towards becoming college-ready, culturally fluent and multilingual and multiliterate.

The increase in percentage of students that demonstrate proficiency as determined by the school annually will be measured annually in the following program areas:

- IB PYP: Grades TK-5
- Nahuatl Language Fluency & Literacy
- Nahuatl Cultural Performing Arts & Permaculture
- Spanish Language Fluency & Literacy
- Completion of the IB PYP Exhibition Project

- IB MYP: Grades 6-10
 - Language Fluency
EITHER
 - Nahuatl Language Fluency & Literacy and Nahuatl Cultural Performing Arts & PermacultureOR
 - Spanish Language Fluency & Literacy
 - Completion of the IB MYP Personal Project

Grades 9-12

- Anahuacalmecac College-ready Diploma
 - Completion of Advanced Placement Program Courses
 - Survivance Studies: UC Approved A-G Courses
 - Sovereign Knowledge/ Metacognition of Indigeneity
 - Chicana/o Studies / Latin American Studies
 - Completion of Reflective Project
 - Survivance Game / Tequiyotl
 - Community Presentations
 - Completion of Career-related Studies
 - Anahuacalmecac Career Certificate
 - Externships/ Internships/ Mentorship and/or Apprenticeships
 - Completion of HONORS: Aztec Knowledge
 - Language & Literature
 - Performing Arts & Permaculture



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 all internal 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.

Modifications to Measurable Student Outcomes

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. The District must approve any proposed change to the provisions of a charter before the change can be implemented.

The Council of Trustees of Semillas Sociedad Civil will also prepare and adopt, and forward to the authorizer an annual Local Control Accountability Plan (LCAP) update as set forth in California Education Code § 47606.5 which shall be consistent with this petition and shall not be considered a material change to it. A charter school's LCAP must only address the LCFF state priorities that apply for the grade levels served, or the nature of the program operated, by the charter school. Anahuacalmecac's LCAP will apply the state priority areas relevant to the mission and population of the charter school.

Anahuacalmecac will follow State law:

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code. The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document. Our school will follow the State's mandates:

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code



section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school. A. Conditions of Learning: Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1) Implementation of State Standards: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2) Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7) Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9) Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10) B. Pupil Outcomes: Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4) Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8) C. Engagement: Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3) Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5) School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)



Element 3. 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.

Standardized Testing and Traditional Tests

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."^[7] 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.^[8] 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.^[9]

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."^[10] 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.^[11] 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
- 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 will be aligned with state standards and have descriptor that number from 1-4. 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 in the IB PYP program for grades TK - 5: Additionally teachers will include narratives that describe the student's progress in terms of the development of skills and the IB profile. The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. The IB learner represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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.

Grades 6 – 10 International Baccalaureate General Grade Descriptors

Teachers will use a rubric designed by the IB with which to evaluate student work to determine IB grades. Each subject has 4 criteria to measure student understanding and performance. Each rubric a, b, c, and d contains a scale of bands 1-8. The teachers will use guidelines from MYP: From Principles into Practice to standardize grade. The teachers will use IB grading boundaries to award final grades that correspond to descriptors related to a scale of 1-7. The descriptors are used as broad description



of the skills and knowledge mastered by the student. They are not specific to any particular subject group assessment criteria.

https://www.spps.org/site/handlers/filedownload.ashx?moduleinstanceid=38367&dataid=21206&FileName=from_principles_to_practice_2014.pdf

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.



Grade		Descriptors
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.

Grades 9-12

Final grades are awarded according to the approved grading scales by the UC and college board as written in each course description. Each course description contains information about the weight of each assignment in terms of the overall grade. For example grading is awarded for UC and AP courses according to the following scale: A=90%, B=80%, C=70%, D=60%, F=59% or lower.

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.

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 analyze student progress and guide instruction to ensure that all students meet school and state standards. After each assessment period, teachers will come together during professional development meetings to examine formative assessment data, current state assessment 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 IB developed assessment criteria.



Additional Methods of Measuring Student Performance

State Priority Aligned Highlights

Form of Assessment	Grades Assessed	Subject	Description	When its administered
Digital Gradebook (Such as PowerTeacher)	K-12 Grade	All Subjects	A management system used for calculating and organizing, student assignments, and grades. This program can automatically calculate and create progress reports for parents, students, teachers, administration, tutors and governing board.	Daily
Smarter Balanced Interim Assessment Blocks (IAB)	Grades 3-11	Math, English and Science (as made available by CAASPP)	Online IAB's serve as a tool for measuring how students are meeting common core aligned targets. This is a tool for administration, teachers, tutors, the special education team in order to make informed decisions. Teachers check students' progress at mastering specific concepts at strategic points during the school year. Interim assessments consist of the following features: small sets of related math and English concepts that provide information for instructional purposes, test items that are similar to SBAC Summative Assessments, and questions that are	Benchmark tests 1-2 times per year, Ongoing - teacher determined based on end of unit or concept lesson



Form of Assessment	Grades Assessed	Subject	Description	When its administered
			machine scored by the SBAC test delivery system.	

Modifications to Methods of Student Assessment

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. The District must approve any proposed change to the provisions of a charter before the change can be implemented.



Element 4. Governance

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

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.^[1]

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the Public Records Act.

Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter



School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall 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 Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying 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 Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.



RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.



