EL PLAN DEL CULTIVO DE NUESTRAS SEMILLAS

CHARTER

OF

XINAXCALMECAC

Academia Semillas del Pueblo
Seeds of the People Academy
4736 – 4990 – 4970 Huntington Drive.
Los Angeles, CA 90032

A CALIFORNIA PUBLIC CHARTER SCHOOL

Submitted to:
Los Angeles Unified School District Charter Schools Division Office
333 South Beaudry
25th Floor
Los Angeles, CA 90017

SUBMITTED ON February 27, 2012
XINAXCALMECAC

Xinaxcalmecac is dedicated to academic excellence, an appreciation of the cultural and intellectual heritage of Indigenous Peoples and the promotion of positive social awareness. We consciously strive to provide students effective and comprehensive pedagogy through a globally inclusive curriculum within a positive, supportive learning environment involving students, teachers, parents and staff.
“EDUCAR ES SEMBRAR LAS SEMILLAS DEL PUEBLO”

“To educate is to sow the seeds of the People.”
- Dr. Juan Gómez Quiñones

TOTLAMACHILISMACHTIHLOTL
To-tla-ma-chilis-mach-tih-lo-tl

.CHARTER OF XINAXCALMECÁC
Los Angeles Unified School District Charter School Application | February 2012
“Los padres son los primeros maestros de los niños,
y los maestros son sus segundos padres.”

“Parents are a child’s first teachers,
and teachers are a child’s second parents.”

- Traditional

Ipan in Macuili Tonahtiu
Ipan in Xihtzi Mahtlactli iuan Yeiye Tecpatl,
Ipan in Xiuhpoualtzi Izcalli,
Ipan in Tonaltzi Macuilli Ehecatl
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ADDENDA ________________________________________________________________ Attached

School Budgets
Grade Level Benchmarks
Program of Inquiry Matrix and Sample Lesson Plans
Approaches to Learning Matrix
Schoolwide Intervention Measures
Semillas Sociedad Civil Organizational Chart
Semillas Sociedad Civil Logic Chart
Supporting Teacher Signatures
Supporting Parent Signatures
Pledges for Educational Equity: Community Support for Academia’s Renewal
Assurances

As the authorized representative of the applicant for renewal, I hereby certify that the information submitted in this application for the renewal of the charter for the Xinaxcalmecac Academia Semillas del Pueblo (“Xinaxcalmecac”), to be located within the Los Angeles Unified School District (“District”) boundaries, is true to the best of my knowledge and belief. I also certify that this application does not constitute the conversion of a private school to the status of a public charter school. Further, I understand that if awarded the renewal of the charter, Xinaxcalmecac is committed to the following affirmations:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- Not discriminate against any student on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Not require any child to attend the Xinaxcalmecac Academia Semillas del Pueblo nor any employee to work at the charter school.
- In accordance with Education Code Section 47605(d)(3), if a pupil is expelled or leaves the Xinaxcalmecac Academia Semillas del Pueblo without graduation or completing the school year for any reason, the Xinaxcalmecac Academia Semillas del Pueblo 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.
BRIEFING PAGES

Name of organization applying for charter: Xinaxcalmecac Academia Semillas del Pueblo

Target Neighborhood: El Sereno
Facility Status/Location:

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Contact: Marcos Aguilar, Executive Director

Does the Location Meet Board Policy (Low API, overcrowded)? Yes

Members of the Council of Trustees:

Dr. Juan Gomez Quiñones, Ph.D.
President, Council of Trustees
Co-Founder

Dr. Breck Nichols,
Secretary

Mr. Edmundo Perez,
Treasurer, Parent Member

Ms. Sandee Ayala, Parent Member

Ms. Jeri Brunoe

Dr. Octavio Pesca dor, Ph.D.

Dr. Irene Vasquez, Ph.D.
Co-Founder

Mr. Marcos Aguilar,
Tlayecantzi Executive Director
The demographics for the nearest schools are as follows:

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<tr>
<th>School</th>
<th>Total Enroll</th>
<th>% F/R Meal</th>
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<th>% EL</th>
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</tbody>
</table>
Executive Summary

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

Since its last charter renewal in 2006, Semillas has continued to refine its academic programs, cultural programs, and expertise in curricular and professional development. Xinaxcalmecac has grown to achieve academic success in ground-breaking dimensions of community-based schooling in the North America. Xinaxcalmecac has successfully implemented innovative and effective approaches to educating students. Xinaxcalmecac’s instructional strategies are most effective in serving Indigenous students living in the urban inner city. Xinaxcalmecac continues to close the achievement gap among students of various backgrounds by better preparing English Learners and children of historically discriminated communities through an enriching educational model as opposed to recidivist educational policies. Semillas collectively represents two International Baccalaureate World Schools, an Asia Society Hanban Confucius Classrooms network school, a national Native Charter Schools Network school, and most recently one of only two David Lynch Foundation Quiet Time Program schools in Los Angeles, and as an award recipient of the California Charter School Association’s High Performing Charter School Grant Award.

The main outcomes sought by the Xinaxcalmecac 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. As Americans concern themselves with the education of children for the 21st century, we commit ourselves to the cultivation of young adults into the new Americans of the Chikua ce Tonatiuh, or the Sixth Age of human consciousness according to our ancestral time-space calendars.
Description of Philosophy:

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

- Xinaxcalmecac’s instructional strategies are most effective in serving Indigenous English Language Learner students living in the urban inner city.
- Xinaxcalmecac continues to close the achievement gap among students of various backgrounds by better preparing English Learners and children of historically discriminated communities through an enriching educational model as opposed to recidivist educational policies.
- Semillas collectively represents two International Baccalaureate World Schools, an Asia Society Hanban Confucius Classrooms network school, a national Native Charter Schools Network school, a California Charter School Association High Quality Charter School grant award recipient and most recently one of only two David Lynch Foundation Quiet Time Program schools in Los Angeles.

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

Semillas provides an educational alternative for Native parents in the greater Los Angeles area, a region that boasts the highest density of Indigenous Peoples in the United States – in a way no other school attempts to address their needs. Semillas is a non-governmental, community-based, educational organization led by Indigenous Mexican educators whose mission is to promote academic excellence rooted in the cultural and intellectual heritage of Indigenous Peoples and the advancement of social justice.

Students Served

As a reflection of the communities it serves, Semillas students are predominately American Indian of Mexican origin. The U.S. Office of Management and Budget (OMB) defines American Indian as, “A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.”1 As such, said students are referred to as American Indian or indigenous, which best describes the cultural identity, heritage and racial construct of Semillas students and families, within a complex reality of European globalization. Additionally, in recent school-wide surveys, 90% of parent respondents identified as American Indian of Mexican origin (see attached Semillas community survey results). Therefore, curricula are founded upon Native cultural knowledge and intelligence, sources which have been independently cited as successfully contributing to the closing of the achievement gaps for indigenous students as defined by Indigenous Peoples.

Source/Core of Money:

1 See http://www.census.gov/prod/cen2010/briefs/c2010br-02.pdf; According to the U.S. Census Bureau in 2010, “There were 1.2 million people of Hispanic origin who identified as American Indian and Alaska Native, 43% of whom reported multiple races. The majority of Hispanics who reported more than one race within the American Indian and Alaska Native population identified as one of two combinations: American Indian and Alaska Native and White (45%) and American Indian and Alaska Native and Some Other Race (21%).”
Average Daily Attendance, Title I, Title III, After School Education and Safety Program, International Baccalaureate Grant, Asia Society Hanban Confucius Classrooms Grant, Seventh Generation Fund for Indian Development Grant, National Council of La Raza Math Grant

**Lead Petitioners:**
Danny Bramzon, Esq.
Minnie Ferguson, Director of Education, SSC
Marcos Aguilar, Tlayecantzi Executive Director

Has Semillas applied to any other jurisdiction for approval? No

Are there any sister charters? Yes

What innovative elements of your charter could be considered “best practices” and replicated by other schools?

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

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

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

Parent and Community Partnerships
Nevertheless, The educational disadvantages present when we first opened under the trees of El Sereno Park, persist in ways, some believe, too deeply rooted to overcome through a single program, policy or even a single civil rights investigation. To be sure, in 2011, the Office of Civil Rights of the U. S. Department of Education memorialized the systemic educational discrimination prevalent for ‘English Learners’ in the LAUSD.2 Given that of the LAUSD’s almost 500,000 students identified as ‘Latinos’ (about 75% of all LAUSD students), around 200,000 of which are Spanish speakers classified as ‘English Learners’ (or 93% of all ‘English Learners’), the moniker of ‘English Learners’ is certainly a euphemism for the District’s massive Latino student population overall.3 This is important because the main concern of the Department of Education’s Office of Civil Rights investigation was the so-called ‘achievement gap’ between Whites and targeted minorities, not the

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3 According to the CDE’s Dataquest website, “Data for this district is not available since this district did not complete and certify the Spring 2010-11 CALPADS Data Submission. Therefore English learner (EL) data by language or Fluent-English Proficient (FEP) data by language are not available.” In a year when the Office of Civil Rights is investigating the educational discrimination of English Language learners this seems like an unconscionable omission of data. Nevertheless, this data was retrievable from: http://www.ed-data.k12.ca.us/App_Resx/EdDataClassic/ftTwoPanel.aspx?bottom=/_layouts/EdDataClassic/profile.asp?tab=1&level=06&ReportNumber=16&County=19&fyr=1011&District=64733#studentsbyrace/ethnicity.
real educational discrimination reflected by multigenerational levels of institutional failure which have created a school to prison pipeline for Los Angeles youth in general, and for Mexican youth in particular.

Semillas schools began as pilot projects and as community-based schools in an area that serves predominantly Mexican-origin children. Similar to what has been called for by the OCR for African-American students, the purpose of the Xinaxcalmecac 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. This unique approach to the cultural heritage of Indigenous children from multiple national origins, but predominantly for those of Mexican national origin, defines the strength of mission and character Semillas has become known for across the continent.

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

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

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

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

4 http://www.nabe.org/files/Resolutions_summary_LAUSD.pdf
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.”

Semillas posits and answers a fourth question: How ought WE cultivate our children to become better people?

As an Indigenous community-based organization and as a traditional society of Aztec Dancers, Semillas has become an active member of the North American Indigenous Peoples’ Preparatory Caucus for the Permanent Forum of Indigenous Issues of the United Nations convened by the Seventh Generation Fund for Indian Development, to advance the implementation of the United Nations Declaration on the Rights of Indigenous Peoples. As such, our Council of Trustees and our schools’ community of families and students have adopted the Declaration on the Rights of Indigenous Peoples. Therefore, Semillas seeks to further all of the rights outlined in the Declaration with particular attention to the rights of Indigenous parents, and children.

We affirm these rights by including them here:

- **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. 3. 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.

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Introduction to
The Semillas Decade:

The Accomplishments and Achievements of The Decade of Academia Semillas del Pueblo Charter School

ACADEMIA SEMILLAS DEL PUEBLO CHARTER SCHOOL ("Xinaxcalmecac") is a grassroots educational movement organized by Indigenous Mexican educators, supported by Indigenous Mexican parents and emboldened by the spirit of dynamic youth form the families, communities, and barrios of East Los Angeles. Semillas is dedicated to academic excellence, an appreciation of the cultural and intellectual heritage of Indigenous Peoples and the promotion of positive social awareness. We consciously strive to provide students effective and comprehensive pedagogy through a globally inclusive curriculum within a positive, supportive learning environment involving students, teachers, parents and staff. Xinaxcalmecac is a high quality public charter school but perhaps more importantly, it is an organic community-based response to the long-standing needs of our community, and an affirmation of our self-determination. We believe learning best occurs when it is an act of love and the fruit of community.

Self-Assessment

Xinaxcalmecac is deeply committed to providing students, at all levels, with clearly determined continuous self-assessment and reflection. Xinaxcalmecac conducts a school wide review of the school’s operations and facilities, reviews all internal educational/curriculum/student benchmarks through various mechanisms, e.g. International Baccalaureate PYP and MYP continuum, Student Led Conferences, Measuring Up, INSPECT Library Tests and Online Assessment Reporting System (OARS) capturing student data to drive instruction. In addition, all staff members review the California state annual assessment STAR/CST for each content area. The development of a Learning Path Plan (LPP) for each student along with schoolwide goals to increase student academic achievement at every level is addressed yearly. LPP will be evidence by the following:

- Reading placement
- Math courses and performance
- IB student unit reflections and notebooks
- OARS student profiles with assessment data
- Individual growth goals.

This year the focus is not only on isolating student academic achievement; but focusing on the whole child by developing individual school leaders. In other words, all students, teachers, administrators, staff members, parents and community are provided leadership development to encourage and promote active engagement in the school’s overall mission. Everyone in the school and its community are active leaders in their own growth and in support of Xinaxcalmecac’s vision and mission.

What the school does well:

- Offering with fidelity the International Baccalaureate PYP and MYP continuum to all students including English Language Learners and students with special needs
• Consistent specific format for class environment include agenda of instructional focus, standards, essential questions, essential understandings, lines of inquiry, wonder walls, parking lots, graphic organizers and summative assessment across grade levels and classes

• Teachers and administrative staff monitor and create an environment so that students produce inquiry and standards-based grade level work in classrooms.

• Differentiation as evidenced by scaffolding, collaborative grouping, use of technology, and consistency across grade levels and content areas in instruction.

• School culture reveals focused emphasis on developing buy in and practice of the International Baccalaureate learner profile by all stakeholders

• The school consistently analyzes individual student data and provides intervention/support.

• Multiple ways of monitoring student proficiency within classrooms and schoolwide

• Data and performance level is public and transparent and rewarded by administration and classroom teachers

• School has added time to pacing plans to allow time for teachers to reteach concepts based on benchmark assessment results

• The school’s administrators and Executive Director are knowledgeable, reflective and know the school. They have worked well as a team to establish the academic hallmarks of the charter program.

• The school has put in place several educational benchmark assessment programs and is continuing to make progress in the collection and analysis of student achievement data based on those assessments used to guide data-driven instruction.

• Teachers are trained and use the Online Assessment Reporting System and PowerSchool in the collection of student performance and assessments.

• Teachers receive curriculum development support on a daily to weekly basis from the Director of Education/IB Coordinator.

• Teachers have support daily with their lesson planning, instructional delivery and use of effective instructional strategies and technology.

• Staff has available resources, materials, supplies, technology and other needs to be effective educators in the classroom, and provide for student academic achievement.

• The school has developed a small learning environment that is healthy, safe and nurturing. Students feel well-supported academically and emotionally.

• The mission and vision of the school is prevalent. These are communicated throughout the school as they are clearly posted, discussed in classrooms and shared by all.

• Xinaxcalmecac has been focused, creative, and diligent in leveraging grant funds and partnerships so that these can best support student needs and accomplish the mission of the school.

• The school’s governing board is made up of knowledgeable and well-qualified people who hold diverse skill sets needed in leading our school.

• The school has been able to manage resources and enrich student learning.

• The teaching staff at Xinaxcalmecac is enthusiastic, committed and passionate about the school’s mission. They want the best for their students.

**Culturally Relevant Instruction:**

Xinaxcalmecac’s implementation of an international curriculum has been integral to the school program since the school opened.

**Key Accomplishments:**

- All teachers are trained in culturally responsive instructional practices.
  - The implementation of the international curriculum embraces the goal of developing young people who help in the creation of a better and more peaceful world through intercultural understanding and respect

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**CHARTER OF XINAXCALMECAC**

Los Angeles Unified School District Charter School Application | February 2012
- The school utilizes challenging academic programs with international education and rigorous assessments to ensure academic success.
- The school gives priority to students knowing and appreciating their own culture first in fostering their sense of identity with their own traditions and customs.
- Students develop a sense of interest to learn about other people’s customs, traditions and values, which in turn creates respects for others.

**Family-Community-School Partnerships:**

Xinaxcalmecac actively engages families and the community in the life of the school, and students engage in service to the community.

**Key Accomplishments:**

- The school has established a relationship with the LAC+USC Medical Center. Students receive leadership opportunities and are provided leadership training to prepare and present workshops on health and well-being to the school community.
- Students, families and staff perform Tequiyotl (work of the community) on a monthly basis.
- The school administers regular parent and student satisfaction surveys, and uses the collected data to reflect on and improve school practices.
- Parent participation in school events ranges from 80-90% in attendance. This success is attributable to the school providing parent education and involvement events; as well as, sustaining regular communication with parents.

Xinaxcalmecac recently conducted a parent survey that includes the following questions:

- **Do you trace your origin to Mexico, Central or South America?**
  Response: 94.7% (108) of the English Survey participants responded they were from Mexico, and 99% (96) of Spanish Survey participants responded that they were from Mexico.

- **How important is indigenous education to you?**
  Response: 61.1% (69) of the English Survey participants responded extremely important, and 58.8% (57) of Spanish Survey participants responded extremely important. Twenty-eight point three percent 28.3% (32) participants responded very important, and respondents of the Spanish Survey participants indicated 37.1% (36) as very important.

- **Why did you enroll your child/children in Semillas?**
  Response: 71.2% (84) of the English Survey participants responded Multiple language instruction, 65.3% (77) Cultural curriculum, and 54.2% (64) responded International education. 71.4% (70) of the Spanish Survey participants responded Multiple language instruction, 61.2% (60) Cultural curriculum, and 50.0% (49) responded International education.

- **How fairly do the teachers at Semillas treat the student’s parents?**
  Response: 47.3% (53) of the English Survey participants responded Extremely fairly, 41.1% (46) responded Very Fair. 22.1% (21) of the Spanish Survey participants responded Extremely fairly and 57.9% (56) responded Very Fair.

- **How fairly do the teachers at Semillas treat the students?**
  Response: 42.9% (48) of the English Survey participants responded Extremely fairly, 41.1% (43) responded Very Fair. 20.8% (20) of the Spanish Survey participants responded Extremely fairly and 53.1% (51) responded Very Fair.

- **How regularly does your child get the help they need from the staff at Semillas?**
  Response: 33.9% (37) of the English Survey participants responded Extremely regularly, 39.4% (43) responded Very regularly. 38.9% (37) of the Spanish Survey participants responded Extremely regularly and 38.9% (37) responded Very regularly.