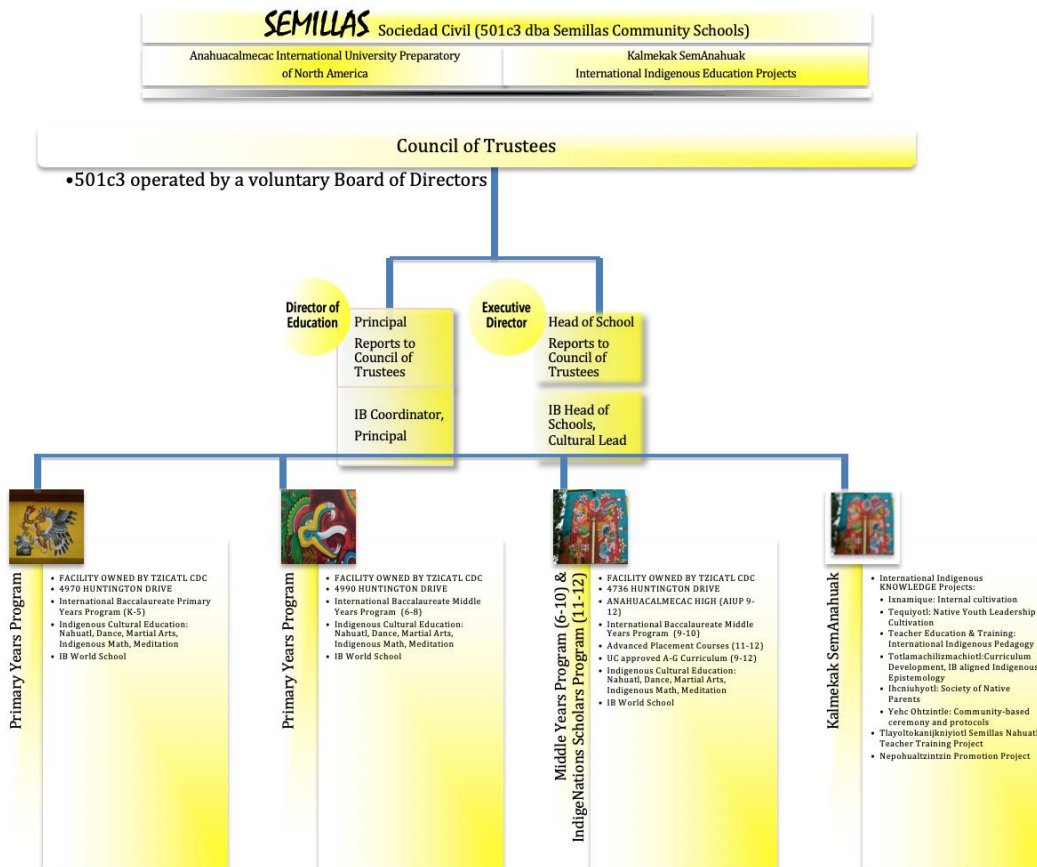
PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.





Executive Level Employee Roles and Responsibilities within School Governance:

Executive Director/Head of School

The Executive Director

- Informs and advises the Board of Education regarding charter school academic programs and services.
- Focuses charter school priorities on improving the academic achievement for all students to high standards of excellence by providing leadership and support in:
 - a. Identifying and implementing charter school standards for student achievement and ways of measuring the progress of schools and students
 - b. Ensuring effective use and equitable allocation of and accountability for money and other resources
 - c. Ensuring student safety, enhancing inter-group relations, and fostering the value of diversity
 - d. Fostering increased parent involvement in student learning and achievement
 - e. Developing and implementing a delivery system to provide coordinated services addressing student health, and emotional and social needs
- Advises and makes recommendations to the Board of Education about employer-employee relations.
- Performs other duties as assigned by the Board of Education.



Reports to the Council of Trustees.

The Head of School

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.

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.

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.



Health

Physical and mental fitness to engage in executive management service.

Credentials

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

Director of Education/Principal/ International Baccalaureate Coordinator

The Director of Education

- Informs and advises the Board of Education regarding charter school academic programs and services.
- Focuses charter school priorities on improving the academic achievement for all students to high standards of excellence by providing leadership and support in:
 - a. Identifying and implementing charter school standards for student achievement and ways of measuring the progress of schools and students
 - b. Ensuring effective use and equitable allocation of and accountability for money and other resources
 - c. Ensuring student safety, enhancing inter-group relations, and fostering the value of diversity
 - d. Fostering increased parent involvement in student learning and achievement
 - e. Developing and implementing a delivery system to provide coordinated services addressing student health, and emotional and social needs
- Advises and makes recommendations to the Board of Education about employer-employee relations.
- Performs other duties as assigned by the Board of Education.

Reports to the Council of Trustees.

The International Baccalaureate Coordinator

International Baccalaureate Coordinator: Provide and facilitate staff development activities, to coordinate and implement the program. Also facilitates the writing of the PYP and 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 PYP and 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

OUTSIDE CONSULTANT - CHIEF FINANCIAL OFFICER

- Advises school executives on financial management and school budget management
- Reports to the Council of Trustees on financial planning and fiscal standing of the school

Establishing an honest, accountable and harmonious organism of governance for Anahuacalmecac is a fundamental element of our pedagogy. All community members in the teaching/learning dialectic of our school are active participants. The 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).

Four Standards of Board Responsibility [13]

The standards for a governing board's stewardship of an institution are four-fold:

1. **Yehcohtzintle:** in every deliberation, consider the impact of one's decisions on the seven generations to come and all natural relations
2. **The duty of care** requires the full attention to one's duties as a board member, setting aside competing personal or professional interests to protect the assets of the institution. This includes financial assets to be sure, but it also includes the institution's reputational, personnel, and tangible assets as well. The expectation is that a board member acts reasonably, competently, and prudently when making decisions as a steward of the institution.
3. **The duty of loyalty** requires board members to put the interests of the institution before all others. It prohibits a board member from acting out of self-interest. The board's conflict of interest policy provides guidance on how a conflicted board member can avoid putting personal interests first.
4. **The duty of obedience** refers to the board member's obligation to advance the mission of the college or university. It also includes an expectation that board members will act in a manner that is consistent with the mission and goals of the institution. Failure of this duty can result in a loss of public confidence in the institution."

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

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 Executive Director/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

The following lists Council members currently serving a term from July 1, 2018 - June 30, 2020:

- Dr. Irene Vasquez, President
- Dr. Reynaldo F. Macias, Treasurer
- Dr. Sandee Vasquez Ayala, Secretary
- Edmundo Perez, Parent Member
- Dr. Ernesto Colin, Member
- Hon. Deborah Sanchez, Member

Council of Trustees Meetings

Regular Council meetings shall be held at Anahuacalmecac school, unless otherwise indicated during the previous meeting or in Brown Act notice. All board meetings concerning the Charter School shall be held within the jurisdictional boundaries of LAUSD to assure participation of the charter school's constituents, and in compliance with the Brown Act. 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 hard copy format upon request. Actions that are taken during Council meetings are recorded and are also available in hardcopy format upon request. The Council of Trustees 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 Anahuacalmecac schools in accordance with the Brown Act. For more information about Council meetings, see attached Semillas Sociedad Civil Bylaws.



Anahuacalmecac Community Council (School Site 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 three and no more than seven 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 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 alongside 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



Community Assembly

Parent Involvement

B. Legal Status-Independent Charter

C. Title I / State Compensatory Education



E. Responding to Inquiries

Anahuacalmecac shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from its authorizer and shall consult with the authorizer 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 authorizer oversight.
- The authorizer'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 authorizer 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 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. The District must approve any proposed change to the provisions of a charter before the change can be implemented.



Element 5. Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

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 and must meet all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)). 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 as established by law. 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 authorizer'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 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, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law.

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

Executive Director/Head of School

The Executive Director

- Informs and advises the Board of Education regarding charter school academic programs and services.
- Focuses charter school priorities on improving the academic achievement for all students to high standards of excellence by providing leadership and support in:
 - a. Identifying and implementing charter school standards for student achievement and ways of measuring the progress of schools and students
 - b. Ensuring effective use and equitable allocation of and accountability for money and other resources
 - c. Ensuring student safety, enhancing inter-group relations, and fostering the value of diversity
 - d. Fostering increased parent involvement in student learning and achievement
 - e. Developing and implementing a delivery system to provide coordinated services addressing student health, and emotional and social needs
- Advises and makes recommendations to the Board of Education about employer-employee relations.
- Performs other duties as assigned by the Board of Education.

Reports to the Council of Trustees.

The Head of School

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.



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.

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.

Health

Physical and mental fitness to engage in executive management service.

Credentials

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

Director of Education/Principal/ International Baccalaureate Coordinator

The Director of Education:

- Informs and advises the Board of Education regarding charter school academic programs and services.
- Focuses charter school priorities on improving the academic achievement for all students to high standards of excellence by providing leadership and support in:
 - a. Identifying and implementing charter school standards for student achievement and ways of measuring the progress of schools and students
 - b. Ensuring effective use and equitable allocation of and accountability for money and other resources
 - c. Ensuring student safety, enhancing inter-group relations, and fostering the value of diversity
 - d. Fostering increased parent involvement in student learning and achievement
 - e. Developing and implementing a delivery system to provide coordinated services addressing student health, and emotional and social needs
- Advises and makes recommendations to the Board of Education about employer-employee relations.



- Performs other duties as assigned by the Board of Education.

Reports to the Council of Trustees.

The International Baccalaureate Coordinator:

International Baccalaureate Coordinator: Provide and facilitate staff development activities, to coordinate and implement the program. Also facilitates the writing of the PYP and 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 PYP and 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

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 or Single 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 Executive Assistant

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 a four year university or evidence of equivalent educational proficiency.

Three years of experience in a secretarial or similar position.

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. This policy may change from time to time at the discretion of the Council of Trustees.

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. This policy may change from time to time at the discretion of the Council of Trustees.

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. This policy may change from time to time at the discretion of the Council of Trustees. 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 Head of School will evaluate the teachers on:

Student progress as referenced from school designed norms at the end of each year.
Effectiveness of teaching strategies as evaluated by the Principals through classroom visitation, and long-term observations.
Leadership in school design, governance and curricular development.
Performance of job duties.

The Head of School will evaluate classified and other personnel based upon completion of assigned job duties and regular, punctual attendance.

Good performance will be acknowledged, and staff may earn performance pay in the form of bonuses. Poor performance may result in probationary status, whereupon the employee will receive professional development and peer mentoring. Progress of probationary employees will be reviewed after 30 days and after 60 days.

The Semillas Council of Trustees may revise the employee evaluation policies and procedures when needed at its discretion.

Modifications

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. The District must approve any proposed change to the provisions of a charter before the change can be implemented.