- **What do you believe your child has gained from being enrolled in Semillas?**
  Response: 72.1% (80) of the English Survey participants responded Knowledge, 68.5% (76) responded Open-mindedness. 64.5% (60) of the Spanish Survey participants responded Knowledge and 61.3% (57) responded Open-mindedness.

- **What area do you believe has improved the most for your child as a result of enrollment in Semillas?**
Response: 52.7% (58) of the English Survey participants responded Self-Awareness, 47.3% (52) responded College-going attitude. 48.9% (46) of the Spanish Survey participants responded Self-Awareness, and 46.8% (44) responded College-going attitude.

Key Accomplishments:

- Students have a true sense of commitment and ownership of the school, as evidenced by the average attendance rate of 95%.

- Teachers collaborate weekly, either by grade level, by department, or in school leadership committees. They have engaged in rubric design and calibration, examining student work, and classroom learning walks to keep the conversations focused on student needs.

- Teachers and staff have been trained in IB methodologies as well as in the IB program models.

- Students are required to study across a broad and balanced range of knowledge domains including languages, humanities, science and technology, mathematics and the arts, drawing on content from educational cultures across the world.

- The school gives special emphasis to language acquisition and development.

- The school provides student opportunities for engaging in transdisciplinary learning.

- Teachers focus on developing the skills of learning, culminating in a study of the Theory of Knowledge in the Diploma Program.

- The school provides students with opportunities for individual and collaborative planning, and research.

- Teachers include a community service component requiring action and reflection in courses.

Research Based Practices:

Xinaxcalmecac uses curriculum and instructional strategies founded on proven practices. Authentic assessments are used to judge student achievement beyond traditional evaluation instruments. Professional development includes teacher, staff and community coaching to help students meet a more demanding curriculum and to facilitate the support and cooperation of the entire charter school community. Differentiated instruction allows students multiple pathways to absorb information and learning, supporting both low- and high-performing students.

Key Accomplishments:

- Professional Development, support and coaching is provided for individual teacher effectiveness as per Robert Marzano’s research as in the Art and Science of Teaching (2007) which states — research will never be able to identify instructional strategies that work with every student in every class. The best research can do is tell us which strategies have a good chance (i.e. high probability) of working well with students. In other words, individual classroom teachers must determine which strategies to employ with the right students at the right time.” Use of these three general characteristics of effective teaching are articulated in the framework presented:
1. Use of effective instructional strategies
2. Use of effective classroom management strategies
3. Effective classroom curriculum design

**Technology Integration:**
By implementing technology imbedded in the curriculum, Xinaxcalmecac ensures that students learn computer skills while pursuing academic goals.

**Key Accomplishments:**
- The school has successfully managed an E-Rate process and continues to keep the school on the cutting edge of technology integration.
- Key technology applications have been integrated into every classroom, and students are proficient in basic Office applications, graphic design tools, iMovie, and a variety of web search tools. Instruction also focuses on web design and other advanced applications including graphic design.
- 100% of students complete digital projects each year.
- All teachers and students have completed a technology survey that guides technology integration and professional development.

**Supervise and Support Effective Teachers in Every Classroom:**
- As a result of intensive reading instruction through the use of internally developed and implemented strategic plan, Xinaxcalmecac students have posted significant gains in reading proficiency, with some students achieving as much as nine and a half years of grade-level equivalent growth. The overall average growth is nearly 2.5 grade levels across the school. As demonstrated in the Appendix G data tables, the longer students are at School, the greater their reading gains become. Many students have moved from below grade level to reading at or above grade level.
- The school provides constant professional development to teachers, including 2-3 weeks in the summer and at least four Teacher Planning Days (TPD) throughout the year. Furthermore, 2.5 hours are dedicated to professional development and planning every Wednesday. That time is used for whole staff development, and grade level, departmental, and committee meetings. The professional development calendar is created ahead of time in alignment with key instructional initiatives.
- Standards-based instruction is evident in all classrooms. All teachers have analyzed their standards and created standards-based pacing plans and units. Unit boards are posted in every classroom.
- The research-based reading program, combined with constant progress monitoring, has resulted in constant reading gains on the DAR reading assessments (see data summary in Appendix).
- Demonstrating continued growth on the Adequate Yearly Progress measure, Xinaxcalmecac has moved students across bands, from below basic and basic into proficiency. The proficiency rate for English Language Arts was met; however the proficiency rate was not met in Mathematics (see data summary in Appendix).

**Student Achievement**
Xinaxcalmecac has maintained clear and high expectations for its students and their academic achievements. The benchmarks set forth for renewal in the original petition (below) have been met pursuant to AB 1137, which requires Xinaxcalmecac will satisfy at least one of the following student outcomes:

<table>
<thead>
<tr>
<th>Xinaxcalmecac academic performance will be equal to or</th>
<th>Performance</th>
<th>Partial</th>
</tr>
</thead>
</table>

CHARTER OF XINAXCALMECAC
Los Angeles Unified School District Charter School Application | February 2012
better than the academic performance of the LAUSD schools Xinaxcalmecac
students would otherwise attend

| Xinaxcalmecac’s academic performance will be equal to or better than the academic performance of the LAUSD schools in the area containing similar pupil populations |
| stronger in ELA but not equal to or better in Mathematics. (See Appendix E) |
| Partial |

See Appendix for a detailed analysis of Xinaxcalmecac School’s achievement data and performance in comparison to similar and local schools.

**KEY ACCOMPLISHMENTS:**

**Attendance:** Xinaxcalmecac has an average attendance rate of over 95%.

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Enrollment</th>
<th>Average Attendance</th>
<th>%</th>
<th>Average Enrollment</th>
<th>Average Attendance</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>282</td>
<td>270</td>
<td>93.9%</td>
<td>123</td>
<td>150</td>
<td>93.5%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>216</td>
<td>206</td>
<td>95.2%</td>
<td>161</td>
<td>152</td>
<td>94.7%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>178</td>
<td>165</td>
<td>96%</td>
<td>133</td>
<td>130</td>
<td>98%</td>
</tr>
</tbody>
</table>

Average daily attendance has increased over the last three years to an impressive 96% in grades K-5 and 98% in grades 6-8 in the 2011-2012 school year. This increase reflects the various school-wide efforts to create a positive school climate, an engaging academic curriculum and the implementation of multiple academic intervention strategies.

**English Learner Redesignation and Reclassification:**

Xinaxcalmecac effectively redesignated 17 out of 88 students in the 2010-2011 school year.

<table>
<thead>
<tr>
<th>Year</th>
<th>Student Population</th>
<th>Percent of English Learners</th>
<th>Percent of Redesignation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>314</td>
<td>36%</td>
<td>19%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>345</td>
<td>29%</td>
<td>33%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>401</td>
<td>19%</td>
<td>40%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>377</td>
<td>22%</td>
<td>22%</td>
</tr>
</tbody>
</table>
Xinaxcalmecac uses the following LAUSD criteria for reclassifying English Language Learners:

A. The student has an Annual CELDT overall performance level of 4 or 5 with skill area scores of 3 or higher in Listening, Speaking, Reading and Writing.
B. The student scores Basic or above on the ELA section of the CST.
C. The student is judged successful in a mainstream English program based on a grade of C or better in English or ESL 3/4.
   a. Note: Grade-level English 2.5 credit classes and intervention courses are excluded from the reclassification criteria.

Academic Challenges in Mathematics:

2011 CST Results
In 2010-2011, Xinaxcalmecac met all participation rate criteria for mathematics. Data indicates that 22% of students scored proficient or advanced and therefore did not meet 2011 AYP criteria in math. Xinaxcalmecac did not meet the target for the Annual Measurable Objectives (AMOs).

Academic Challenges:

Although we made slight gains in math over the past year, it continues to be an overall challenge for Xinaxcalmecac. Currently, Xinaxcalmecac is in the middle of taking a SWAT Team approach to breaking this historical barrier. On September 12th all members of met to jointly participate in a Professional Learning Community to design a schoolwide action plan to end this trend. Every team designed and shared strategies that will help support the math department. Some of the items in the action plan include but are not limited to the strategies listed below:
• All employees will own the math outcomes of our students.
• We will continue to hold our big hairy audacious goal of having all 8th grade students take Algebra 1, however, we scaffold and provide support through after school tutoring to provide support to all students scoring below and far below basic in Math.
• Office staff provides students, while waiting in the office, math facts sheets to continue to encourage learning in math content area.
• All content area teachers have developed strategies to incorporate math in their subject areas so that students can apply math in a real tangible manner. The teachers have termed it, — Bringing Math to Life!
• Math Teachers continue to collaborate across grade levels.
• Send Math team to the California Mathematics Council Conference held in November.

Benchmarks for Renewal

CST Mathematics data for 2010-11 indicates that 22% of Xinaxcalmecac students scored proficient/advanced while the Resident Schools Median of students scored proficient/advanced was 53%. Therefore, Xinaxcalmecac will meet or exceed the Resident Schools Median of students scoring proficient/advanced in Mathematics based on the CST scores for the 2012-13 school year. The Charter Schools Division will monitor this through its ongoing oversight.

CST Mathematics data for 2010-11 indicates that 78% of Xinaxcalmecac’s students scored Below Basic and Far Below Basic while the Resident Schools Median of students scoring Below Basic and Far Below Basic was 47%. Therefore, Xinaxcalmecac will have a lower percentage of students scoring Below Basic and Far Below Basic in Mathematics than the Resident Schools Median based on CST scores for the 2012-13 school year. The Charter Schools Division will monitor this through its ongoing oversight.

CST Mathematics data in the area of Algebra for 2010-11 indicates 3.45% of Xinaxcalmecac students scored proficient/advanced. Xinaxcalmecac will increase the percentage of students scoring proficient/advanced in Algebra to at least 40% based on CST scores for the 2012-13 school year.

As part of its annual review, Xinaxcalmecac will provide a written in-depth analysis of its CST proficiency rates in math for each of its subgroups. If AYP proficiency is unmet for any subgroup, Xinaxcalmecac will also provide rationale for performance and a strategic plan (with timelines and individuals responsible) for increasing performance levels. This analysis will be submitted at least one week prior to the scheduled annual review for Division analysis.

Prior to its next renewal (using the most recent data in the year of renewal), Xinaxcalmecac will have a reclassification rate that meets or exceeds the District's rate.

Academic Growth

All data is disaggregated to show how sub-groups; e.g. English Language Learners (ELLs), non-ELLs, mobility, gender, etc. perform. The school Administrator, staff, and teachers are held accountable to the Board for meeting the school outcome goals, Xinaxcalmecac Charter School will pursue the following outcome goals.

Outcome Goals:

Enrollment Growth

The chart below clearly outlines that Xinaxcalmecac has experienced consistent growth in student enrollment. A variance of five students and a gain of another five students is the trend.
API Growth for 2010-2011

Xinaxcalmecac experienced a significant population change from the 2009-10 to 2010-11 school years in the socioeconomically disadvantaged subgroup based on the National School Lunch Program (NSLP) eligibility. The population significantly increased by 16.7% based on 83% eligibility in 2010 with 265 eligible out of 319 students to 96.9% eligibility in 2011 with 288 eligible out of 297 students.

Anahuacalmecac also experienced a significant population change in the socioeconomically disadvantaged subgroup based on the NSLP eligibility. The population significantly increased by 15.3% based on 78.8% eligibility in 2010 with 57 eligible out of 73 students to 90% eligibility in 2011 with 81 eligible out of 90 students. Additionally, the students with disabilities subgroup population significantly increased by 62% based on 9.6% eligibility in 2010 with 7 eligible out of 73 student to 15.6% eligibility in 2011 with 14 out of 90 students.

The state corroborates the negative impact such a change can have on the Academic Performance Index and has approved the withholding of 2010 and 2011 API comparisons for Academia Semillas del Pueblo and Anahuacalmecac University Preparatory High School performance data as evidenced by the CDE’s response below:

To be sure in a letter dated, September 1, 2011, a representative of the Academic Accountability and Psychometrics Unit of the California Department of Education noted, “that a significant student population change in the socioeconomically
disadvantaged subgroup did occur at both schools. Therefore, your request to withhold API comparisons…has been approved.\textsuperscript{10}

Our educational model is truly a K-12. Therefore any analysis of our educational performance must high school academic achievement. Towards this point, a significant measure of academic success over time for Xinaxcalmecac is reflected in student academic achievement on standardized exam measures within API and AYP. The educational outcomes of our primary and middle years programs are reflected by the levels achievement of our high school. Whereas, close to 75% of students currently enrolled in Anahuacalmecac International University Preparatory High School are formerly Xinaxcalmecac students. A better measure of Xinaxcalmecac’s success is the measure of performance of our students over time in high school as compared to all high schools in the State of California as indicated in the chart.

\begin{table}[h]
\centering
\begin{tabular}{|c|c|}
\hline
Year & API Statewide Rank \\
\hline
2008 & Base \\
2009 & 6 \\
2010 & 5 \\
\hline
\end{tabular}
\caption{Special Education Results Summary}
\end{table}

\textsuperscript{10} 9-1-2011 Correspondence from the Academic Accountability and Psychometrics Unit of the California Department of Education.
Element 1.\textsuperscript{11}

The Educational Program

Affirmation

As the authorized representative of the applicant for renewal, I hereby certify that the information submitted in this application for the renewal of the charter for the Xinaxcalmecac Academia Semillas del Pueblo (“Xinaxcalmecac”), to be located within the Los Angeles Unified School District (“District”) boundaries, is true to the best of my knowledge and belief. I also certify that this application does not constitute the conversion of a private school to the status of a public charter school. Further, I understand that if awarded the renewal of the charter, Xinaxcalmecac is committed to the following affirmations:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- Not discriminate against any student on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC47605(d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Not require any child to attend the Xinaxcalmecac Academia Semillas del Pueblo nor any employee to work at the charter school.
- In accordance with Education Code Section 47605(d)(3)], if a pupil is expelled or leaves the Xinaxcalmecac Academia Semillas del Pueblo without graduation or completing the school year for any reason, the Xinaxcalmecac Academia Semillas del Pueblo 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.

\textsuperscript{11} “A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an ‘educated person’ in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” Ed. Code § 47605 (b)(5)(A)
## Facility Status/Location

<table>
<thead>
<tr>
<th>Grade</th>
<th>Location</th>
<th># of Classrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-5</td>
<td>4970 Huntington Dr. North&lt;br&gt;Los Angeles, CA 90032</td>
<td>Open Space Classrooms, 1 Office</td>
</tr>
<tr>
<td>6-8</td>
<td>4990 Huntington Dr. North&lt;br&gt;Los Angeles, CA 90032</td>
<td>Open Space Classrooms, 3 Offices, 1 Parent Center, 1 Multipurpose</td>
</tr>
<tr>
<td>9-12</td>
<td>4736 Huntington Dr. South&lt;br&gt;Los Angeles, CA 90032</td>
<td>Open Space Classrooms, 3 Offices, 1 Parent Center, 1 Multipurpose</td>
</tr>
</tbody>
</table>

Contact: Marcos Aguilar, Executive Director
The Term of this charter shall be from July 1, 2012 through June 30, 2017

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>45</td>
<td>50</td>
<td>70</td>
<td>70</td>
<td>75</td>
</tr>
<tr>
<td>1</td>
<td>40</td>
<td>60</td>
<td>70</td>
<td>65</td>
<td>65</td>
</tr>
<tr>
<td>2</td>
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<tr>
<td>3</td>
<td>48</td>
<td>57</td>
<td>75</td>
<td>75</td>
<td>65</td>
</tr>
<tr>
<td>4</td>
<td>38</td>
<td>67</td>
<td>75</td>
<td>75</td>
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</tr>
<tr>
<td>5</td>
<td>38</td>
<td>57</td>
<td>85</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>6</td>
<td>48</td>
<td>57</td>
<td>75</td>
<td>85</td>
<td>75</td>
</tr>
<tr>
<td>7</td>
<td>58</td>
<td>62</td>
<td>75</td>
<td>75</td>
<td>85</td>
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<tr>
<td>8</td>
<td>63</td>
<td>72</td>
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<tr>
<td>9</td>
<td>38</td>
<td>77</td>
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<td>80</td>
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</tr>
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<td>10</td>
<td>58</td>
<td>57</td>
<td>95</td>
<td>90</td>
<td>85</td>
</tr>
<tr>
<td>11</td>
<td>28</td>
<td>42</td>
<td>75</td>
<td>95</td>
<td>90</td>
</tr>
<tr>
<td>12</td>
<td>28</td>
<td>42</td>
<td>60</td>
<td>75</td>
<td>95</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>570</td>
<td>760</td>
<td>1000</td>
<td>1000</td>
<td>1000</td>
</tr>
</tbody>
</table>

The grade configuration is Grades K-12.
The number of students in the first year will be 500.
The scheduled opening date of the Xinaxcalmecac Academia Semillas del Pueblo is September, 2012, this is a charter renewal.

**THE ADMISSION REQUIREMENTS INCLUDE:**

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

The instructional calendar will be: August through June
Xinaxcalmecac Academia Semillas del Pueblo will be open to all students residing in California that wish to attend the school. Xinaxcalmecac Academia Semillas del Pueblo 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. Xinaxcalmecac Academia Semillas del Pueblo is located in the El Sereno neighborhood and specifically serves the students in this population – traditionally low-achieving and socioeconomically disadvantaged students.

(Refer to Element 8 for details on Admissions Requirements)
Instructional Calendar

Xinaxcalmecac Academia Semillas del Pueblo has a longer school than traditional public schools in order to allow for more time for learning and community activities. The school has 180 instructional days. The administrators and Board of Directors determine specific calendar dates and hours on an annual basis. A brief summary of school calendar for the 2011-2012 school year is as follows:

**Academic Calendar/Sample Daily Schedule**

**Below is the proposed instructional school calendar:**

**Instructional School Calendar (2012 – 2013)**

<table>
<thead>
<tr>
<th>First Day of Instruction</th>
<th>August 14, 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last Day of Instruction</td>
<td>June 4, 2013</td>
</tr>
<tr>
<td>Holidays</td>
<td></td>
</tr>
<tr>
<td>Labor Day</td>
<td></td>
</tr>
<tr>
<td>Veteran’s Day</td>
<td></td>
</tr>
<tr>
<td>Thanksgiving Holiday</td>
<td></td>
</tr>
<tr>
<td>Martin Luther King Jr.</td>
<td></td>
</tr>
<tr>
<td>President’s Day</td>
<td></td>
</tr>
<tr>
<td>International Workers Day</td>
<td></td>
</tr>
<tr>
<td>Memorial Day</td>
<td></td>
</tr>
</tbody>
</table>
### Sample Weekly Schedule

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tai Chi</td>
<td>Inquiry Teams I,II,III,IV,V,VI, VII, VIII</td>
<td>Mathematics (90 minutes)</td>
<td>Mathematics (80 minutes)</td>
</tr>
<tr>
<td>Mathematics (136 minutes)</td>
<td>Mathematics (75 minutes)</td>
<td>(English)</td>
<td>(English)</td>
<td>(English)</td>
</tr>
<tr>
<td>(Spanish)</td>
<td>Language Arts (85 minutes)</td>
<td>Language Arts (75 minutes)</td>
<td>Language Arts (85 minutes)</td>
<td>Language Arts (80 minutes)</td>
</tr>
<tr>
<td>(English)</td>
<td></td>
<td>(English)</td>
<td>(Spanish)</td>
<td>(English)</td>
</tr>
<tr>
<td>Social Science (85 minutes)</td>
<td>Social Science (75 minutes)</td>
<td></td>
<td>Social Science (85 minutes)</td>
<td>Social Science (80 minutes)</td>
</tr>
<tr>
<td>(English)</td>
<td></td>
<td>(Spanish)</td>
<td>(Spanish)</td>
<td>(English)</td>
</tr>
<tr>
<td>Science (85 minutes)</td>
<td>Science (75 minutes)</td>
<td></td>
<td>Science (90 minutes)</td>
<td>Science (80 minutes)</td>
</tr>
<tr>
<td>(Spanish)</td>
<td></td>
<td></td>
<td>(Spanish)</td>
<td>(English)</td>
</tr>
<tr>
<td>Danza (63 minutes)</td>
<td>Mandarin (75 minutes)</td>
<td></td>
<td>Nahuatl (52 minutes)</td>
<td>Mandarin (68 minutes)</td>
</tr>
<tr>
<td>42 students</td>
<td>(Spanish)</td>
<td></td>
<td>(Spanish)</td>
<td>(English)</td>
</tr>
<tr>
<td></td>
<td>Nahuatl (75 minutes)</td>
<td></td>
<td></td>
<td>Nepohualtzintzin (52 minutes)</td>
</tr>
<tr>
<td></td>
<td>(Spanish)</td>
<td></td>
<td></td>
<td>(Spanish)</td>
</tr>
</tbody>
</table>

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

In addition, Xinaxcalmecac shall offer, at a minimum, the same number of minutes of instruction set forth in paragraph (1) of subdivision (a) of Education Code Section 47612.5 for the appropriate grade levels.
**Sample K-5 Daily Schedule / Horario del día 2011-2012**

### Bell Schedules (K-5)

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

### Wednesday Schedule/Horario del miercoles

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

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

#### Bell Schedules (6-8)

<table>
<thead>
<tr>
<th>Time</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:43 am</td>
<td>Morning call to gather</td>
</tr>
<tr>
<td>7:45 am-7:50 am</td>
<td>Morning Cultural Protocols / Protocolos Culturales</td>
</tr>
<tr>
<td>7:52 am-8:10 am</td>
<td>YO: Yehc Ohtzintle (Dreaming Time)</td>
</tr>
<tr>
<td>8:12 am – 9:21 am</td>
<td>Period 1</td>
</tr>
<tr>
<td>9:23 am – 10:33 am</td>
<td>Period 2</td>
</tr>
<tr>
<td>10:35 am – 10:50 am</td>
<td>Break / Receso</td>
</tr>
<tr>
<td>10:52 am – 12:02 pm</td>
<td>Period 3</td>
</tr>
<tr>
<td>12:04 pm – 12:41 pm</td>
<td>Lunch / Almuerzo</td>
</tr>
<tr>
<td>12:43 pm – 1:01 pm</td>
<td>YO: Yehc Ohtzintle (Dreaming Time)</td>
</tr>
<tr>
<td>1:03 pm – 2:13 pm</td>
<td>Period 4</td>
</tr>
<tr>
<td>2:15 pm – 3:30 pm</td>
<td>Period 5 The Escalante Math Program / Programa de Matemáticas</td>
</tr>
</tbody>
</table>

**CHARTER OF XINAXCALMECAC**

Los Angeles Unified School District Charter School Application | February 2012
**Wednesday Schedule / Horario del miércoles**

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

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

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

**Bell Schedule (9-12)**

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

**Wednesday Schedule / Horario de miercoles**

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

<table>
<thead>
<tr>
<th>Time</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:43 am</td>
<td>Morning call to gather</td>
</tr>
<tr>
<td>7:45 am-7:50 am</td>
<td>Morning Cultural Protocols / Protocolos Culturales</td>
</tr>
<tr>
<td></td>
<td>School Day Begins / Comienzo del día escolar</td>
</tr>
</tbody>
</table>
Student Population

Our students

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

ASDP STUDENTS BY RESIDENCE

The majority of our students reside in the neighborhoods of metropolitan East Los Angeles from El Sereno in the north to the famous barrios surrounding Whittier Boulevard in the south. Of the Los Angeles metropolitan...
statistical area’s (MSA) over 5,700,000 Hispanics, over 43% have been identified as ‘foreign-born’ and of all youth in the area under 18 are identified as Hispanic. Not surprisingly of these, almost 80% of ‘Hispanics’ in Los Angeles are of Mexican national origin. In sum, almost fifty percent of all Los Angeles MSA residents are of Mexican national origin. Consistent with Semillas findings in our community, according to federal U.S. sources, at least 90% of Mexicans are of “Amerindian or mixed Amerindian ethnicity”.\textsuperscript{12}

According to an analysis of new data from the U.S. Census Bureau by the Pew Hispanic Center, a project of the Pew Research Center, in 2010, 37.3% of poor children were Latino, 30.5% were white and 26.6% were black. Accounting for the fact that there are four times as many white people in the United States as there are ‘Latinos’, the percentage is grossly disproportionate.\textsuperscript{13} In light of this fact, the achievement gap becomes readily re-defined as one of a struggle for human survival for children facing both economic and intellectual subjugation. For Indigenous people from Mexico who have migrated north to the United States for work however, this struggle is for more than bread and water, it is a struggle for self-determination and ‘survivance’: “the human drive for education and the important purpose of exposing worldviews and epistemologies in education”.\textsuperscript{14}

At Xinaxcalmecac, over 90% of our students qualify for inclusion in the federal National School Lunch Program. Over 35% of parent respondents to the Semillas 2011 Winter Community Consulta reported being unemployed or disabled, with over 44% of Spanish speaking respondents reporting being unemployed. According to the 2010 U.S. Census, the median annual personal earnings of ‘Hispanics’ in the Los Angeles MSA is $20,000 and 25% of this population have less than a high school degree.\textsuperscript{15}

\textsuperscript{12} https://www.cia.gov/library/publications/the-world-factbook/geos/mx.html
## OCTOBER 2010 CALPADS DEMOGRAPHICS WITH COMPARISON SCHOOLS

This page displays K-12 enrollment number and percentages of select subgroups as of October 2010 Census Day. % of English Learners (ELs) is calculated by dividing the total number of ELs reported on the March 2011 Language Census by the October 2010 Census enrollment number.

<table>
<thead>
<tr>
<th>LD</th>
<th>BD</th>
<th>Loc Code</th>
<th>School</th>
<th>Total Enroll #</th>
<th>% F/R Meal</th>
<th>% GATE</th>
<th>% EL</th>
<th>% Hisp.</th>
<th>% White</th>
<th>% AF Amer</th>
<th>% Asian</th>
<th>% Fill.</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>R</td>
<td>2202</td>
<td>ACAD SEMILLAS PUEBLO</td>
<td>377</td>
<td>95%</td>
<td>0%</td>
<td>22%</td>
<td>94%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

### LAUSD Similar Schools from CDE

<p>| | | | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>7</td>
<td>1</td>
<td>7116</td>
<td>BRIGHT EL</td>
<td>724</td>
<td>100%</td>
<td>7%</td>
<td>35%</td>
<td>79%</td>
<td>0%</td>
<td>21%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>3192</td>
<td>COMMONWEALTH EL</td>
<td>866</td>
<td>100%</td>
<td>5%</td>
<td>54%</td>
<td>73%</td>
<td>1%</td>
<td>6%</td>
<td>7%</td>
<td>10%</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>3288</td>
<td>CRESCENT HTS L/A/S/I</td>
<td>401</td>
<td>72%</td>
<td>7%</td>
<td>18%</td>
<td>39%</td>
<td>2%</td>
<td>58%</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
<td>3493</td>
<td>DYER EL</td>
<td>815</td>
<td>86%</td>
<td>5%</td>
<td>52%</td>
<td>97%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
<td>3541</td>
<td>EL DORADO EL</td>
<td>595</td>
<td>84%</td>
<td>4%</td>
<td>51%</td>
<td>95%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>4534</td>
<td>HILLSIDE EL</td>
<td>420</td>
<td>100%</td>
<td>4%</td>
<td>44%</td>
<td>88%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>10%</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>4945</td>
<td>LORENA EL</td>
<td>757</td>
<td>100%</td>
<td>3%</td>
<td>47%</td>
<td>99%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>5205</td>
<td>MAYBERRY EL</td>
<td>385</td>
<td>74%</td>
<td>3%</td>
<td>33%</td>
<td>81%</td>
<td>2%</td>
<td>4%</td>
<td>5%</td>
<td>8%</td>
</tr>
</tbody>
</table>

### LAUSD Similar Schools from CDE Median

<p>| | | | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>2</td>
<td>7640</td>
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**CHARTER OF XINAXCALMECAC**

Los Angeles Unified School District Charter School Application | February 2012
### Achievement

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School Culture

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

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

Typical School Day

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

A LOOK INTO THE CLASSROOM

Instructional Program

International Consciousness, Indigenous Regeneration

Xinaxcalmecac is dedicated to ensuring that students become self-motivated, competent, lifelong learners by making education purposeful, social and transformative to both the individual learner and one’s community. Our vision of
a school community and our pedagogical ideals and concepts are founded upon by
the legacy of Indigenous Mexican education. Ancestral Mexican schooling ethos
embodied social ideals and appreciations intended to develop the child as a
complete person and as a civically responsible member of a human collective.
Indigenous Mexican schools organized pedagogy, curriculum, administrators,
teachers and sites as a part of collectivist societies that instilled individual
autonomy in children. The indigenous heart of our vision is a repossession of an
identity denied from our children in standard schools. Los Angeles continues to be
a part of indigenous cultural networks and among its diverse children are
Indigenous ones who will be part of the next century. Thus, the indigenous ought
to be addressed positively and consciously.

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

To Indigenous peoples, maternal language is fundamental to a complete and just
education. As Mark Warford, Ph.D. writes in his report to the Stabilizing
Indigenous Languages Symposium, “Language is a living thing; it is the very core
of our cultural identity. Sensing its power, colonizers have systematically sought
to control or even eradicate it among those they colonize, often with great success.
Psycholinguistic pedagogies, rooted in Western Rationalist thought, have served as
a tool in this process by abstracting and decontextualizing the way we view
language teaching and learning to the point that its inherently cultural nature has
been minimized, if not excised. The teaching of indigenous languages, as is the
case with the teaching of all languages, cannot and should not ever be divorced
from its vibrant cultural heritage.” 16 Warford speaks to the importance of
Indigenous language survival, a central tenet to the mission of Xinaxcalmecac, and
a focus of our educational protocols.

The Xinaxcalmecac community has inherited Nahuatl as a mother language.
Parents of Xinaxcalmecac students reaffirmed the importance of teaching and

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learning Nahuatl in school through various means, most notably, through a plebiscite conducted on December, 2011. Warford concludes that, “Narrative Language Pedagogy, with its emphasis on language learning as an authentic conversation, is a natural application of a social view of language instruction. Though the model may not repair centuries of linguistic colonization, it may serve to open spaces for deeper levels of linguistic and cultural proficiency that give equal weight to non-Western ways of speaking and knowing, one classroom at a time.”17 To address this Xinaxcalmecac begins with the practice of identifying the epistemology of our lessons, our lines of inquiry and our assessments.

**Inquiry-based Education: The International Program**  

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

A commitment to maternal language enrichment and international language fluency is a historic driver of the Semillas design of international education. The United Nations has promoted the observance of an International Mother Language Day in February every year since 2000 to honor the world’s many languages and to remember the struggles of those who speak languages other than a country’s dominant language. “Languages are the most powerful instruments of preserving and developing our tangible and intangible heritage. All moves to promote the dissemination of mother tongues will serve not only to encourage linguistic diversity and multilingual education but also to develop fuller awareness of linguistic and cultural traditions throughout the world and to inspire solidarity based on understanding, tolerance and dialogue.”19 In 2011, the IB release a research-based position paper on language education called the, “Language and learning in IB Programmes”. Among other things, the IB asserts that, “IB programmes offer a variety of opportunities for the development of multilingualism, recognizing that:

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

The IB embraces this valuable potential and the need for guidelines for schools on the best practices.”20

Through an international curriculum, Xinaxcalmecac also seeks to influence the critical development of the child by developing a different sense of self and new attitudes towards self. Xinaxcalmecac’s implementation of an international curriculum has been integral to the school program since the school opened. However, in 2006, Xinaxcalmecac 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

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17 ibid  
18 Please see http://www.ibo.org As an authorized IB World School the Charter quotes extensively from IBO materials to describe its programs.  
20 “Primary Years Programme, Middle Years Programme and Diploma Programme Language and learning in IB programmes” 2011
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 Xinaxcalmecac’s teachers and staff have been trained in IB methodologies as well as in the IB program models. In August of 2009, Xinaxcalmecac 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.

Each program:

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

The implementation of the international curriculum at Xinaxcalmecac 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.”21 Thus the IB program utilizes challenging academic programs with international education and rigorous assessments to ensure academic success. 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, they develop a sense of interest to learn about other people’s customs, traditions and values, which in turn creates respects 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 they are life long learners.

Learning is best facilitated when students are learning within a suitable learning environment. As students are engaged in single subject and transdisciplinary instruction, students at Xinaxcalmecac receive instruction in an open space environment. This atmosphere engages everyone to recognize their surroundings and understand their relationship to the classroom areas. It promotes a sense of

21 http://www.ibo.org/mission/
collective learning and instills a communal responsibility for the shared instruction space.

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

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

2. What are the cornerstones of the PYP?

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

These five elements are:

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

3. Why Inquiry?

"Learning is a process of finding patterns that connect". 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

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22 Bateson, 1972.
presented through the Program of Inquiry. In different ways, all students at Xinaxcalmecac are engaged in open-ended, relevant, student-centered activities that allow them to explore the essential elements embedded in the program. The traditional subject areas, such as math, science, language arts, and social studies provide students and teachers with a perspective, but the true and universally applicable learning will be the ability to ask purposeful questions, make connections and ultimately to understand the concepts driving the Unit of Inquiry.

4. Middle Years Program (MYP): A Description

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

5. Vision and Philosophy

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

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

6. Middle Years Program Methodology

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

- Approaches to Learning:
  > How do I learn best?
  > How do I know?
  > How do I communicate my understanding?
- Community and Service:
  > How do we live in relation to others?
  > How can I contribute to the community?
  > How can I help others?

- Human Ingenuity:
  > Why and how do we create?
  > What are the consequences?

- Environment:
  > Where do we live?
  > What resources do we have or need?
  > What are my responsibilities?

- Health and Social Education:
  > How do I think and act?
  > How am I changing?
  > How can I look after myself and others?

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

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

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

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

The last Area of Interaction of the MYP curriculum model is that of Health and Social Education. This area deals with physical as well as social and emotional
health and intelligence. These are all integral components of development leading to complete and healthy lives.

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

**Personal Project**

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

The Personal Project is carefully monitored by an MYP teacher mentor, and in some instances, an additional mentor who is an expert on the project topic. The student’s in-depth study is carefully assessed with the Personal Project Assessment Criteria set forth by the IB. The project must demonstrate knowledge of the subject as well as demonstrate mastery of at least one of the five areas of interaction. The student’s engagement in the extensive Design Cycle (investigate, design, plan, create, evaluate) is carefully documented in a process journal, which is a component of the project itself. The final project may be represented in various forms, such as: a research paper presented to a community organization, a play written and presented to a local elementary school, or a 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 the Diploma Program.

**Diploma Program (DP): A Description**

The Diploma Program is a rigorous two-year curriculum, which will be offered to all students in grades 11-12. Participation in the program leads to a qualification that is widely recognized by the best universities around the world. Through the DP, students are challenged to learn beyond the compilation of facts. The DP prepares students to think critically, identify strategies for learning, develop a strong sense of their own identity and culture, as well as develop comprehensive global communication skills. The program aims to educate the whole person, emphasizing intellectual, personal, emotional and social growth.

The IB diploma facilitates access to higher education. International recognition of the program enables institutions of higher education to understand the level of university preparation that an IB Diploma Program student possesses. Moreover, students receive university credit, through IB exams, and have the potential of beginning a university education as a sophomore. Furthermore, according to IBO, “IB students routinely gain admission to some of the best known universities in the world.”

**Vision and Philosophy**

The philosophy of the program is based on four guiding principles:
• The need for a high school education that establishes the essential knowledge and critical thinking skills that promote the opportunity for a higher education,

• The urgency for a significant development of international consciousness that enriches the future of social justice,

• The need for the subjects of study to align with the interests and capacities of each student, while maintaining the high level expectations of the curricular framework.

• To prepare students to become effective participants in the rapidly changing 21st century society, by not only equipping them with the necessary skills and the learning dispositions, but also the ability to manage and influence change in a knowledge society.