Element 6. Health and Safety Procedures

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District's Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan ("Plan"), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School's requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.



FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil



suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

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 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

Compliance with EC Section 49406 addressing tuberculosis testing, and shall comply with all applicable laws and regulations concerning vision, hearing, and scoliosis testing for students

B WELLNESS POLICY

Anahuacalmecac International University Preparatory of North America's Wellness Program supports students, families, faculty and staff to improve their fitness and general nutrition through fitness assessments; health, nutrition, and physical fitness workshops; direct physical activities offered at the school sites and in the community. The goal is to help our school community to understand, improve, and maintain their physical well-being, while working with their families to help them make well informed health, nutrition, and fitness choices. Semillas promotes wellness based in the traditional knowledge and sciences of Indigenous Peoples including activities such as Danza Azteca, Wudang Tai Qi and Qi Gung, as well as traditional dietary knowledge.

Objectives:

1. Increase the proportion of students who engage in 60 minutes of daily physical activity.
2. Increase the percentage of students who achieve age appropriate cardiovascular fitness levels.
3. Increase the proportion of students meeting the daily dietary recommendations of fruits and vegetables.
4. Increase the percentage of students meeting the six areas of physical fitness as defined by the California Physical Fitness Test (Fitnessgram).
5. Provide professional development for physical education teachers to stay abreast of latest research, issues, and trends in the field.
6. Provide activities and workshops for adult community members to encourage appropriate cardiovascular fitness levels and to follow a healthy lifestyle.

The Council of Trustees of Semillas Community Schools charter schools recognizes the link between student health and learning and desires to provide a comprehensive coordinated school health program that supports and reinforces health literacy through health education, physical education, health services, nutrition services, psychological and counseling services, health promotion for staff, a safe and healthy school environment, and parent/guardian and community involvement.

School wellness policies shall be developed with the involvement of parents/guardians, students, school food service professionals, school administrators, Board representatives, and members of the public.



The Executive Director or designee shall appoint a committee consisting of representatives of the above groups. The committee may also include district administrators, health professionals, school nurses, health educators, physical education teachers, counselors, and/or other interested in school health issues.

The purpose of the committee shall be to monitor the implementation of the wellness policies, evaluate the organization's progress on the policies goals, serve as a resource to schools and recommend revisions to these policies as the committee deem necessary and/or appropriate. At the discretion of the Executive Director or designee, the committee's charges may include planning and implementing activities to promote health and wellness within the school or community.

Nutrition Education and Physical Activity Goals

The Board shall adopt goals for, nutrition education, physical activity, and other school-based activities that are designed to promote student wellness.

The school's nutrition education and physical education programs shall be based on current research, consistent with the expectations established in the state's curriculum frameworks, and designed to build the skills and knowledge that all students need to maintain a healthy lifestyle.

Standards for health and nutrition education shall be provided as part of the health education program in grades K--12 and will be age--appropriate, skill building education that focuses on behavior change and, as appropriate, shall be integrated into core academic subjects and offered through before and after school programs.

The Executive Director or designee shall encourage staff to serve as positive role models. Information shall be provided to all staff to promote personal well being.

To encourage consistent health messages between the home and school environment, the Executive Director or designee may disseminate health information to parents/guardians through district or school newsletters, handouts, parent/guardian meetings, the school website, and other communications.

Outreach to parents/guardians shall emphasize the relationship between student health and academic performance.

The Council of Trustees shall not promote the marketing and advertising of non--compliant SB 12 and SB 965 foods and beverages through signage, logos and scoreboards and encourages the marketing and advertising of healthy options.

Nutrition Guidelines for Foods and Beverages available at Schools

The Board shall adopt nutrition guidelines for all foods and beverages available on each campus during the school day, as set forth in these policies, with the objectives of promoting student health. (42 USC 1751 Note)

The Board believes that foods and beverages available to students and staff at district schools should support the health curriculum and promote optimal health. Nutrition standards adopted by the district for all foods and beverages available to students and staff, including foods and beverages provided through the district's food service program, student stores,



vending machines, fundraisers, or other venues, shall, as much as possible, meet or exceed state and federal nutrition standards.

A list of all compliant food and/or beverages that school organizations may use for fundraising purposes will be available at each school.

The Board prohibits the use of non-nutritious foods as rewards or incentives for students.

The School site staff shall encourage parents/guardians or other volunteers to use non-food items, which they may donate for occasional class parties.

All foods and beverages donated to classrooms must be selected from the district-approved list of snacks, which is available in the front office of all schools and the district website.

Guidelines for Reimbursable Meals

Foods and beverages provided through federally reimbursable school meal programs shall meet or exceed federal regulations and guidance issued pursuant to 42 USC 1758(f)(1), 1766(a), and 1779(a) and (b), as they apply to schools. (42 USC 1751 Note)

Program Implementation and Evaluation

The Board shall establish a plan for monitoring the implementation and compliance of all the district wellness policies. The Executive Director or Designee shall designate at least one (1) person within the school and a representative at each school site to ensure that the school sites comply with the board's wellness policies.

Specific quality indicators will be used to measure the implementation and compliance of the wellness policies, district wide and at each school site. These measures shall include but not be limited to:

- Physical Education minutes • Other Food Sales • Nutrition Education • School Nutrition Program

The Executive Director or designee shall report to the Board annually on the implementation and compliance of the wellness policies.