Moreover, it is fundamental that the academic program be demanding, yet broad and balanced, to further the personal development of each student. Through the development of skills such as critical thinking, reflecting, researching, and other independent learning skills, students will inherently promote intercultural understanding. Through access to Advanced Placement courses, the IB Diploma Program and its complement, the IB Career-related Certificate, students will achieve the necessary qualifications of a globally recognized university education.

Textbooks/Instructional Resources

Xinaxcalmecac uses a state approved reading program in grades K-2 and various different state approved reading textbooks in the remaining grades.

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

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

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

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

Humanities
Publisher:
- McDougal Littell

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

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

E. Defining An Indigenous World School

RECRUITING QUALIFIED TEACHERS

Currently 100% of Xinaxcalmecac’s teachers and paraprofessionals are NCLB Act compliant. For the last two years, Xinaxcalmecac 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 Xinaxcalmecac. An interview committee, separate from the recruitment committee, but also consisting of teachers, administrators, other certificated and classified staff, interview candidates and invite selected candidates back to present lessons in core subject areas. Candidates are observed by this same committee and recommended for hire to the Board of Directors.
The Xinaxcalmecac selects its own staff and is deemed the exclusive public employer of its employees for the purposes of the Educational Relations Act (EERA). The selection procedure does not discriminate on the basis of affiliations, political or religious acts or opinion, race, national origin, ancestry, gender, actual or perceived sexual orientation, marital status, disability or age. Staff racial-ethnic balance continues to comply with federal laws requiring that no teaching staff be identified as intended for students of a particular race, color or national origin. The Code of Ethics, adapted from Title 5, California Education Code, Section 80130, applies to all staff, full and part-time.

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

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

**Professional Development**

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

We draw upon professional experts, LAUSD personnel, as well as our own teaching staff’s strengths and resources to lead our professional development. However, instead of obtaining presenters in different areas in a piecemeal fashion, Xinaxcalmecac has obtained the services of a curriculum specialist and expert on the Primary Years Program to assist consistently over a period of time with Xinaxcalmecac’s prioritized needs for professional development. Our professional development system includes:
• Mentoring by administrator’s
• Class release time to observe other teachers within the school and in other high performing schools
• Professional Development Educator Committee identifies teacher presenters based on the needs and requests identified in the annual survey
• Participation of lead teachers and administrators in LAUSD sponsored workshops on topics such as English Language Learners, Special Education, Socio-Economically Disadvantaged students, STAR testing, and other key topics
• Our collective of teachers meets once a week for school wide curriculum planning and on-going professional development based on research validated strategies on topics such as:
  > Literacy, numeracy and science education
  > Early Intervention for intensive learners exhibiting difficulties in specific areas
  > English Language Learners
  > Socio-economically disadvantaged students
  > API labeled ‘Hispanic’ student population
  > Advanced Learners (Gifted)
  > Students with Special Needs

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

Additionally, implementation of the International Baccalaureate (IB) program provides a clear framework for continuity of school wide professional development. All PYP and MYP classroom teachers are trained in the theories and strategies of the IB programs. Professional development will provide time for grade levels to vertically articulate and discuss how learning builds from one year to another. The school’s curriculum framework requires for teachers to plan cooperatively within grade level teams and across the grade levels as one unified school team. IB provides a framework to ensure a developmentally appropriate continuum of knowledge built through transdisciplinary units of inquiry. The framework provides a structure for ensuring that transdisciplinary themes are not repeated but that one understanding builds upon another throughout grade levels.
Teachers and specialist staff come together across grade levels to plan the 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 in grade level teams for detailed planner writing for six-week units of inquiry, lessons, activities, and assessments related to their respective unit on a weekly basis.

Language Enrichment: Purpose, Goals & Unique Qualities

The Maternal Language Enrichment school wide methodology to be implemented by Xinaxcalmecac 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 website23, most schools in the East Los Angeles area serve close to or above 60-70% Spanish language speakers (ELL’s). Moreover, based on our informed judgment and experience we believe that the majority of the 30-40% English language speakers (EO’s) have family members, often their own parents, who speak Spanish as a primary language as well. In addition, a significant number of Mexican families in Los Angeles also speak a native language as a maternal language, others as a second language and yet others as their only language. The presence of this linguistic diversity will add depth and strength to the Maternal Language Enrichment process at Xinaxcalmecac.

Xinaxcalmecac embraces this linguistic diversity in several ways. Our adaptation of the 90-10 model of Maternal Immersion will be modified in order to include English-speaking students at different levels of fluency. We expect Chicano (Mexican families with more than one generation of residency in the U.S.) families will bring a powerful purpose of our school to the forefront of our work: the reclamation of forgotten culture and language. The Dual Language Enrichment methodologies are based upon a 90/10 model of language instruction whereby Spanish language speakers (ELL’s) and English language speakers (EO’s) are integrated in the same classroom with the goal of academic excellence and bilingual fluency for both language groups. This model is based on the research of successful bilingual education programs that have shown high rates of academic success in both English and Spanish24. 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:

23 www.lausd.k12.ca.us
• To develop high levels of communicative and academic second language proficiency
• To maintain and develop primary language skills
• To develop average to superior progress in all curricular areas
• To develop an understanding, positive attitudes and acceptance of oneself, as well as the diversity of languages and cultures represented in the community

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

**Gifted and Talented Students (GATE)**

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

**Students Achieving Below Grade Level**

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

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.

F. The International Curriculum

Why an international curriculum?

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

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

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

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

Any career-related studies taken by students as a complement to the IBCC must allow the student, on successful completion, to enter either employment or to progress to further study or higher education. In his paper Constructing a Core Curriculum for Vocational Education in an IB Context (2003), John Munro describes career-related studies as providing the “range of broad employment-related competencies which ... provide the basis for (1) effective participation in emerging forms of work and work organizations; (2) access to a range of education and training pathways, both initially and subsequent to commencing employment; (3) improved flexibility and mobility in employment; and (4) effective participation in adult life generally”. 25

As explained elsewhere in this charter, the IB program is a continuum from kinder through 12th grade. Xinaxcalmecac will implement the program from 9th through 12th grade. This means all students will take IB Middle Years Program curriculum in 9th and 10th grades and a University of California approved A-G curriculum matrix inclusive of IB Diploma Program curriculum in 11th and 12th grades with alternative offerings for IB Career-related Certificates and Advanced Placement courses. It is our goal for all of our students to earn an IB Diploma. While it is true that all may not earn an IB Diploma, Semillas Sociedad Civil has already set in motion several elements of our master plan to support that goal. These include the following:

1. In our school’s second charter term, Xinaxcalmecac, has already gained authorization as an IB World School to offer the IB Primary Years Program to begin IB Diploma program preparation in kinder.
2. Likewise, Xinaxcalmecac is also already authorized to offer the Middle Years Program to prepare our middle school age students for the transition to the college preparatory curricula.
3. Xinaxcalmecac has also successfully developed a comprehensive matrix of UC approved A-G course offerings for all students enrolled in grades 9-12 of our sister charter school, Anahuacalmecac.
4. Xinaxcalmecac will now build upon these strong foundations and pursue IB Diploma Program authorization as well as IB Career-related Certificate program authorization.

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

Moreover, Xinaxcalmecac will offer only one curriculum for all students. That is, there will be no tracking system for students who are “college-bound” and those who are not as in traditional public schools, therefore there is no need to develop two curricula descriptions. Additional detail will be developed and decided upon through a collaborative process by the school’s principal, founding teachers and Curriculum Committee following the guidelines of the International Baccalaureate and California State Frameworks as these may change over time. Please see the attached outline of the authorization process for the IB Diploma Program and the IB Career-related Certificate program.

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**Primary Years Program Curriculum Framework**

26 http://occ.ibo.org/ibis/occ/guest/pypxx_home.cfm?subject=pypxx
Middle Years Program Curriculum Framework

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

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

27 http://occ.ibo.org/ibis/occ/guest/mypxx_home.cfm?subject=mypxx
This model advances the international curriculum Xinaxcalmecac has implemented since its inception. 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

As an independent LAUSD charter school, Xinaxcalmecac is ensuring that the California State standards are being met as the various subject matters are being covered in classroom instruction. Xinaxcalmecac has structured its classroom subject instruction in the primary years (K-5) and the middle years (6-8) to cover the following academic subjects:

Language Arts

1. Primary Years

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

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

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

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

2. Middle Years

Students will engage in further refining their literary and writing skills as they engage to explore various subject matters through this area. Being able to decipher between different genres of writing and the reason they employ various techniques will serve the purpose to decipher what genre and/or writing style is best effective for them to convey information to others. Students will be presented

28  http://www.ibo.org/myp/slideb.cfm
29  See Appendix for English Language Arts Benchmarks
with various selections of writings and be challenged to engage in a critical analysis of their thesis and identify the supporting evidence used to support such thesis.

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

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

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

- Encourage in the student a respect for and understanding of other languages and cultures
- Provide a skills base to facilitate further language learning.
- Proficiency in a second language gives students:
- Access to a broader range of input, experiences and perspectives
- The enjoyment of being able to communicate in a language other than their mother tongue

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

Every student will strive towards the mastery of the content standards based upon the Reading/Language Arts Framework for California Public Schools. 30

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 Xinaxcalmecac will receive instruction in the logic and structure of mathematics.

30 See Appendix for English Language Arts Benchmarks

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Classroom instruction will provide ongoing opportunities for children to solve problems in a variety of ways. Students will be able to explain their process orally and in writing. They will apply mathematics to see patterns, to analyze situations and build confidence in their ability to learn mathematics.

The main areas covered within the mathematics curriculum include data handling, measurement, shape and space, pattern and function, and number.

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

Every student will strive towards the mastery of the content standards based upon the Mathematics Framework for California Public Schools.31

2. Middle Years

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 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 Middle Years Program promotes an understanding of how cultural, societal and historical influences from a variety of cultures have shaped mathematical thought.

Teachers will develop schemes of work according to a framework that includes five branches of mathematics:

- number
- algebra
- geometry and trigonometry
- statistics and probability
- discrete mathematics.

The variety of mathematic 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.

31 See Appendix for Math Benchmarks
Every student will strive towards the mastery of the content standards based upon the Mathematics Framework for California Public Schools32.

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 Schools33.

2. Middle Years

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

Every student will strive towards the mastery of the content standards based upon the History/Social Science Framework for California Public Schools34.

Science & Technology

1. Primary Years

The field of science provides students with an area of study that transcends national and cultural boundaries. Scientific inquiry is a process that, much like math, is a universal process. This process allows students to make a hypothesis and then engage in a process of investigation to create an informed conclusion.

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32 See Appendix for Math Benchmarks
33 See Appendix for History/Social Science Benchmarks
34 See Appendix for History/Social Science Benchmarks
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.

2. Middle Years

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

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

Among other skills, students are expected to:

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

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

An awareness of the increasingly international context of scientific activity, its impact and limitations as well as the constant evolution of scientific knowledge and understanding is also promoted. Students are encouraged to consider science as a constantly evolving cooperative venture between individuals and among members of the international community, influenced by social, economic, technological, political, ethical and cultural surroundings.
Technology will be adapted in the various classroom instruction and students will learn how to engage in internet research to obtain information for their project presentations. Students will have the opportunity to utilize various means such as video cameras and audio recorders to disseminate valuable information they have obtained regarding the subject matter at hand. Technology is also concerned with solving problems in an effort to stimulate students’ ingenuity and to encourage them to combine intellectual talents and practical skills.

Each course will provide a balance between three key areas:

- systems
- information
- materials

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

- investigate
- design
- plan
- create
- evaluate

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

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

Arts

1. Primary Years

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

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

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

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

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

In addition, the course:

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

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

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

Personal, Social and Physical Education

1. Primary Years

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

2. Middle Years

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

**IB Career-related Certificate Program (IBCC)**

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

1. **IB Diploma Program courses**
   At least two Diploma Program courses must be studied. The courses can come from any of the hexagon groups, 1 to 6 (apart from two mathematics courses from group 5), and can be studied at higher level, standard level or a combination of the two.
   The Diploma Program courses (except for group 1 and group 2 languages) will be examined in English, French or Spanish.
   Students will normally complete two Diploma Program courses, but it is possible to study more than two courses.
   The only restriction on course combination with regard to the Diploma Program courses in the IBCC is that a student is not allowed to do more than one mathematics course from group 5. Please note that IBCC students are only permitted to study one DP course online and only one anticipated DP course at standard level (SL). Also, IBCC students cannot study a DP pilot course, an SBS (school-based syllabus) course, or the DP core elements (theory of knowledge; creativity, action, service; and extended essay).

2. **The IBCC core**
The IBCC core specifically promotes attributes of an IB education such as reflection, open-mindedness, communication and thinking through a range of activities.
**Approaches to learning** emphasizes the development of transferable skills needed to operate successfully in society. The approaches to learning course should be placed in the context of the workforce with a focus on the students’ career-related studies.

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

**Reflective project** is an extended piece of reflective work that can be submitted in a variety of formats. It emphasizes the ethical dilemma associated with a particular issue drawn from the student’s separately awarded/certified career-related studies. The reflective project will be submitted at the end of the course and will be an opportunity for the student to draw together the various strands of their studies.
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**CHARTER OF XINAXCALMECAC**
Los Angeles Unified School District Charter School Application | February 2012
**Physical intellectual emotional, and social development**

The aim of this course is to cultivate a healthy and active lifestyle for students. It therefore advocates activities that are not only enjoyable but also contribute to healthy living. Students are helped to develop the motor skills necessary to enable them to participate successfully in a variety of physical activities, and to learn about the nature of physical fitness.

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

**Participants**

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

**Alignment to State Standards**

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

**English Language Development**

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

**Promotion and Retention of Students**

All students will be promoted regardless of academic performance on the Spanish standardized test, parent-teacher assessment committee or STAR. Students who are not performing at grade level will get assistance through the school student learning Path. The student's portfolio, any available classroom assessments, standardized test results, teacher observations and recommendations, parent observations and recommendations, and student recommendations will be used to develop a strong student learning Path to assist the student in reaching grade level performance. Our goal is to assist the students as much as needed 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 Xinaxcalmecac 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. Xinaxcalmecac will also inform all parents of the range of options and opportunities provided by the AP coursework, IB programs, including the difference between IB certificates, the IB Diploma, and recognition of IB units/Diploma by universities.

**Students with Exceptional Needs**

All new students to Xinaxcalmecac 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 Xinaxcalmecac 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 Xinaxcalmecac 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. Xinaxcalmecac 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 CST/STAR results from previous year and in-house data from the previous year. Student Individual Educational Plans (IEP) if applicable.

- At least 120 minute un-interrupted literacy block, adapt to all instruction.
- Intensity:
  - Academic engagement of all students
  - Explicit, systematic instruction
  - Multiple opportunities to respond to instruction
  - Immediate corrective feedback
  - Scaffold practice of new skills
  - Afterschool
• Classroom observation and teacher support
• Parent collaboration, support, partnership
• Coaching provided for administrators through Leadership Training and monitoring of each teacher through:
• Quarterly Benchmarks which are monitored by each teacher, Director of Instruction, and the board.

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

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

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

**Tier III/Intensive Intervention**
Intensive instruction – more intense, explicit and systematic than Tier II

• Targeted with thorough assessment (narrow focus on specific skill deficiencies)
• Likely include longer intervention that may or may not include the provision of special education services
• Could include a different curriculum
• Always assess quantity of time and quality of instruction we are focusing on accelerating student learning.

Based on student response to the —intensity! of intervention determination may be made about referral and eligibility for special education

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

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

**Respectful** – Their respect for the differences of others has been developed. Their respect for their own unique qualities is cultivated.

**Still** – Calmness in approaching life

**Patient** – Allowing time to reveal truths

**Heart-work** – (Tequiyotl) labor given of love for family and community

**Mutualist** – collectivist in nature and action

**Non-verbal** – attention to multisensory perceptibility

**Observant** – attentive to details and metacognitive paradigms perceived

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35 http://www.ibo.org
**Relative** – intuitive of relational dynamics

**Practical** – conscious of purpose and reason

**Metacognitive** – consciousness of overarching relations, paradigms & questions

**Spiritual** – internally and personally connected to time, place and cosmos

**Cautious** – awareness of risk, and appreciation of life

**Nature-sensitive** – perceptive of the relations of human life with all life and mother earth

### IB Personal Profile

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

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

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

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

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

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

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

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

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

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

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

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

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

**World Schools encourage the following students’ attitudes:**

**Appreciation** - of the wonder and beauty of the world and its people

**Commitment** - to learning and developing self-discipline and responsibility

**Confidence** - in their ability as learners, having the courage to take risks, applying learning and making appropriate choices and decisions

**Cooperation** - cooperating, collaborating or leading as the situation demands

**Creativity** - being creative and imaginative in their thinking and approaches to problems and dilemmas

**Curiosity** - about the nature of learning, the world, its people and cultures

**Empathy** - being able to project themselves into another person's situation

**Enthusiasm** - enjoying learning

**Independence** - thinking and acting independently, making their own judgments based on reasoned principles and being able to defend judgments

**Integrity** - having integrity and a firm sense of fairness and honesty

**Respect** - respecting themselves, others and the world around them
**Tolerance** - feeling sensitivity towards differences and diversity in the world and being responsive to the needs of others

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

**Modifications to the Educational Program**

The Council of Trustees of Xinaxcalmecac 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 Xinaxcalmecac to best address student learning, assessment results and/or strategic program development.

**Element 2.**

**Measurable Student Outcomes**

**Measures and Skill Development**

Xinaxcalmecac will evaluate academic as well as critical-thinking, problem-solving, and interpersonal skills. The following student outcomes are more fully described in Element 1 under-Academic Core Curriculum. In addition, the assessment methods by which the outcomes will be evaluated are outlined in Element 3 under-Methods to Measure Student Outcomes.

At Xinaxcalmecac, every student will strive toward mastery of essentials skills including: multilingual reading, writing, speaking, listening, proficiency in math, English Language proficiency, quantitative skills, reasoning and problem solving, and technology skills. These essentials skills will be measured through teacher-developed tests,

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36 The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.” Ed. Code § 47605 (b)(5)(B)
school-wide assessments, and statewide assessments. All students will work towards mastery of state standards and the criteria set forth in the No Child Left Behind Act.

**Measurable Student Outcomes**

The following outcomes will demonstrate the extent to Xinaxcalmecac which has met its established goals:

**Goal 1: Students will strive to master the rigorous academic content of the California State Content Standards, and think critically and reflectively about their academic success, accepting personal responsibility for improvement.**

**Measurable Outcomes:**

Xinaxcalmecac’s Academic Performance Index (API) will meet or exceed its target.

<table>
<thead>
<tr>
<th>Year</th>
<th>API</th>
<th>Growth</th>
<th>API</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>701</td>
<td>-19</td>
<td>682</td>
<td></td>
</tr>
<tr>
<td>2009-2010</td>
<td>677</td>
<td>39</td>
<td>716</td>
<td></td>
</tr>
<tr>
<td>2010-2011</td>
<td>716</td>
<td>-92</td>
<td>624</td>
<td></td>
</tr>
<tr>
<td>2016-2017</td>
<td>800</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Xinaxcalmecac will maintain a 5-point higher API score than District similar schools and achieve an API of 800 by the end of the charter term.

As per the requirements of No Child Left Behind, Adequate Yearly Progress (AYP) will be demonstrated by Xinaxcalmecac through an average increase of 3% of the total number of students who score in the Proficient or Advanced range for the majority of the years covered by this renewal petition.

<table>
<thead>
<tr>
<th>Year</th>
<th>ELA</th>
<th>Met AYP</th>
<th>Math</th>
<th>Met AYP</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td></td>
<td>No</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>2010</td>
<td>31.5</td>
<td>No</td>
<td>53.1</td>
<td>Yes</td>
</tr>
<tr>
<td>2011</td>
<td>29.3</td>
<td>No</td>
<td>21.5</td>
<td>No</td>
</tr>
</tbody>
</table>

**2011 CST Results**

In 2010-2011, Xinaxcalmecac met all participation rate criteria for mathematics. Data indicates that 22% of students scored proficient or advanced and therefore did not meet 2011 AYP criteria in English Language Arts or in Mathematics. Xinaxcalmecac did not meet the target for the Annual Measurable Objectives (AMOs). Benchmarks for Renewal
CST Mathematics data for 2010-11 indicates that 22% of Xinaxcalmecac students scored proficient/advanced while the Median of Resident Schools indicates that 53% of students scored proficient/advanced. Therefore, Xinaxcalmecac will meet or exceed the Resident Schools Median of students scoring proficient/advanced in Mathematics based on the CST scores for the 2012-13 school year. The Charter Schools Division will monitor this through its ongoing oversight.

CST Mathematics data for 2010-11 indicates that 78% of Xinaxcalmecac’s students scored Below Basic and Far Below Basic while the Resident Schools Median of students scoring Below Basic and Far Below Basic was 47%. Therefore, Xinaxcalmecac will have a lower percentage of students scoring Below Basic and Far Below Basic in Mathematics than the Resident Schools Median based on CST scores for the 2012-13 school year. The Charter Schools Division will monitor this through its ongoing oversight.

CST Mathematics data in the area of Algebra for 2010-11 indicates 3.45% of Xinaxcalmecac students scored proficient/advanced. Xinaxcalmecac will increase the percentage of students scoring proficient/advanced in Algebra to at least 40% based on CST scores for the 2012-13 school year.

As part of its annual review, Xinaxcalmecac will provide a written in-depth analysis of its CST proficiency rates in math for each of its subgroups. If AYP proficiency is unmet for any subgroup, Xinaxcalmecac will also provide rationale for performance and a strategic plan (with timelines and individuals responsible) for increasing performance levels. This analysis will be submitted at least one week prior to the scheduled annual review for Division analysis.

Prior to its next renewal (using the most recent data in the year of renewal), Xinaxcalmecac will have a reclassification rate that meets or exceeds the District's rate.

As part of its annual review, Xinaxcalmecac will provide a written in-depth analysis of its CST proficiency rates in English Language Arts and Mathematics for each of its subgroups. If AYP proficiency is unmet for any subgroup, Xinaxcalmecac will also provide rationale for performance and a strategic plan (with timelines and individuals responsible) for increasing performance levels. This analysis will be submitted at least one week prior to the scheduled annual review for Division analysis.

Continuous effort to meet Annual Measurable Objectives (AMOs) will be demonstrated through an average 5% increase in number of students scoring in the Proficient or Advanced range for the majority of the years covered by this charter renewal.
Goal 2: Xinaxcalmecac will rank 4 or better on the similar school Academic Performance Index ranking system in the year prior to charter renewal or two of the last three years prior to charter renewal. Similar Schools Rank of 4 was achieved for school year 2010-2011.

<table>
<thead>
<tr>
<th>Year</th>
<th>API State Rank</th>
<th>Similar Schools Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2009</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2010</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Xinaxcalmecac will rank 4 or better on the statewide Academic Performance Index ranking system in the year prior to charter renewal or two of the last three years prior to charter renewal. Statewide Academic Performance Index ranking was not achieved for school year 2010-2011-ranking of a 2. During the 2009-2010 school year an index ranking of 1 was realized. Xinaxcalmecac will gain accreditation by the Western Association of Schools and Colleges (—WASC) or other state-approved accreditation process.

Goal 3: Students will build a foundation for a responsible work ethic by regular and punctual attendance.

Measurable Outcome:

The attendance rate of Xinaxcalmecac will continue to be 95% or higher. Attendance is assessed monthly. The Assistant Director of Education will monitor and oversee all attendance records. Teachers will continue to be responsible for assuring accurate attendance is taken on a daily basis. Monthly attendance records are posted and documented with attendance rates. Classes who have a below target attendance rate are supported by providing assistance in making phone calls to families who have frequent absences. Xinaxcalmecac will pursue the following school growth outcome goals:

- 95% attendance rate will be maintained

<table>
<thead>
<tr>
<th>Year</th>
<th>K-5 Average Enrollment</th>
<th>K-5 Average Attendance</th>
<th>K-5 Attendance %</th>
<th>6-8 Average Enrollment</th>
<th>6-8 Average Attendance</th>
<th>6-8 Attendance %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>282</td>
<td>270</td>
<td>93.9%</td>
<td>123</td>
<td>150</td>
<td>93.5%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>216</td>
<td>206</td>
<td>95.2%</td>
<td>161</td>
<td>152</td>
<td>94.7%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>178</td>
<td>165</td>
<td>96%</td>
<td>133</td>
<td>130</td>
<td>98%</td>
</tr>
</tbody>
</table>
Average daily attendance has increased over the last three years to an impressive 96% in grades K-5 and 98% in grades 6-8 in the 2011-2012 school year. This increase reflects the various school-wide efforts to create a positive school climate, an engaging academic curriculum and the implementation of multiple academic intervention strategies.
Goal 4: Students will master English language skills to fully access all educational, social-cultural and employment opportunities of mainstream society.

**Measurable Outcome:**

English Learners will increase individual CELDT scores for the majority of the years covered by this renewal petition and is assessed annually.

<table>
<thead>
<tr>
<th>Year</th>
<th>Student Population</th>
<th>Percent of English Learners</th>
<th>Percent of Redesignation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>314</td>
<td>36%</td>
<td>19%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>345</td>
<td>29%</td>
<td>33%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>401</td>
<td>19%</td>
<td>40%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>377</td>
<td>22%</td>
<td>22%</td>
</tr>
</tbody>
</table>

![2010-11 Reclassification Rates](chart)
### 2009-10 Reclassification Rate

<table>
<thead>
<tr>
<th>Percentage</th>
<th>ASDP</th>
<th>LAUSD Similar Schools from CDE Median</th>
<th>Resident Schools Median</th>
<th>Comparison Schools in Charter Median</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>40%</td>
<td>17%</td>
<td>16%</td>
<td>14%</td>
<td>15%</td>
</tr>
</tbody>
</table>

Percentage 2009-10 Reclassification Rate.
Xinaxcalmecac uses the following LAUSD criteria for reclassifying English Language Learners:

A. The student has an Annual CELDT overall performance level of 4 or 5 with skill area scores of 3 or higher in Listening, Speaking, Reading and Writing.

B. The student scores Basic or above on the ELA section of the CST.

C. The student is judged successful in a mainstream English program based on a grade of C or better in English or ESL 3/4.
   a. Note: Grade-level English 2.5 credit classes and intervention courses are excluded from the reclassification criteria.
### Student Outcomes Align with State Standards

Xinaxcalmecac expects its students and graduates to develop the following abilities:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Purpose</th>
<th>Grade</th>
<th>Timeline</th>
<th>Performance Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Arts Skills</td>
<td>CST Equivalent</td>
<td>2-12</td>
<td>Quarterly (4 times a year)</td>
<td>70%</td>
</tr>
<tr>
<td>Diagnostic Assessments of Reading</td>
<td>Reading Comprehension, Vocabulary, Measurement</td>
<td>K-12</td>
<td>Quarterly (4 times a year)</td>
<td>Grade Level Status</td>
</tr>
<tr>
<td>Results</td>
<td>Literacy – Phonics, Grammar, Sentence Structure, all major</td>
<td>K-12</td>
<td>• Every two weeks using computer assisted learning Throughout the year as episodes or</td>
<td>Reading Level</td>
</tr>
<tr>
<td></td>
<td>strand in Reading, Critical Thinking</td>
<td></td>
<td>units on the software are completed</td>
<td></td>
</tr>
<tr>
<td>Publisher Assessments</td>
<td>Language Arts Standards</td>
<td>K-12</td>
<td>Teacher choice, Approximately 4 times a year</td>
<td>80%</td>
</tr>
<tr>
<td>Various Software Monitoring</td>
<td>Language Arts Standards</td>
<td>K-12</td>
<td>Throughout the year as episodes or units on the software are completed</td>
<td>80%</td>
</tr>
<tr>
<td>Internally-Created Assessment (Teacher Formative Assessments)</td>
<td>Measure standards mastery</td>
<td>K-12</td>
<td>Daily or Weekly</td>
<td>70%</td>
</tr>
<tr>
<td>ELA CST</td>
<td>Mastery of Content Standards</td>
<td>2-12</td>
<td>Annual</td>
<td>70%</td>
</tr>
<tr>
<td>Portfolios-Student Reflections</td>
<td>Learning Experiences are captured</td>
<td>K-12</td>
<td>On-going</td>
<td>80%</td>
</tr>
<tr>
<td>Presentation of Learning</td>
<td>Service Learning Project Mastery</td>
<td>K-12</td>
<td>Annual</td>
<td>70%</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics Skills</td>
<td>CST Equivalent</td>
<td>2-12</td>
<td>Quarterly (4 times a year)</td>
<td>70%</td>
</tr>
<tr>
<td>Measuring Up</td>
<td>Measure standards mastery</td>
<td>2-12</td>
<td>Ongoing</td>
<td>70%</td>
</tr>
<tr>
<td>CST Math</td>
<td>Math Numeracy</td>
<td>2-12</td>
<td>Every Six weeks out of our learning lab (six times a year)</td>
<td>Grade Level Status</td>
</tr>
<tr>
<td>Various Software Monitoring</td>
<td>Mathematics Standards</td>
<td>K-12</td>
<td>Throughout the year as episodes or units on the software are completed</td>
<td>80%</td>
</tr>
<tr>
<td>Internally-Created Assessment</td>
<td>Measure standards mastery</td>
<td>K-12</td>
<td>Daily or Weekly</td>
<td>70%</td>
</tr>
<tr>
<td>Published Designed Assessments</td>
<td>Measure standards mastery</td>
<td>K-12</td>
<td>Daily, weekly, and each quarter</td>
<td>70%</td>
</tr>
<tr>
<td>Internally-Created Assessment</td>
<td>Measure standards mastery</td>
<td>K-12</td>
<td>Daily or Weekly</td>
<td>70%</td>
</tr>
</tbody>
</table>
Xinaxcalmecac addresses all state standards for each grade and subject level, as found in Appendix E. Specific subject proficiency targets are noted in the Academic Growth section below.

In addition, students at Xinaxcalmecac foster lifelong learning and interpersonal skills. All service learning activities include assessments and reflection on students’ core subject knowledge as well as the following life skills, including:

<table>
<thead>
<tr>
<th>Published Designed Assessments</th>
<th>Measure standards mastery</th>
<th>K-12</th>
<th>Daily, weekly, and each quarter</th>
<th>70%</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Learners</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Various Software Monitoring</td>
<td>Measures English Language Development</td>
<td>K-12</td>
<td>Three Times a year</td>
<td>Level 4 or RREP Equivalency</td>
</tr>
<tr>
<td>Internally-Created Assessment</td>
<td>Measure standards mastery</td>
<td>K-12</td>
<td>Daily or Weekly</td>
<td>70%</td>
</tr>
<tr>
<td>Publisher Designed Assessments</td>
<td>Measure standards mastery</td>
<td>K-12</td>
<td>Daily, weekly, and each quarter</td>
<td>70%</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science Skills</td>
<td>CST Equivalent</td>
<td>2-12</td>
<td>Quarterly (4 times a year)</td>
<td>70%</td>
</tr>
<tr>
<td>Science Skills</td>
<td>Mastery of Content</td>
<td>2-12</td>
<td>• Every two weeks using computer assisted learning • Throughout the year as episodes or units on the software are completed</td>
<td>80%</td>
</tr>
<tr>
<td>Publisher Assessments</td>
<td>Measure standards mastery</td>
<td>K-12</td>
<td>Daily, weekly, and each quarter</td>
<td>70%</td>
</tr>
<tr>
<td>History/Social Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies Skills</td>
<td>CST Equivalent</td>
<td>8-12</td>
<td>Quarterly (4 times a year)</td>
<td>70%</td>
</tr>
<tr>
<td>Science Skills</td>
<td>Mastery of Content</td>
<td>K-12</td>
<td>• Every two weeks using computer assisted learning • Throughout the year as episodes or units on the software are completed</td>
<td>70%</td>
</tr>
<tr>
<td>Publisher Assessments</td>
<td>Measure standards mastery</td>
<td>K-12</td>
<td>Daily, weekly, and each quarter</td>
<td>70%</td>
</tr>
<tr>
<td>Life Skills</td>
<td>Outcomes</td>
<td>Measurement</td>
<td>% of Student Outcomes</td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>-----------------------</td>
<td></td>
</tr>
</tbody>
</table>
| Collaboration and Cooperation | Gain knowledge of and demonstrate the managerial, adaptive, and associative skills appropriate to their level | Student Learning Path Plan (LPP)  
Student Portfolios  
Student Reflections  
Student Surveys | 80% |
| Self-assessment         | Assess themselves, be aware of their status, and change accordingly their own behavior and attitudes | Student Learning Path Plan (LPP)  
Student Portfolios  
Student Reflections | 80% |
| Goal Setting            | Learn to set their own short-term and long-term goals in keeping with their own goals and abilities | Student Learning Path Plan (LPP)  
Student Portfolios  
Student Reflections  
Student Surveys | 80% |
| Critical Thinking and Problem Solving | Learn to be effective problem solvers and develop advanced critical-thinking skills | Student Learning Path Plan (LPP)  
Student Portfolios  
Student Reflections  
Student Surveys | 80% |
| Self-discipline         | Learn to harness their potential at all times while respecting and upholding the values of the community | Student Portfolios  
Student Reflections  
Student Surveys | 80% |
| Technology              | Be familiar with current technology and use technological tools | Student Learning Path Plan (LPP)  
Student Portfolios | 80% |

Xinaxcalmecac designs projects and lesson plans for each core subject according to California State Content Standards. Additionally, all applicable No Child Left Behind (NCLB) regulations are included in the curriculum or assessment procedures as necessary. Xinaxcalmecac adhere to the same applicable Title I accountability requirements as other public charter schools in the state, including AYP.

**STUDENT PROGRESS**

Xinaxcalmecac holds clear and high expectations for its students and their academic achievements. The benchmarks set forth by Xinaxcalmecac faculty help guide students into the appropriate academic path and prepare them for their eventual careers. Xinaxcalmecac staff and faculty will monitor student progress according to expected outcomes.

The following are standards for student performance that Xinaxcalmecac strives to demonstrate. Interim progress reports were issued annually for the first two years, and in future years at intervals to be agreed upon by LAUSD and Xinaxcalmecac.
ACADEMIC GROWTH

All data is disaggregated to show how sub-groups; e.g. English Learners (ELs), non-LEP ELLs, mobility, gender, etc. perform. The school Administrator, staff, and teachers will be held accountable to the Board for meeting the school outcome goals. Xinaxcalmecac will pursue the following outcome goals:

Pursuant to AB1137, we expect the Xinaxcalmecac charter petition to be renewed should it satisfy at least one of the preceding student outcome goals. Additionally, Xinaxcalmecac will pursue the following supplementary goal:

- Dropout rate of less than the District average of 2.2% in seventh and eighth grade.

AYP Targets, 2002–2014
Elementary Schools, Middle Schools, and Elementary School Districts

- Participation Rate = 95% (schoolwide/LEA-wide and subgroups)
- Percent Proficient – Annual Measurable Objectives (AMOs)¹ (schoolwide/LEA-wide and subgroups)

Pursuant to AB1137, we expect the Xinaxcalmecac charter petition to be renewed should it satisfy at least one of the preceding student outcome goals. Additionally, Xinaxcalmecac will pursue the following supplementary goal:

- Dropout rate of less than the District average of 2.2% in seventh and eighth grade.
• Annual API school growth target will be met or exceeded
  Xinaxcalmecac believes that each student needs to be assessed individually according to his/her total needs. All students will have a Student Learning Path Plan (LPP) which will include interest, career, and learning styles surveys, along with goal setting forms and academic tracking records. Every student will be assessed upon enrollment. This assessment will become the baseline data used to construct goals. While Xinaxcalmecac does not endorse social promotion and does expect academic achievement, readiness to move to the next grade level will be examined on an individual basis. Evaluation will be viewed as a tool to promote continuous improvement in each student. The school director, staff, and teachers are held accountable for meeting each student’s progress goals. They in turn are accountable to the Board.