Nutrition Guidelines for Foods and Beverages Served and Sold on Campus

In order to support children's health and school nutrition education efforts, all foods and beverages sold or served during school hours should meet the school's nutrition standards. This includes, but is not limited to, cafeteria à la carte sales, vending, student stores, concession stands, fundraisers, classroom snacks, after-school programs, school or classroom events, and meetings. (EC 49431, 49431.2, 49431.5)

a. The school has the authority to provide food and beverages from the beginning of the school day until after the last lunch period to ensure food safety and to maximize the school's ability to serve healthy and appealing meals.

b. Cafeteria À La Carte Sales, Vending, and Student Stores-Foods and beverages sold on campus during the school day in cafeterias, vending machines, and school stores should meet the schools' nutrition standards described in this section.

c. Schools should follow the nutrition standards for pre-kindergarten through grade twelve, including before and after school programs.



d. Individual food and beverage items sold or served outside the school breakfast and lunch programs during the school day shall meet requirements described in this section and Attachment A. (EC 49431, 49431.2, 49431.5)

e. Classroom snack, celebrations, and food rewards should be limited and should feature healthy food choices that meet the district's nutrition standards.

f. School administrators should encourage all school-based organizations to use non-food items for fundraising. Students, parent, or school groups should sell compliant food or beverages at fundraisers only after the lunch period.

g. All foods sold or served at school should have a food label listing ingredients so students with food allergies are protected from accidental exposure.

h. Food or beverages that do not meet nutrition standards described in this section may only be sold in accordance with state law and off school premises, or at least one-half hour after the end of the school day. (EC 49431)

i. Homemade Food Items - To ensure food safety, all food to be shared with other students should be commercially prepared, prepackaged, unopened, and, when possible, individually wrapped. Foods prepared at home may be used only for individual student and staff lunches/snacks, and consumed by staff members only on a voluntary basis.

j. Outdoor Barbecues - Barbecues must comply with the County Department of Environmental Health and paragraph 114143 of the California Retail Food Code (CalCode). The Food and Nutrition Department is the only District establishment approved to operate barbecues on school premises.

4. Non-Compliant Foods and Beverages

Foods of Minimal Nutritional Value (FMNV) are prohibited from being served or sold anywhere school meals are served, sold, and/or eaten. (7 CFR 210.11 and 220.12) The following non-compliant guidelines apply:

a. Carbonated beverages except fruit juice and water.

b. Beverages containing vitamin/mineral-like supplements and additives such as food colorings

c. Flavors not approved by FDA, herbal, and non-vitamin supplements (including, but not limited to, ginkgo biloba, ephedra, ginseng, guarana, mahuang, etc.).

d. Beverages containing added sweeteners, including, but not limited to, sugar (raw, refined, unrefined, cane, brown, turbinado, white), invert sugar, dextrin, sucrose, honey, corn syrup, high fructose corn syrup, aspartame, saccharin, sucralose, cane juice, molasses, Equal, NutraSweet, and Splenda (excluding hot chocolate). (EC 35182.5)

e. Products from commercial vendors that do not have an ingredient label or nutritional information on the packaging (except those provided by the Food and Nutrition Department).

f. Beverages in glass bottles. Marketing Foods and Beverages in Schools - School-based marketing should be consistent with nutrition education and health promotion. Schools should limit food and beverage marketing to the promotion of foods and beverages that meet the District nutrition standards contained in this policy. Schools should promote healthy food choices and should not allow advertising that promotes

Staff Members as Role Models - Adults can have a significant impact on the development of students' health behaviors. School staff members can model healthy eating and physical activity behaviors in a variety of ways, including, and not limited to:



- a. Using teaching skills that help students gather information, practice problem solving techniques, and use effective communication skills.
- b. Providing healthy snacks in the classroom.
- c. Encouraging non-food fundraisers.
- d. Not using food as a reward for behavior or academics.
- e. Participating in the school meal program and making healthy choices.
- f. Using the stairs instead of the elevator when appropriate.
- g. Participating with children in classroom-based physical activity.
- h. Leading or participating in school fitness activities such as walking or running clubs, yoga class, and weight lifting.
- i. Talking about the physical activities students like to do outside of school.
- j. Using physical activity as a reward rather than as a form of punishment.
- k. Using appropriate safety gear, such as helmets, during physical activity.

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 Anahuacalmecac.

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.

An authorizer-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 authorizer's staff will be notified immediately.

The authorizer will be provided a Certificate of Occupancy issued by the applicable permitting agency, allowing Anahuacalmecac to use and occupy the site 45 30 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 if required.

G. Insurance Requirements

No coverage shall be provided to Anahuacalmecac by the authorizer under any of the authorizer'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 authorizer [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 following 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 AUTHORIZER all new policies inception, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier.

Facsimile or reproduced signatures may be acceptable, however, the AUTHORIZER 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 authorizer 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 authorizer 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, authorizer 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. authorizer 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 not 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 authorizer, and their officers, directors, employees or volunteers.

Moreover, Anahuacalmecac agrees to indemnify and hold harmless the authorizer for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors. Similarly, the authorizer 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 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. The District must approve any proposed change to the provisions of a charter before the change can be implemented.



Element 7. Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education*, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

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 school district where it is located: LAUSD. The timeline for the school recruitment process allows for broad-based recruiting and application. Recruitment represents an on-going opportunity to educate our community and the broader region about the mission of our school and the achievements of our students. Our web site is maintained current for ready access to the neighborhood we serve and anyone with an internet connection. Additionally, social media content is developed weekly and circulated with thousands of currently registered contacts. A newsletter is also circulated regularly with up to 5,000 contacts currently engaged.

Promotional and informational materials will be developed to appeal to racial and ethnic groups represented in the authorizer. 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.

Recruitment locations can include local institutions of higher education, car washes, and Laundromats, super markets and banks. Community events held at city, county and state parks will be staffed with both volunteers and school personnel.

Sample List of Community Events and Opportunities for Recruitment:

May Day Community Resource Fair – Yearly in May at Grand Park
LeaLA - Yearly in May at Los Angeles Convention Center
Latino Book and Family Fair- Yearly in May at Latino Literacy Now in CSUSB
Sounds of Solidarity- Yearly in May at Mariachi Plaza
Día del Niño- Yearly in May at Plaza Mexico
Bilingual Education Fair- Yearly in May at UCLA
May Day March- Yearly in May in Downtown LA
El Mercadito- a local ethnic indoor bazaar serving up to 10,000 people per day

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 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. The District must approve any proposed change to the provisions of a charter before the change can be implemented.

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Element 8. Admission Requirements

"Admission requirements, if applicable." (Ed. Code § 47605(b)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, 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, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.



In accordance with AB 699 enacted on October 4, 2017, the school's non-discrimination provision shall include immigration status.

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, immigration status, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

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 will be an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.) as outlined in Education Code § 47605(d)(2)(A). Anahuacalmecac will adhere to all state and federal laws regarding the minimum age of students. Admission eligibility will not be determined by the place of residence of a pupil, except as otherwise required by law.

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 will be advised 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 according to research, this program requires a long-term commitment of study of 5-7 years, however, no student will be denied admission or continued enrollment. The school will recruit and reach out to students with a history of low academic performance, socioeconomically disadvantaged students, and students with disabilities by recruiting in neighborhoods served by LAUSD.

A. Non-Discrimination:

1. Anahuacalmecac's preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.



2. Anahuacalmecac will establish a student recruitment strategy that ensures a racial and ethnic balance among students that is reflective of the community and District {CSA Sec. 47605(G)}.
3. Admission policies will be nondiscriminatory, transparent, non-sectarian, fair, and open to any resident of the State of California.
4. Anahuacalmecac will comply with applicable provision of the McKinney-Vento Homeless Assistance Act for homeless children.
5. In accordance with Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

B. Admission & Public Drawing:

1. In the event the School is enrolled to capacity, a public random drawing will be used to determine enrollees only for vacancies which exist before the time and date of the public drawing.
2. The public drawing will be publicly announced in person and held in a public space large enough to accommodate all interested persons.
3. The parents or guardians of all interested enrollees are encouraged to attend and complete a School Orientation to be held immediately before the public drawing. However, parents or guardians do not have to be present in order to participate in the drawing as this is not a precondition to enrollment.
4. All enrollees must complete all enrollment requirements following the drawing in order to enroll (see Notification and Enrollment section below for further details regarding requirements for enrollment). Failure to do so will result in a forfeiture of enrollment and the next Publicly Drawn Candidate will be enrolled.

C. Publicly Drawn Candidates List:

1. At times, Anahuacalmecac may need to create a list of Publicly Drawn Candidates if there are more applicants than spaces available.
2. All participants who satisfactorily comply with completing the lottery form enrollment requirements and who participate in a public drawing will be drawn so as to create a randomly drawn list of Publicly Drawn Candidates in the event that new enrollees drop or fail to comply with enrollment requirements.
3. The list of Publicly Drawn Candidates will only serve to fill enrollment slots available before the time and date of the public drawing.
4. Anahuacalmecac will notify Publicly Drawn Candidates in the order of their drawing.



D. Notification and Enrollment

1. If not present, the parents/guardians of Publicly Drawn Candidates will be contacted by phone and assigned an appointment time and date to complete the enrollment process.
2. Parents/guardians will be required to bring a certified copy of the birth certificate or other proof of age as permitted by Education Code 48002, proof of residence, and proof of vaccinations in order to enroll their child.
3. Parents/guardians will also complete a lunch application and all legal releases required by the school.
4. Our school will call the parent/guardian twice and expect a response by the following day.
5. If the parent/guardian fails to respond to our calls by the third day, we will drop that student from the list.
6. Parents/guardians will have thirty calendar days from their enrollment appointment to submit any required immunization records.
7. Anahuacalmecac will give one-week notice of the vacancy on the bulletin board in the main hall. Specific date, time and location will be posted.
8. Anahuacalmecac may provide one courtesy call to any parent/guardian who may have expressed an interest in enrolling their child in the school.

Applications will be accepted during a publicly advertised open enrollment period each spring for enrollment in the following school year. Following the open enrollment period each year applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the school will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students who are guaranteed enrollment in the following school year.

Enrollment preferences in the case of a public random drawing shall be allowed in the following order:

1. Siblings of currently enrolled students;
2. Students who reside within the boundaries of the District; except as provided for in Education Code section 47614.5.
3. Children of Anahuacalmecac's founding members (which are the founders identified in the initial charter) (not to exceed 10% of enrollment);
4. Children of employees of Anahuacalmecac (not to exceed 10% of enrollment);
5. All other applicants

Admission policies will be nondiscriminatory, non-sectarian, and open to any resident of the State of California. There will be no charge for tuition nor will any child be required to attend our charter school. Anahuacalmecac will not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.