A. Attendance requirements including length of school day and year

Xinaxcalmecac will follow the state requirements for the number of instructional days and minutes, but reserve the right to make modifications as agreed on by our Council of Trustees. We will consider the LAUSD single-track yearly calendar for instructional days, pupil free days, holidays, and beginning and ending dates. Because daily attendance is important to student success, we continue to encourage daily student attendance. Although our average daily attendance rate of over 98% is exceptional we will strive to improve this achievement.

Beginning in 2002, with the granting of our Charter, we initiated time-banking to facilitate common planning, meeting times and professional development. Four days a week, students attend school longer and on Wednesdays students are dismissed one hour and twenty minutes earlier. Tuesdays are set aside for meetings. Fridays have been earmarked for grade-level meetings, conferencing, record keeping, sub-committee meeting and Council of Trustees meetings. This has enabled us to establish an infrastructure that has moved our Charter forward as we seek new areas of reform.

B. Academic Growth and Achievement

According to the dual immersion methodology for a 90/10% program, formal English can begin in the beginning of fourth grade for some students, especially those with prior strong academic skills in the mother tongue. Since learning two languages or more, requires building a larger vocabulary, students need more time to perform English at the same standard as native English speakers. Therefore, we expect students to be at or near grade level in 4-7 years of instruction in a Maternal Language Enrichment program. Students who start Kinder or first grade in a Maternal Language Enrichment program will be at or near grade level in fifth grade. Several studies indicate that dual

<table>
<thead>
<tr>
<th>Ethnic Categories</th>
<th>Grade 7 Dropouts</th>
<th>Grade 8 Dropouts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino of Any Race</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian, Not Hispanic</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>African American, Not Hispanic</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>School Total</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Districtwide</td>
<td>419</td>
<td>182</td>
</tr>
<tr>
<td>Countywide</td>
<td>859</td>
<td>580</td>
</tr>
<tr>
<td>Statewide</td>
<td>3,034</td>
<td>2,891</td>
</tr>
</tbody>
</table>
immersion students improve and achieve similar scores to other students in bilingual programs, but after sixth grade, dual immersion students outperform native speakers. In a national study, Thomas and Collier (2001, p.52) found that a two-way bilingual education has the highest long-term academic success. Additionally scholars report that, “Bilingually schooled students outperform comparable monolingual schooled students in academic achievement in all subjects, after 4-7 years of dual language schooling.”

Xinaxcalmecac will use objective measures to determine the 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.

C. 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.

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

The Curriculum Sub-committee researches curriculum materials and makes recommendations to the Council of Trustees for final approval. The Curriculum Sub-committee may choose texts, methods and curriculum according to charter goals and mission. The Sub-committee shall select and implement its own curriculum, instructional materials, assessments, and instructional methodology in accordance with the educational program of the Charter and aligned to the State standards. This Sub-committee is comprised of certified staff and parents who oversee curriculum and professional development. Representation from each grade level and special education will be encouraged.

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

Xinaxcalmecac believes that assessments are an ongoing process that allows teachers to make adjustments in their daily teaching to meet the needs of all students based on their strengths and weaknesses. Our goal is to meet the requirements of No Child Left Behind Act, which directs that each subgroup of students will reach proficiency levels in language arts and mathematics. Over the next five years, we will strive to achieve at or above our growth targets on the state’s Academic Performance Index (API).

We will use a variety of authentic assessments that can better evaluate the child over time and in a variety of settings. Authentic assessment may include, but are not limited to:

1. Portfolios
2. Teacher observation/anecdotal records
3. Student Journal

39 ibid., p.7
4. Work Samples
5. Homework assignments
6. Checklist
7. Rubric/Scoring Scales
8. Teacher-devised test
9. Publisher-provided criterion reference test
10. Projects collected throughout the year

Standardized assessments may include, but are not limited to:

1. CST test
2. CELDT 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 at least three times during the school year. Currently, we use a report card created by our teachers. We reserve the right to further modify our report cards. New report cards, if/when developed, will report student progress as it relates to the mastery of State Standards and the IB Learner Profile.

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

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

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

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

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

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

Diploma Program
The IB Diploma subjects are examined through a mixture of continuous coursework and terminal examinations at the end of the two-year program. The exams are in the first three weeks of May with a possible second offering in November.

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

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

Examination papers are written by teams of IB examiners and teachers comprising members from many continents and cultures. There is a five-year review cycle in the IBO for all subjects with the aim to continually improve and update both.

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

All subjects in the curriculum, with the exception of the core, have a written examination, consisting of typically two or three papers. Students still finish their diploma within three weeks of intensive written examinations but these are limited to a maximum of five hours per Higher Level subject and three hours per Standard Level. In addition, every subject has a coursework component, which may be internally assessed (and externally moderated by the IBO), or internally supervised but externally assessed. The assessment percentage contributed by the coursework varies as illustrated in table 1.2.

<table>
<thead>
<tr>
<th>Group</th>
<th>Coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1: A1 languages</td>
<td>30%</td>
</tr>
<tr>
<td>Group 2: A2, B, ab initio languages</td>
<td>30%</td>
</tr>
<tr>
<td>Group 3: individuals and societies</td>
<td>20-30%</td>
</tr>
<tr>
<td>Group 4: experimental sciences</td>
<td>24-36%</td>
</tr>
<tr>
<td>Group 5: mathematics</td>
<td>20%</td>
</tr>
<tr>
<td>Group 6: arts</td>
<td>30-50%</td>
</tr>
<tr>
<td>TOK</td>
<td>100%</td>
</tr>
<tr>
<td>EE</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 1.2: assessment weight of coursework

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

The system of assessment is recognizable to anyone familiar with US examination boards methods: there are standardization, moderation, and grade award meetings. The whole assessment process is completed six weeks after the last examination is sat and results are given to students by a secure PIN number in the first week of July (or January for November candidates).

**E. Identification of who will be accountable for student progress**

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

**Modifications to Measurable Student Outcomes**

The Council of Trustees of Xinaxcalmecac 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 Xinaxcalmecac to best address student learning, assessment results and/or strategic program development.
Element 3

Methods of Assessment

STUDENT ACHIEVEMENT

Xinaxcalmecac has implemented a rigorous assessment program to ensure that student performance levels are meeting or progressing towards the state and school academic objectives. Students are assessed regularly throughout their years at Xinaxcalmecac through a variety of methods (see chart below with assessment methods). Student content mastery is assessed using multiple measures that are based on an assessment program that improves learning and provides ample assurances of accountability and objectivity. This approach to assessment is conducive to benchmarking students individually, evaluating groups of students, and assessing the school as a whole on an annual basis, using local, state, and national standards. Xinaxcalmecac will meet all statewide standards and conduct the pupil assessments required pursuant to Section 60602.5 and any other statewide standards authorized in statute or assessments applicable to students in non-charter public schools.

Assessment at Xinaxcalmecac is fully integrated into teaching and learning. Assessments guide the course of instruction. Students will demonstrate their ability to integrate knowledge, skill, and analysis to produce authentic work. They will have the opportunity to synthesize information across disciplines and evaluate their own learning and progress. Examples of such work at Xinaxcalmecac include: essays, performances, debates, staged conferences, presentations, and community service projects.

Xinaxcalmecac utilizes formative and summative assessment data to monitor student achievement. Student achievement data is collected daily, weekly, monthly and annually, both formally and informally to measure student progress. The school closely monitors the achievement of student data systematically to include the following demographic characteristics:

- Ethnicity
- Percentage of EL students
- Percentage of Special Education students
- Percentage of students qualifying for free/reduced lunch
- Total enrollment

Publishers’ tests continue to be used to determine consistent and continuous student progress toward state content standards. Assessments are conducted based on the recommended schedule of each adopted program, but the general timeframe calls for regular and end-of-unit assessments for each state adoption.

Teacher-developed assessments continue to contribute additional information to measure student progress, while

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40 “The method by which pupil progress in meeting those pupil outcomes is to be measured.” Ed. Code § 47605 (b)(5)(C)
Anecdotal records and observation continue to provide the personalized, individualized information necessary to address the five learning systems of the brain and to maintain an effective learning environment for every student.

Where state adopted materials and assessments are not available (visual and performing arts, and physical education), teacher-designed assessments aligned with the Content Standards of the State of California and the pacing schedules developed by the Xinaxcalmecac staff members responsible for each of the above named curricular areas determine levels of progress toward mastery of respective standards at each reporting period.

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 Xinaxcalmecac 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.

This manual outlines and clarifies the school’s approaches to each of these important areas of assessment. It also provides practical support for teachers faced with the challenge of incorporating good assessment practices into the classroom environment.

A. Perspective on Assessment

Assessment at Xinaxcalmecac 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. This can be seen in the following diagram:
How will we know what we have learned?
The learned curriculum

What do we want to learn?
The written curriculum

How best will we learn?
The taught curriculum

Learners
Constructing
Meaning
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.”\(^{41}\) 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.\(^{42}\) 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.\(^{43}\)

However, at Xinaxcalmecac, 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 Xinaxcalmecac as required by federal and state law. Even so, according to some experts, “California’s testing system suffers from many widely-recognized flaws, including the inability to compare test scores across grades, thwarting the ability to gauge growth in student achievement over time.”\(^{44}\)

**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

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41 See Kohn, 1999  
42 See Blount 1996, Barr 2000 and Archibald and Newmann 1992  
43 ibid., 2000  
44https://app.e2ma.net/app/view:CampaignPublic/id:35260.7390698245/rid:2d0fb1cc611731290c4e072db70b60ca
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”.45 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.46 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.

Therefore in conclusion to this perspective section of the manual, 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.

**Purposes of assessment**

The main purposes of assessment are to promote student learning, to provide information about student learning and to contribute to the efficacy of the program. The following section outlines why we assess work at Xinaxcalmecac School.

1. Student learning is promoted through:

- Assessing the student’s prior knowledge and experience brought to the topic or task
- Planning the teaching and learning in order to meet individual or group needs
- Building a profile of student understanding by providing evidence concerning the strengths and weaknesses of the individual student
- Engaging students in their reflection on their learning and in the assessment of their work and the work of others.
- Providing positive motivation and reinforcement for students who strive to reach their personal best

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45 Archibald and Newmann 1992
46 Wiggins, 1989
• Providing future targets and realistic goals as well as to amend teaching methods

2. Information about student learning is provided by:

• Examples of student work or performance
• Statistics based on explicit benchmarks and/or rubrics
• Test results
• Formative and summative assessments to show us the process as well as the product.

3. Program evaluation uses a variety of student assessments to:

• Assess student performance in relation to the general and specific learning outcomes of the program
• Assess group performance in relation to other classes or groups both internally and externally
• Inform others, including students, colleagues and parents
• Assist us in comparing ourselves locally and internationally against benchmarks
• Provide evidence of teaching effectiveness and methodology in meeting the needs of the individual student
• Promote higher standards for the pupils and improve performance
• Support continuity and progression throughout the school

Principles of assessment

Effective assessments allow the student to:

• Have criteria that are known and understood in advance
• Analyze their learning and helps the student and the teacher to understand what needs to be improved
• Demonstrate the range of their understanding, their knowledge and their skills
• Synthesize and apply their learning, not merely recall facts
• Base their learning on real-life experiences that can lead to further inquiry
• Focus on producing a quality product or performance
• Highlight their strengths and demonstrate mastery and expertise
• Express different points of view and interpretations
• Promote reflection, self and peer evaluation

The faculty at Xinaxcalmecac also believes that assessment should be:

• Honest, accurate, fair and reliable
• Modified to suit individual students
• User-friendly for both teachers and students
• Ongoing, cumulative, consistent and valid
• Aesthetically pleasing
• Clear, concise and culturally unbiased
• Significant, engaging, relevant and challenging
• Positive
• Able to cover a broad spectrum of understanding, knowledge and skills

Effective assessments should allow the teacher to:

• Plan them and build them into the learning, not add them on after the fact
• Identify what is worth knowing and assess it
• Include collaboration between the student, other students and the teacher
• Take into account different cultural contexts and different learning strategies
• Use scoring that is both holistic and analytical
• Produce evidence that can be reported and understood by students, teachers, parents, administrators and board members
• Inform every stage of the teaching and learning process
• Plan further activities

In the earliest stages of curriculum planning, good assessment practice requires the teacher to build assessment in from the start and link assessment tasks to the central idea of the unit under study or the curriculum learning outcome. The quality of any assessment depends first and foremost on the clarity and appropriateness of the purpose. With these outcomes, central ideas and assessment tasks in mind, activities and resources can be selected.

According to Covey in Seven Habits of Highly Effective People, “To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you are going so that you better understand where you are now so that steps that you take are always in the right direction.” 47

Continuous assessment provides insight into student understanding, knowledge, skills and attitudes. It is also a means of exploring the learning styles and individual differences of the students in order to differentiate instruction. Feedback from assessment further allows us to develop and improve our program as it evaluates the strengths and weaknesses of the overall curriculum.

The following are some PYP strategies that may be used to provide Formative and Summative Assessments:

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Tools of Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Multiple observations, focused on the whole class and on individual students. Observations focus on skills, processes, and attitudes.</td>
<td>• A system of note taking and record keeping such as: check lists, inventories, and narrative descriptions will be employed to minimize writing and recording time.</td>
</tr>
<tr>
<td>• Performance assessments, which are students’ representations of learning about authentic challenges and problems. Performance assessments incorporate a variety of skills and concepts, reflect high-level thinking skills, and are expressed in several media such as oral presentations, art, charts, models, drama, writing, audio, and video.</td>
<td>• Standards based rubrics created by teachers and students that are available prior to the commencement of said performance assessment.</td>
</tr>
<tr>
<td>• Public exhibitions of student work, e.g., projects, visual art, inventions, and plays.</td>
<td>• Work is assessed by self, peers, teachers, and when appropriate, others outside the school community.</td>
</tr>
<tr>
<td>• Selected responses such as tests and quizzes.</td>
<td>• Criterion referenced.</td>
</tr>
<tr>
<td>• Open-ended tasks, in which students are presented with a stimulus and asked to communicate an original response.</td>
<td>• The answer may be a brief written answer, a drawing, a chart, a diagram, or a calculation that verifies understanding.</td>
</tr>
<tr>
<td>• Portfolios, which are collections of student work that are designed to demonstrate successes, growth, higher order thinking skills, creativity, and reflection.</td>
<td>• Students will select their portfolio work and provide a reflection. Student work will also contain teacher comments.</td>
</tr>
<tr>
<td>• Student-led conferences in which students demonstrate progress towards identified outcomes by sharing work portfolios that reflect growth over the academic year.</td>
<td>• Students, parents, and teachers will be involved in evaluating these presentations.</td>
</tr>
</tbody>
</table>

47 Covey. Seven Habits of Highly Effective People. 1989
Xinaxcalmecac has a data driven culture where the Assistant Director of Education is responsible for collection, aggregating and analyzing all schoolwide data. The Assistant Director of Education collaborates with teachers when analyzing teacher formative assessments. Each week the protocols are as follows:

- Teacher submit weekly lesson plans to the Assistant Director of Education are due on Monday of each week.
- Each Monday the Director of Instruction provides feedback and support to all teachers regarding lesson plans submitted for the week.
- Teacher than address the recommendations by the collaboration of the Director of Instruction and the teachers
- Instructional delivery based on the lesson plan is then monitored by student results on teacher Formative Assessment (ongoing)
- Students who have not shown mastery of Content Standards trigger that data for the Director of Education and the teacher to develop an immediate intervention. This intervention is then supported during the day and during afterschool tutoring.
- Re-teaching, assessment and moving the student forward

Every quarter benchmark assessments are administered to all students. The Director of Education oversees this implementation. Director of Education is responsible for communicating data outcomes to teachers. Teacher data conferences are held immediately thereafter, with the Assistant Director of Education, after so that the teacher has a moment to reflect with a critical though partner about the outcomes. During each conference the following items are discussed:

- Formative Assessments that were used
- Is the teacher satisfied with the outcomes? Why or why not?
- Why was this particular assessment used, did it yield the expected outcome?
- What changes can be made to get closer to the teachers expected outcome?
- Did the formative assessment assess the right skill set?

Student data expectations are posted in throughout the school in common areas. Teachers post data by class inside the classroom. Teachers are responsible for communicating data outcomes to students. Students receive assessment data within the week of an assessment. The data is reviewed with the student both in the classroom and academic goals are set with advisory teachers. Students must maintain a 3.0 (‘B’ average) in order to participate in extra-curricular activities.

Data results are provided to parents every 5 weeks in report cards. Report cards reflect assessments used during that period i.e. benchmarks, publisher results, teacher formative assessments, projects, etc. Report are provided in person to parents at —parent conferences twice a year, and mailed directly to their home. Students are provided report cards in the same sequence as parents. The Assistant Director of Education is responsible for communicating data outcomes to parents and community.

**METHODS TO MEASURE STUDENT OUTCOMES**

Xinaxcalmecac uses the following methods to assess student progress and fulfillment of instructional objectives:
- School wide Quarterly Assessments, such as Diagnostic Assessments of Reading (DAR), is used to monitor student progress and to determine if students are in need of additional interventions or more challenging curriculum for gifted students.
- Classroom Assessment provides ongoing analysis of student progress on a daily basis. Each lesson incorporates some
form of assessment to determine whether the objectives of that lesson were met. Daily assessments are documented in the form of class work and activities and are recorded in teacher grade books. Teachers monitor student progress through exams, essays, research assignments, presentations, and group projects. Teachers may administer these assessments within their content area or collaborate across disciplines. Classroom assessments reflect unit objectives, provide opportunity for authentic work, and allow for peer review and self-reflection. Parents are informed of their child’s progress and report cards will be sent home quarterly. Teachers are encouraged to provide a narrative report in addition to a letter grade for each student. Teacher teams meet weekly to discuss the progress of students in their cohort. These meetings allow teachers to share concerns, teaching strategies, and successes in order to best meet the needs of each student.

- Portfolios provide students with the opportunity to reflect upon and demonstrate their learning. Students at Xinaxcalmecac document their mastery of skills deemed essential for success in the 21st Century through academic portfolios. Portfolios include collections of drafts, polished pieces, class projects, videos, web pages, and DVDs that document each student’s growth and progress. Students engage with their teachers and peers in a meaningful reflection process with each piece they add to their portfolio. Throughout this process students analyze their academic progress and, with a teacher, set new short and long term goals. Teachers and staff according to a predetermined scoring rubric evaluate student portfolios on a quarterly basis and submitted annually by each student.

- Student Projects at the end of each semester demonstrate student learning across disciplines. Students work in extended project blocks during the last week of each semester. Students Projects may take the form of an exhibit, community project, or theatrical presentation. Students in the 5th grade create an Exhibition, develop a unit of study complete with the cultural-historical conditions, maps and distance calculations, scientific discoveries, and other relevant materials. Students in the 10th grade develop a personal project. This project is a yearlong investigation where students develop a question to investigate. This includes a process journal.

Xinaxcalmecac staff has developed a rubric for evaluating student performance for the capstone projects. Rubrics will be in alignment with educational goals of the school and developed for each academic core area. Teachers, peers, parents, and community experts all take part, providing constructive critique and assessment of capstone projects.

- State Standardized Testing: Students are expected to meet or exceed the standard educational benchmarks established by the California Department of Education and demonstrated by the California Standardized Testing and Reporting (STAR) exams.

- Key Technology Applications have been integrated into every classroom, and students are proficient in basic Office applications, graphic design tools, IMovie, and a variety of web search tools. Future instruction will focus on web design and other advanced applications.
  - Digital Portfolios 100% of students complete digital portfolios each year.
<table>
<thead>
<tr>
<th>LEARNING COMPONENT</th>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT METHODS</th>
<th>ASSESSMENT FREQUENCY</th>
<th>% of Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Language Arts</td>
<td>Students will demonstrate: • Reading with comprehension • Speaking with clarity and meaning • Response to historically and culturally significant works of literature • Clear and effective oral expression • Clear and persuasive writing</td>
<td>State Mandated Tests • Portfolios of written work • Teacher-developed assignments and assessments • Oral presentations • Faculty-developed rubrics • Classroom Projects • Year-end projects</td>
<td>Annually • Quarterly • Daily • Annually</td>
<td>80%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Students will demonstrate: • Understanding of formal logical reasoning, • Application of logical reasoning • Analytic and symbolic processing • Arithmetic and algebraic manipulation and construction. • Number sense • Skills in measurement and geometry • Data analysis, probability,</td>
<td>State Mandated Tests • Portfolios of mathematical work evaluated with school- and classroom-developed rubrics • Teacher-developed assignments and assessments • Classroom Projects • Year-end projects</td>
<td>Annually • Quarterly • Daily</td>
<td>80%</td>
</tr>
<tr>
<td>History/Social Science</td>
<td>Students will demonstrate: • Knowledge of important events and ideas in ancient civilization (sixth grade), world history and geography (seventh grade) and US History (eighth grade) • Intellectual reasoning • Research skills • Chronological and spatial thinking • Understanding of different</td>
<td>State Mandated Tests • Portfolios of work evaluated with school- and classroom-developed rubrics • Teacher-created assignments and evaluations • Classroom Projects • Year-end projects</td>
<td>Annually • Quarterly • Daily</td>
<td>80%</td>
</tr>
<tr>
<td>Science</td>
<td>Students will demonstrate: • Proficiency in the fundamental concepts and terms of various branches of science, including Earth Science, Life Science, and Physical Science • Skills in investigation • Skills in experimentation</td>
<td>State Mandated Tests • Portfolios of work evaluated with school- and classroom-developed rubrics • Teacher-created assignments and evaluations • Classroom Projects</td>
<td>Annually • Quarterly • Daily</td>
<td>80%</td>
</tr>
</tbody>
</table>
ASSESSMENT BENCHMARKS

Students scoring 80% or above on quarterly, portfolio, classroom, and/or capstone project assessments will have mastered the standards aligned to the specific assessment. Students scoring between 50-80% are still at an instructional level and students scoring below 50% will receive additional interventions.

LONGITUDINAL DATA ANALYSIS

Xinaxcalmecac staff will continue to monitor students and school progress through the collection of all academic assessments, teacher assessments, student portfolios, state tests, and projects through software such as PowerSchool. This data is analyzed on an annual basis and compared to previous years’ data to determine student progress and the effectiveness of the school’s curriculum. This information is used to drive instruction and provide current data as the student progresses.

TEST PREPARATION

Students will be prepared to take the state tests through their participation in the school’s standards-based instructional program. In addition, just prior to the test, teachers work with students to familiarize them with the test format and develop effective strategies for taking the test. Programs such as Inspect Bank from Online Assessment Reporting System (OARS) and Measure Up are used as resources for test preparation support. Teachers also learn additional test taking strategies through the Professional Development offered at the school or other in-services.

Grading Policy

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

Progress is reported using the following four point metric:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>4</td>
<td>Above Standard</td>
</tr>
<tr>
<td>3</td>
<td>At Standard</td>
</tr>
<tr>
<td>1</td>
<td>Below Standard</td>
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</tbody>
</table>
Xinaxcalmecac’s curriculum integrated with the implementation of the International Baccalaureate’s PYP and MYP 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. The implementation of the MYP will further this rich intellectual pursuit. 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 are used to continually inform and influence curricular development, teacher practice and school pedagogy.

Xinaxcalmecac uses a variety of tools to assess and measure student progress and will incorporate assessment strategies and policies from the world renowned International Baccalaureate Primary Year’s Program. The assessment based student progress will be reported using Xinaxcalmecac’s quarterly progress reports, parent conferences, student conferences, and teacher created data analysis reports.

The following formal assessments will take place throughout times a year:

**Fall & Winter:**

- California Reading and Literature Project (CRLP) RESULTS test or other state academic content standards based tests that measures literacy components 48
- Criterion-referenced tests, based on state academic content standards, of mathematics skills and concepts (K-8)
- Writing samples scored with standards based rubrics created by grade level teacher teams
- California English Language Development Test (CELDT) as needed

**Spring:**

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

- STAR Testing, including California Standards Tests & the California Alternative Performance Assessment (CAPA) as needed, the Spanish Assessment of Basic Education, 2nd edition (SABE/2) as needed
- California Writing Assessment (Gr. 4)
- California Physical Fitness Test (Gr. 5 & 7)
- CELDT as needed
- CAHSEE
- Advanced Placement Exams
- IB Exams
- State testing will be verified and updated as necessary

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48 Such tests include: phonemic awareness (K-1), decoding and word recognition (K-3), concepts about print (K-1), reading fluency (K-8) and reading comprehension (K-8)
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.

Multiple language development is an integral part of every student’s academic experience at Xinaxcalmecac. In order to provide a clear and systematic way of documenting and reporting progress in language development for English and Spanish, LAUSD’s standards based English Language Development (ELD) Portfolio’s are used. They are also used as a foundation for a Spanish Language Development (SLD) portfolio.

These portfolio’s are updated a minimum of 2-3 times per year, and aide in determining the appropriate developmental level for each student. Students are given the opportunity to provide evidence that shows mastery of language thus enabling them to move through the 5 levels of development with the ultimate goal of achieving proficiency.

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

Modifications to Methods of Student Assessment

The Council of Trustees of Xinaxcalmecac 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 Xinaxcalmecac to best address student learning, assessment results and/or strategic program development.
ELEMENT 4
GOVERNANCE

Establishing an honest, accountable and harmonious organism of governance for XASP 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 XASP 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, XASP 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 XASP governance model is guided by indigenous traditions, which emphasize community-based decision-making. XASP Charter School is operated by a separate legal entity independent of the Los Angeles Unified School District, Semillas Sociedad Civil (“Semillas”), an IRS-designated 501 (c) (3) nonprofit public benefit corporation incorporated on May 1, 2002, and will be solely responsible for the debts and obligations of XASP. 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.

XASP will operate as a division of Semillas and will be governed by its XASP Community Council, understanding that the Council of Trustees has the ultimate legal and fiduciary responsibility for the school. The Council of Trustees have assigned day-to-day administration of XASP 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 XASP’s decision-making processes called Yehcohtzintle (el Agradable Compromiso, the Good Compact).

Key Elements of XASP Charter School Governance

CHARTER OF XINAXCALMECAC
Los Angeles Unified School District Charter School Application | February 2012
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 three but not more than thirteen members, which include charter school founders, community stakeholders, charter school parents and a non-voting member who is a district representative.

**Council of Trustees Powers & Duties**

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

**Council of Trustees Members**

Please see attachments for each Council member’s resume and questionnaire responses. The following lists Council members currently serving a term from June 30, 2010 to June 30, 2012:

- Dr. Juan Gomez-Quiñones, President
- Dr. Irene Vasquez, Member at Large
- Sandee Ayala, Member at Large
- Edmundo Perez, Treasurer
- Dr. Breck Nichols, Secretary
- Jerry Bruno, Member at Large
- Dr. Octavio Pescador
- Marcos Aguilar, Ex Officio, Non-voting Member

**Council of Trustees Meetings**

Council meetings shall be held at a Semillas school, unless otherwise indicated during the previous meeting. Each Council meeting notice is posted in plain sight at the school’s main office no less than seventy-two (72) hours in advance of each regular meeting. Each Council meeting agenda is provided in hardcopy format upon request. Actions that are taken during Council meetings are recorded and are also available in hardcopy format upon
request. Further, the Council of Trustees meeting date, time, location and agenda will be posted at a location accessible to the public in all Semillas schools. For more information about Council meetings and selection process, see attached Semillas Sociedad Civil Bylaws.

**XASP Committee Structure**

Parents and staff will be represented on the following advisory committees: Curriculum, Assessment, Finances, Facilities, Safety and Usos y Costumbres. The committees may be comprised of at least one parent, one teacher and one staff member. Members will be appointed to serve on each of these committees by the Council of Trustees, based on nominations by XASP parents, teachers and administrators. Members of XASP’s executive board, any administrators, managers or employees, and any other committees of the school shall comply with federal and state laws, nonprofit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest, so long as such polices and regulations are duly adopted by the L.A.U.S.D. Board of Education at a public meeting in accordance with the Brown Act.

**Community Assembly**

The Community Assembly is the regular and scheduled meeting of all community stakeholders, a process by which community members learn of important issues and dialogue in order to reach decisions and generate proposals to the Council of Trustees. The Assembly will meet at least once each calendar year to actively organize community dialogues and consciously plan governance training for parents and staff. This dual purpose of the assemblies – dialogue and trainings – ensures accountability across all sectors of XASP. Moreover, biannual reports on fiscal and student progress will be prepared by XASP administration to present to the assemblies. The teaching faculty will be represented in the Assembly by a committee, which is charged with making curricular recommendations and generating proposals for the Council of Trustees.

**Parent Involvement**

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

**Legal Status-Independent Charter**

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

**Title I / State Compensatory Education**

If XASP chooses to apply for Title I funding, it will establish a compensatory education advisory committee (CEAC) that complies with the California Education Code. A committee shall carry the role of CEAC as well for purposes of Title I accountability.

**Grievance Procedure for Parents and Students**

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

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

Further, XASP will adopt and publish grievance procedures for providing for prompt and equitable resolution of student and parent general complaints. For example, XASP will investigate thoroughly, completely, and impartially all complaints made against school personnel. A positive relationship between parents and school personnel, fostered by trust and confidence, is important to the school. As such, XASP’s complaint process will be developed to ensure that parents are provided with and effective method to address legitimate complaints against personnel and to protect school employees from false charges of misconduct or wrongdoing.

**Responding to Inquiries**

XASP shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. XASP acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

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

**Notifications**

Notification is to be made to the Innovation and Charter Schools Division in writing of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by XASP.

**LAUSD Charter Policy**

XASP will comply with the District policy related to charter schools, as it may be changed from time to time after notice and reasonable opportunity for input from the Charter School Collaborative.

**Amendments**

Any material additions, alterations, or amendments to XASP’s charter must be approved by Semillas Sociedad Civil’s Council of Trustees and LAUSD’s Board of Education. Material changes proposed subsequently must be approved by written consent of the Board of Education of Los Angeles and the Council of Trustees of Semillas Sociedad Civil.
ELEMENT 5

QUALIFICATIONS FOR SCHOOL EMPLOYEES

The employees of XASP will be a group of professionals committed to the education of all children. Our guiding principles demand that students engage in a rich, meaningful learning experience that will encourage them to become life-long learners. In order to fully implement our educational model, all staff members must be equally committed and actively involved in the planning, performance, administration, and evaluation of the instructional program and school operations. To help accomplish this, staff members are encouraged to serve on a committee of their choice.

XASP will not discriminate against any employee on the basis of race, religious belief, color, sex, pregnancy, sexual orientation, age, national origin, ancestry, physical or mental disability, medical condition, marital status, or any other protected classification, in accordance with applicable law.

Definitions of calendar, holidays, workday, work year, sick days, personal days, and due process procedures for disputes are to be found in XASP’s Employee Handbook.

XASP agrees to comply with the provisions of No Child Left Behind (NCLB) as they apply to certificated and paraprofessional employees of charter schools.

All full time employees of XASP are eligible for health benefits. XASP’s Executive Director in cooperation with XASP staff will monitor ongoing credentialing requirements. Employees’ job duties and terms and conditions of employment will be negotiated in individual contracts. General job descriptions have been developed for the administration, teachers, staff, and other office personnel.

Highly Qualified Teacher

XASP 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 Credentialled teacher. All core subject teachers are also required to hold a CLAD certificate and prove Spanish language competence or a BCLAD, which includes proof of Spanish language competence. The Directors will be responsible for hiring teachers.

All teachers shall also meet the highly qualified requirements of the NCLB. Accordingly, a teacher of core academic subjects must have:
1. a bachelor’s degree;
2. 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
3. demonstrated core academic subject matter competence.

Demonstrating core academic subject competency is done through CTC’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:

1. Pass a CTC approved subject matter examination
2. Complete a coursework option such as:
   - a CTC approved subject matter program
   - a major
   - a major equivalent (32 semester units), or
   - possess a graduate degree in the core academic subject area
3. Have California Commission on Teacher Credentialing (CTC) 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 LAUSD’s inspection upon request. Teachers of special education students are required to have appropriate special education credentials and/or licenses.

In addition, core teachers must be bilingual in English and Spanish and believe in the Mission and Vision of XASP 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.

XASP will adhere to existing state of California laws regarding fingerprinting and drug testing of employees. XASP 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.

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.

Process for Staff Recruitment, Selection, and Evaluation
XASP will select its own staff. Job applicants for positions at XASP 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 or his or her designee will be responsible for the selection of certificated and classified staff members. 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.

Procedures for Background Checks

XASP 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 another designee will review. The Executive Director or designee shall monitor compliance with this policy and report to the Council of Trustees on an annual basis.

Key Positions

Head of Schools (Principal)

1. Typical duties:

Provides educational leadership in developing and implementing XASP’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 XASP’s mission and vision.

2. Reports to the Executive Director of Semillas.

3. Functions:

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

• Identifying and implementing XASP 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 XASP educational programs and services.
• Advises and makes recommendations to the Executive Director and the Council of Trustees about employer-employee relations and collective bargaining activities.
• Performs other duties as assigned by the Executive Director.

4. Qualifications

Education Required

• An earned master’s degree or advanced degree of at least equivalent standard from an accredited college or university.
• At least two semester units of specific and two semester units of general coursework in multicultural education or equivalent study.
• At least two semester units each (six semester units total), or the equivalent, of coursework in culture, language, and methodology.

Experience Required

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

5. Health

Physical and mental fitness to engage in executive management service.

6. Credentials

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

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

Qualifications:

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

International Baccalaureate Coordinator

Provides and facilitates staff development activities, to coordinate and implement the program. Also, facilitates the writing of the MYP integrated units of study and PYP program of inquiry. IB Coordinator serves as the liaison with the International Baccalaureate Organization (IBO) office and continuously assists MYP teachers with the organization of student personal projects. Moreover, the IB Coordinator 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 school administrators.

Qualifications:

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

Senior Secretary

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

Qualifications:

Graduation from high school or evidence of equivalent educational proficiency.
Three years of experience in a secretarial position.
An Associate in Arts degree in Secretarial Science preferred but may be substituted with experience

Salaries and Benefits

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

The Principal will work for the calendar year with appropriate vacation time as determined in the individual employee contract. Employee hours per day will be based on individual contracts. The standard day for administrative and operational staff is 8.0 hours per day. The standard day for teaching staff is 7.0 hours per day. The teaching staff is also required to attend 2.0 hour/week, not to exceed 10.0 hours per month for meetings, 2-3 evening parent conference sessions a semester, and maintain communication with parents through actively leading the Teaching Collectives and organizing at least one meeting per month.

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

Evaluations

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

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

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

The Executive Director or Principal will evaluate the teachers on:

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

The Executive Director or Principal 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.
ELEMENT 6
HEALTH AND SAFETY PROCEDURES

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. XASP 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. XASP will ensure the safety of the students and staff by complying with the current LAUSD independent charter school standards and policies for health and safety as well as all state and federal laws, including Education Code Sections 44237, 47605(b)(5)(F). Each new employee or non-parent volunteer who will work in contact with students must submit to a fingerprint scan for the purpose of obtaining a criminal record summary. This requirement is a condition of employment. Also, employees hired by XASP 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
Facility Safety

Fire Drills

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

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

Disaster Drills (i.e. Earthquake)

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

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

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

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

Bomb Threats

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

Based on the information at hand, the administrative staff will make a decision whether an immediate evacuation is warranted. If so, the evacuation code word “safe school drill” will be given and evacuation procedures will be followed. The office personnel will coordinate information requests to and/or from law enforcement, the telephone company, and parents.

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

Evacuation Plan

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

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

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

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

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

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. XASP will maintain on file readily accessible records documenting such compliance.

Traveling Students

Traveling students have an option to choose to attend XASP within the same criteria as all other students in LAUSD and the state of California. XASP will not provide transportation.
Site Compliance

XASP 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 XASP.

A District-approved site for XASP must be fully usable without conditions. The XASP 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 XASP is located. These code requirements shall also apply to the construction, reconstruction, alteration of or addition to any charter school building. In the event XASP is cited by any agency, e.g., Cal OSHA or the Fire Marshal, for failure to comply with regulations, the District’s Charter Office will be notified immediately.

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

As needed, XASP 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 XASP 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.