Parents and students will be oriented regarding the school's curriculum and pedagogies. Parents and students will be given a copy or summary of the school's student-related policies.

Modifications

Modifications

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. The District must approve any proposed change to the provisions of a charter before the change can be implemented.



Element 9. Annual Independent Financial Audit

“The manner in which annual, independent financial audits 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.” (Ed. Code § 47605(b)(5)(I).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

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 authorizer, 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 authorizer. In accordance with Education Code Section 47604.3, Anahuacalmecac shall promptly respond to any reasonable inquiries of the authorizer, County Superintendent of Schools, or Superintendent of Public Instruction including but not limited to inquiries regarding its financial records.

AUTHORIZER Oversight Costs

The AUTHORIZER 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 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. The District must approve any proposed change to the provisions of a charter before the change can be implemented.



Element 10. Suspension or Expulsion

"The procedures by which pupils can be suspended or expelled." (Ed. Code § 47605(b)(5)(J).)

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

Was the misconduct caused by, or directly and substantially related to the student's disability?

Was the misconduct a direct result of the Charter School's failure to implement Section 504?



NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form

Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed

Copy of parental notice of expulsion hearing

Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment

If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP

If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:

Was the misconduct caused by, or directly and substantially related to the student's disability?

Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board 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. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.



READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

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

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 school related 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.

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 School sponsored activity.

B. Enumerated Offenses

Anahuacalmecac has reviewed the lists of offenses and procedures that apply to students attending non-charter schools in creating these procedures for suspension and expulsion.

1. Students may be suspended or expelled for any of the following acts when it is determined the pupil:
 - (a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - (b) Willfully used force of violence upon the person of another, except self-defense.



(c) 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.

(d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 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.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property.

(g) Stole or attempted to steal school property or private property.

(h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

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

(l) Knowingly received stolen school property or private property.

(m) 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.

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

(o) 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.

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



(q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

(r) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

(s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

(t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

(u) 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.

(v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

“Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:



i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the School.

2) "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained the School's written permission to possess the item.

y) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained the School's written permission to possess the item.



z) Possessed a knife or other dangerous object of no reasonable use to the pupil.

aa) Committed or attempted to commit Assault or Battery, as defined in Section 240 and 242 of the penal code, upon any School employee.

2. Non-Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus. The student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

B. 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. If the pupil denies the charges, the Principal or designee shall provide an explanation of the evidence that supports the charges and the pupil 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. General Ed Students no more than 20 school days in a year. Special Ed students no more than 10 school days in a year.

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.

Whether Charter School will implement in-school suspension. If so, address the following:

At times and as appropriate, the school may authorize and implement in-school suspension. When in-school suspension is implemented, an administrator in consultation with a disciplinary panel will review and determine the following so as to best serve the needs of the student and the community:

- Where the student(s) will be serving the suspension on-campus;
- Who will be supervising the student(s);
- How the student(s) will receive his/her instruction during the suspension;
- Any supports made available to the student(s) during this time.
- How the family be notified of an in-school suspension and what information will be provided
- Determine the maximum number of days of in-school suspension per incident and in one academic year.



Additionally, the school will address the list below of offenses in the Education Code precluded for in-school suspension for other public schools on a case-by case basis. If the school determines it should include in-school suspension as an option for these offenses, a plan to address how this adequately provides safety for students, staff, and visitors to the school and serve the best interests of students will also be determined by the administrator or disciplinary committee:

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence,
- Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel,
- Made terrorist threats against school officials or school property, or both.

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. 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

No pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to (1) timely, written notice of the charges against the pupil, and an explanation of the pupil's basic rights, and (2) to initiate a hearing adjudicated before a neutral officer within a reasonable number of days, at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate, before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures described above, the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled,



dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). (Education Code 47605(b)(5)(J))

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. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder. 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 legal 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.

This notice shall include the following:

- (a) The student's name
- (b) The specific expellable offense committed by the student. If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the charter school within 30 days if the charter



school demonstrates that the pupil had been enrolled in the charter school. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Section 48200.

(c) A student/parent **may appeal an expulsion decision**. An appeal will be considered by an impartial appeals panel selected by administrator that did not recommend the expulsion whose members were not involved in the expulsion recommendation or decision. Adequate notice and meaningful opportunity to be heard, will be provided as well as a reasonable timeline, reasonable accommodations and language support, and other due process protections and rights as guaranteed by law.

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 AUTHORIZER upon request.

K. No Right to Further Appeal

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

L. Expelled Pupils/Alternative Education

The school guidance counselor or administrator designee will facilitate with expelled students and their parents to ensure the student has enrolled in and complies with compulsory education laws.

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.



Modifications

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. The District must approve any proposed change to the provisions of a charter before the change can be implemented.



Element 11. Retirement System

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

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. The school acknowledges that the school must continue such participation for the duration of the charter school’s existence under the same CDS code.

B. 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 AUTHORIZER should there be any change to the retirement plan.

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. The current position title of the staff member who will be responsible for ensuring that appropriate arrangements for retirement coverage is Human Resources Office Technician, and is subject to change.



Element 12. Public School Attendance Alternatives

“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).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

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. Parents will be provided with a list of neighborhood schools as well as references to the LAUSD.



Element 13. Employee Rights

“The rights of an 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.” (Ed. Code § 47605(b)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

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.



Element 14. Dispute Resolution

The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.



Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director

Charter Schools Division

Los Angeles Unified School District

333 South Beaudry Avenue, 20th Floor

Los Angeles, California 90017

Marcos Aguilar, Executive Director

Anahuacalmeac International University Preparatory of North America

4736 Huntington Drive South, LA, CA 90032

2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been resolved by mutual agreement from the Written Response, 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 on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.



NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated 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 p.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.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Marcos Aguilar, Executive Director
Anahuacalmeac International University Preparatory of North America
4736 Huntington Drive South, LA, CA 90032

2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been otherwise resolved by mutual agreement, 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 from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.



4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) 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.



Element 15. Charter School Closure Procedures

The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.

Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.

Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.

Charter School violated any provision of law.

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

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.



CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.



7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

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

In addition to the four required items above, notification of the CDE shall 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 of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to 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

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.



Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.



8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports



These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.



Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- 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. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 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.

The school's Executive Director will serve as the agent- responsible for the school's closure.



Additional Provisions

Facilities

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.



In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

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

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.



- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.



Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. 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.

Insurance

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to



protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. 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 named 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 Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School 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 \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.



7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named 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 Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inceptions, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School 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 attorneys' fees, brought by any person or entity



whatsoever, arising out of, or relating to, this Charter agreement. Charter School 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 not limited to attorneys' 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 Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

Fiscal Matters

District Oversight Costs

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

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.



Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its 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 the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.



Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)



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- [1] 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.
- [2] Cajete, G. Igniting the Sparkle, An Indigenous Science Education Model. UNM. 1999.
- [3] Language and learning in IB Programmes. International Baccalaureate Guide. 2011.
- [4] See Kohn, 1999
- [5] See Blount 1996, Barr 2000 and Archibald and Newmann 1992
- [6] *ibid.*, 2000
- [7] Archibald and Newmann 1992
- [8] Wiggins, 1989
- [10] http://occ.ibo.org/ibis/occ/guest/pypxx_home.cfm?subject=pypxx
- [11] http://occ.ibo.org/ibis/occ/guest/mypxx_home.cfm?subject=myspx
- [12] "The method by which pupil progress in meeting those pupil outcomes is to be measured." Cal. Ed. Code § 47605 (b)(5)(C)
- [18] FROM: <http://agb.org/knowledge-center/briefs/fiduciary-duties>
- [22] "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)



Addendum

Assurances, Affirmations, and Declarations

Anahuacalmecac International University Preparatory of North America (also referred to herein as “[Anahuacalmecac]” or “[AIUPNA]” and “Charter School” shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, 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. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with



Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

NOTE: This Charter contains specific “District Required Language” (DRL), including the *Assurances, Affirmations, and Declarations* section above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

Element 1 – The Educational Program

“The educational program of the charter school, designed, among other things, to identify those whom the charter 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)(i).)

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(b)(5)(A)(ii).)

“If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(b)(5)(A)(iii).)

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)



ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.

MATHEMATICS PLACEMENT

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

WASC ACCREDITATION

If Charter School serves students in grades 9-12, before Charter School graduates its first class of students, Charter School shall obtain, and thereafter maintain, Western Association of Schools and Colleges (WASC) accreditation.

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan *or* Charter School's own English Learner (EL)



Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

STUDENTS WITH DISABILITIES

Federal Law Compliance

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local



Plan for Special Education and shall be considered a “public school of the District” for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter 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 commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:



- End of Year Suspension

District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

The standard file including District ID.

- Norm day

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- CBEDS

- All Students enrolled as of December 1 of each school year

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout

District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District's integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

“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. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil



outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(b)(5)(C).)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(c)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. 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 Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

Element 4 – Governance

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

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the



minutes. Timely posting of agendas and minutes on Charter School's website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.¹

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the Public Records Act.

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall 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 Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

¹The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.



Charter School shall adopt and implement specific and continuing procedures for notifying 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 Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless



prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental



disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Element 6 – Health and Safety Procedures

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s



employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.



IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

Element 7 – Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District's Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD's Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The



written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District's Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District's goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

Element 8 – Admission Requirements

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, 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, or any other information that would violate federal or state law, prior to



admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Element 9 – Annual Financial Audits

“The manner in which annual, independent financial audits 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.” (Ed. Code § 47605(b)(5)(I).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School's Calendar
- h. Statistical Report – monthly according to Charter School's Calendar of Reports

In addition:

- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District



Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:



- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
 - Copy of parental notice of expulsion hearing
 - Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
 - If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
 - If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
 - B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.



REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board 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. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

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

Element 11 – Employee Retirement Systems

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.



If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Element 12 – Public School Attendance Alternatives

“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).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Element 13 – Rights of District Employees

“The rights of an 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.” (Ed. Code § 47605(b)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.



Element 14 – Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor



Los Angeles, California 90017

Director/Principal
[Charter School Name]
[Charter School Address]

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, 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 on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated 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 p.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.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Director/Principal
[Charter School]
[Charter School Address]

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, 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 from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.



- 5) 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.

Element 15 – Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

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

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to



Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the



Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

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

In addition to the four required items above, notification of the CDE shall 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 of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to 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

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.



5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.



Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.



4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- 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. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 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.



Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of



District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

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

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and



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

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language



to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. 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.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. 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 named 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 Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.



Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School 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 \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named 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 Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*



Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inception, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School 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 attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School 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 not limited to attorneys' 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 Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

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



Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its 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 the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the



Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)