Asbestos Management

XASP 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.

Insurance Requirements

No coverage shall be provided to XASP by the District under any of the District’s self-insured programs or commercial insurance policies. XASP shall secure and maintain, as a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect XASP from claims which may arise from its operations. Each charter school location shall meet the below insurance requirements individually. It shall be the charter school’s responsibility, not the District’s, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements. The following insurance policies 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 (“Board of Education”) as named additional insured 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 the Charter School's
insurance shall be primary despite any conflicting provisions in the Charter
School's policy. Coverage shall be maintained with no Self-Insured Retention
above $15,000 without the prior written approval of the Office of Risk
Management for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the
California Labor Code adequate to protect the 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 the
Charter School does not operate a student bus service. If the Charter School
provides student bus services, the required coverage limit is $5,000,000
Combined Single Limit per Occurrence.

4. Fidelity Bond coverage shall be maintained by the 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 $50,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage with minimum
limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

6. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per
occurrence and $3,000,000 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.

7. Employment Practices Legal Liability coverage with limits of $3,000,000 per
occurrence and $3,000,000 general aggregate.

8. Excess/umbrella 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. 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 the Charter School's insurance shall be primary despite any conflicting
provisions in the Charter School's policy.

Evidence of Insurance

XASP shall furnish to the District’s Office of Risk Management and Insurance Services
located at 333 S. Beaudry Ave, 28th Floor, Los Angeles, CA, 90017 within 30 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:
The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.

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

Should XASP deem it prudent and/or desirable to have insurance coverage for damage or theft to 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 the school.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, XASP does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney’s fees, brought by any person or entity whatsoever, arising out of, or relating to this charter agreement. XASP further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but no limited to attorney’s fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by XASP, and their officers, directors, employees or volunteers. Moreover, XASP agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with XASP’s vendors, contractors, partners or sponsors.

In addition, LAUSD further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless XASP and the Council of Trustees and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but no limited to attorney’s fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by LAUSD, and their officers, directors, employees or volunteers. Moreover, the District agrees to indemnify and hold harmless XASP for any contractual liability resulting from third party contracts with LAUSD’s vendors, contractors, partners or sponsors.

XASP will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the Charter School. XASP will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff.

XASP, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

XASP shall require all employees of the Charter School, and all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. XASP will maintain on file and available for inspection evidence that XASP has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. XASP shall also ensure that it receives subsequent arrest notifications from the Department of Justice to ensure the ongoing safety of its students.
ELEMENT 7
RACIAL AND ETHNIC BALANCE

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

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

Court-ordered Integration

The 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 Office of Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The School will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic goal of 70:30 or 30:70 ratio.

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

No Child Left Behind—Public School Choice (NCLB-PSC) Traveling Students

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

As required under NCLB, all NCLB-PSC students attending XASP shall have the right to continue attending XASP until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to XASP shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status. XASP will ensure that all of its NCLB-PSC students are treated in the same manner as other students attending the School. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the XASP. XASP will make reasonable efforts to invite and encourage the participation of the parents of NCLBPSC students in the activities and meetings at the Charter School.
Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District’s NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at XASP under the NCLB-PSC program increases in subsequent years, XASP agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the Charter School.

Federal Compliance

As a recipient of federal funds, including federal Title I, Part A funds, XASP has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. XASP understands that it is a local educational agency [LEA] for purposes of federal compliance and reporting purposes. XASP agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

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

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

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

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

- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds

- Complete and submit Local Education Agency (LEA) Plan to CDE

- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I school wide status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program

- Maintain inventory of equipment purchased with categorical funds, where applicable; and

- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable XASP also understands that as part of its oversight of the Charter School, the District may conduct program review of federal and state compliance issues.
ELEMENT 8
ADMISSION REQUIREMENTS

XASP will not discriminate against any student on the basis of ethnicity, race, color, age, gender, religion, national origin, sexual orientation, sex or disability. In accordance with Education Code Section 47605(d), XASP 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 the District. XASP 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.

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

Non-Discrimination

1. XASP will not discriminate against any student on the basis of ethnicity, national origin, gender or disability.
2. XASP 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, non-sectarian, and open to any resident of the State of California.
4. XASP will comply with applicable provision of the McKinney-Vento Homeless Assistance Act for homeless children.

Admission & Public Drawing

1. Children of founding parents will be given priority in admission although these will constitute a small percentage of total student enrollment.
2. Children of employees of the School and siblings of enrolled students will also be given priority in admission.
3. Children considered educationally disadvantaged by the State of California because of their public school of attendance will also be granted priority in enrollment.
4. In the event the School is enrolled to capacity, a public drawing will be used to determine enrollees only for vacancies which exist before the time and date of the public drawing.
5. The parents of all interested enrollees should attend and complete a School Orientation to be held immediately before the public drawing in order to participate in the drawing.
6. All enrollees must complete all enrollment requirements immediately following the drawing in order to enroll. Failure to do so will result in a forfeiture of enrollment and the next Publicly Drawn Candidate will be enrolled.

Publicly Drawn Candidates List

1. At times, XASP may choose to create a list of Publicly Drawn Candidates.
2. All participants who satisfactorily comply with school orientation 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.
4. XASP will notify Publicly Drawn Candidates in the order of their drawing.

Notification

1. The parents of Publicly Drawn Candidates will be contacted by phone and assigned an appointment time and date to complete the enrollment process.
2. Parents will be required to bring a certified copy of the birth certificate, proof of residence, and proof of vaccinations.
3. Parents 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 physical exam forms.
7. Any future vacancies will require a new parent orientation and lottery.
8. XASP will give one-week notice of the vacancy on the bulletin board in the main hall. Specific date, time and location will be posted.
9. XASP may provide one courtesy call to any parent 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. Matriculated students of XASP.
2. Children of XASP’s founding members;
3. Children of employees or enrolled students of XASP;
4. Siblings of currently enrolled students;
5. Students who reside within the boundaries of the District.
6. 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. XASP 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. Upon enrollment, the District agrees to forward to XASP all available cumulative file information regarding any pupil who previously attended the District and who has enrolled in XASP, including but not limited to information regarding special education and related services, in order to ensure that XASP is able to identify students with exceptional needs.
ELEMENT 9
FINANCIAL AUDIT

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

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

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

The Executive Director and/or designee 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 Council of Trustees and at the same time will be submitted to the Los Angeles Unified School District. In accordance with Education Code Section 47604.3, XASP shall promptly respond to any reasonable inquiries of the District, County Superintendent of Schools, or Superintendent of Public Instruction including but not limited to inquiries regarding its financial records.

District Oversight Costs

The District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 1% of the Charter School’s revenue, or the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 3% if the Charter School 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. The supervisorial oversight fee provided herein is separate and distinct from the charges arising under the charter school/facilities use agreements.

Special Education Revenue Adjustment/Payment for Services

In the event that the 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 the Charter School, the Charter School authorizes the District to deduct any and all of the in lieu property taxes that the Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. The Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to the Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, the 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.

Audit and Inspection of Records

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

- Charter School is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitors the fiscal condition of the Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit XASP’s 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 the Charter School’s financial information,
- The Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

The 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.

XASP will develop and maintain internal fiscal control policies governing all financial activities.

ELEMENT 10
STUDENT EXPULSIONS

XASP 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.

XASP will develop and approve a Parent and Student Handbook at the beginning of the school year with input from all stakeholders, including parents and teachers, that will address acceptable standards of behavior and specific consequences for student conduct. Thereafter, parents or guardians will be notified at the beginning of each school year of school discipline rules, student rights and the responsibilities relating to student conduct.

Suspension

1. Suspension from Class

A teacher who suspends a student from his or her class must immediately report the suspension to the principal (or the principal’s designee) and send the student to the office. The student may only be kept out of class for the balance of the day. During the period of suspension, a student may not be returned to the class from which he or she was suspended without the approval of the principal. A teacher may require the student to complete all tests and assignments the student missed during the period of suspension. The parent or guardian will be notified immediately of the out of class suspension.

2. Suspension from School

The principal or principal’s designee may suspend a student from school for no more than five consecutive school days. When suspension from school is imposed, the principal or principal’s designee will talk with the student regarding the reasons for suspension, and must give the student the opportunity to explain his or her actions. The principal must make a reasonable effort to inform the parent or guardian immediately of the suspension. The school must also notify the parent or guardian in writing of the suspension. A student may not be suspended for more than 20 school days within the school year.

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

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

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

3. 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.

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

5. Committed or attempted to commit robbery or extortion.

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

7. Stole or attempted to steal school property or private property.

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

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

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

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

12. Knowingly received stolen school property or private property.

13. 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.

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

15. 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.

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

17. Engaged in or attempted to engage in hazing of another.

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

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

20. Committed sexual harassment.

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

22. 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.

In accordance with California Education Code section 489159(b), a student may also be recommended for expulsion for committing the above offenses if the Director of Schools has determined that the pupil has committed the above offenses and that 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.

Expulsion

Expulsion is a formal removal of a student from a school. A principal may recommend suspension or expulsion for misconduct related to school activity if the misconduct occurs at certain places and times. The places and times include, but are not limited to:

- While on school grounds;
- While going to or coming from school;
- During the lunch period (whether on or off campus); or
- During, or while going to or coming from a school sponsored activity.

Expulsion may be recommended for the following offenses:

- Possession, selling, or otherwise furnishing a firearm;
- Brandishing a knife at another person;
- Unlawful possession of a narcotics or controlled substance;
- Committing or attempting to commit a sexual assault, or committing a sexual battery;
- Possession of an explosive;
- Robbery or extortion;
- Causing serious physical injury to another person except in self defense; or
- Assault and battery.

Every student recommended for expulsion has a right to an expulsion hearing. The Principle or designee is responsible for presenting the case against the student and for providing witnesses, as well as documentary evidence. The Disciplinary Panel then decides whether the expulsion is appropriate.

A student who is recommended for expulsion by the school, but who is not expelled by the Disciplinary Panel, will be returned to school, unless there is “good cause” why the student should not return. The Disciplinary Panel may recommend that the student return to school under certain conditions to address behavioral concerns.

Discipline of Students with Special Needs

The grounds for disciplining general education students are equally applicable to students with section 504 plans and special education students. However, there are certain guidelines and limitations that are applicable only to the disciplining of students with special needs.

1. Section 504 Students

Suspension

A Section 504 student may be suspended in the same manner and for the same reasons as any other general education student except in the limited case where the student’s misconduct is a manifestation of the student’s disability.
Expulsion

Prior to recommending expulsion for a Section 504 student, the school administrator must convene a Section 504 Review Committee to determine whether the student’s misconduct was a manifestation of his or her disability. If the misconduct was not a manifestation of the student’s disability, the student may be recommended for expulsion. If it is determined that the misconduct was a manifestation of the disability, the student may not be expelled. In this circumstance, the 504 Plan should be amended to address the student’s behavior.

2. Students Receiving Special Education Services

Suspension

A student who receives special education services may be suspended when other means of discipline have failed to bring about proper conduct. A student may serve multiple suspensions for separate offenses that accumulate to more than ten school days, so long as no single suspension exceeds ten school days unless a court order stipulates otherwise. For all days of suspension in excess of ten within a school year, the student must have a revised IEP, and must receive the appropriate educational services.

Expulsion

A pre-expulsion IEP meeting must be conducted prior to recommending expulsion. The IEP meeting must determine:

- Whether the student’s misconduct was a manifestation of the student’s disability;
- Whether the student was appropriately placed and was receiving the appropriate services at the time of the misconduct; and
- Whether behavior intervention strategies were in effect and consistent with the student’s IEP and placement

A student receiving special education services may not be expelled if it is determined that the misconduct was a manifestation of the student’s disability, that the student was not appropriately placed, or that the pre-existing IEP did not include appropriate behavior goals or intervention strategies. If it is determined that the student’s misconduct was not a manifestation of his or her disability and that the student was appropriately placed, and that the IEP set forth the necessary behavior goals or interventions, the student may be expelled. During the expulsion process, the student has the right to remain at the school unless:

- The parent consents to an alternate placement;
- The Disciplinary Panel has voted to expel;
- It is determined that the placement at school will likely result in injury to the student or others.

Disciplinary Records

XASP shall maintain records of all suspensions and expulsions.

Right to Appeal

Expelled students have the right to appeal the Disciplinary Panel’s expulsion order within 30 days to Semillas’ Council of Trustees. Council of Trustees decisions regarding expulsion appeals are final.

Expelled Pupils/Alternative Education

In the event of a decision to expel a student from XASP, the school will work cooperatively with the district of residence, county, and/or private schools to assist with the
appropriate educational placement of the student who has been expelled. XASP will work with the district from which the expelled student originated on an interim placement at another school. If a student is under an expulsion order from another school district (LEA), all information must be provided to XASP for review. XASP Disciplinary Panel will determine if enrollment will be granted.

District Required Language: Suspensions and Expulsions

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

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.

XASP shall ensure the appropriate interim placement of students during and pending the completion of the Charter School’s student expulsion process.

Charter Schools will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. Charter Schools will also ensure staff is knowledgeable about the District’s Discipline Foundation Policy by informing them of said Policy at teaching collectives and other professional development trainings. If the student receives or is eligible for special education, the Charter School shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Support Unit, Division of Special Education.

Charter School shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities. If a student is expelled from the Charter School, the Charter School shall forward student records upon request of the receiving school district in a timely fashion. Charter School shall also submit an expulsion packet to the Innovation and Charter Schools Division immediately or as soon as practically possible, containing:

- pupil’s last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion
- student’s current educational placement
- copy of parental notice expulsion
- copy of documentation of expulsion 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; and
- if the Student is eligible for Special Education, the Charter School must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, the Charter School must provide evidence that it convened a Link Determination meeting to address two questions: A) Was the misconduct caused by, or directly and substantially related to the students disability; B) Was the misconduct a direct result of the Charter School’s failure to implement 504 Plan?

Outcome Data
Charter School shall maintain all data involving 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 the Charter School shall be given a rehabilitation plan upon expulsion as developed by the 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. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

Readmission

The 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, the Charter School’s governing board shall readmit the pupil, unless the 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. The Charter School is responsible for reinstating the student upon the conclusion of the expulsion period.

Special Education Students

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, the Charter School will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. An IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the Charter 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 504?

Gun Free Schools Act

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

ELEMENT 11
EMPLOYEE RETIREMENT PLAN

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 Semillas del Pueblo will contribute the employer's portion (currently 8.25%), required by STRS. All
withholdings from employees and XASP 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.

Public Employees Retirement System

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

Public Agency Retirement System

Public Agency Retirement System and others. Semillas del Pueblo will participate in the Public Agency Retirement System for non-PERS/STRS eligible part-time employees. The Council of Trustees retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate. Written notification will be sent to LAUSD should there be any change to the retirement plan.

Employees of the District/County who choose to leave the employment of the District/County to work in XASP shall have no automatic rights of return to the District/County after employment at XASP 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.

Relationship Between The Teachers And The District/County Bargaining Unit

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

Salaries and Benefits

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

Work Basis

The Principal will work for the calendar year with appropriate vacation time as determined in the individual employee contract. All teachers and teachers' assistants will work a calendar year of 11 months, including 200 instructional days and 5-15 days of training. Office and maintenance will work a calendar year of 12 months with appropriate vacation time as determined in their individual employee contract. Employee hours per day will be based on individual contracts. The standard day for administrative and operational staff is 8.0 hours per day.

The standard day for teaching staff is 7.0 hours per day. The teaching staff is also required to attend 2.0 hour/week, not to exceed 10.0 hours per month for meetings, 2-3 evening
parent conference sessions a semester, and maintain communication with parents through actively leading the Teaching Collectives and organizing at least one meeting per month.

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

Benefits

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

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

All employees will earn paid legal holidays not less than currently offered by the sponsoring district for a work year of comparable length. Mandatory benefits such as, workers compensation, unemployment insurance, Medicare, and social security (for non STRS members) will be provided by XASP. Life, health, and related benefits will also be provided to all full-time employees at the cost of the school. Employees on charter school leave from the sponsoring district will elect to give up district offered coverage during the term of their employment with XASP.

Process for Resolving Complaints/Grievances

All staff members will follow state and federal laws for reporting alleged improprieties as well as adhere to XASP policies. These regulations are published in the Semillas’ Employee Handbook and are subject to annual review by the Council of Trustees.

The following process will apply to staff members filing a complaint/grievance.

1. Schedule appointment with the principals to discuss the incident/problem. The principal will determine if a grievance exists, and if so, will take the grievance to a panel of representatives appointed by the Council of Trustees. Should the grievance include the principal, the grievant may choose to submit a written request to the panel of representatives appointed by the Council of Trustees to determine if a grievance exists.

2. If the determination is made that no grievance exists, the grievant may choose to follow the mediation process by requesting the necessary paperwork from the principal. The mediation process begins with a conference including the party being grieved, two Council members or their representatives, and a self-selected representative.

3. A conference with persons in item #2 above and the principal will be held. Decisions will be binding and a conference memo will be issued. Non-participation in the process will result in issuance of a conference memo or a notice of unsatisfactory to remain in personnel file and will be forwarded upon request.
ELEMENT 12
PUBLIC SCHOOL ATTENDANCE
ALTERNATIVES

The XASP is a school of choice. No student is required to attend, and no employee is required to work at XASP. LAUSD students living within the attendance area of LAUSD who do not desire to attend XASP may attend another school in LAUSD or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the district or county of residence.

Name: Xinaxcalmecac Academia Semillas del Pueblo Charter School
Address: 4736 Huntington Drive North, Los Angeles, CA 90032
Phone Number: 323.225.4549
Contact Person: Marcos Aguilar or Minnie Ferguson
Grade Configuration: Kindergarten to 12th grade
ELEMENT 13
SCHOOL DISTRICT EMPLOYEE RETURN RIGHTS

Job applicants for positions at XASP will be considered through an open process, and if hired, will enter into a contractual agreement with XASP. Leave and return rights for union-represented employees who accept employment with XASP will be administered in accordance with applicable collective bargaining agreements between the employee’s union and the District and also in accordance with any applicable judicial rulings.
ELEMENT 14
CHARTER SCHOOL/CHARTERING AUTHORITY
DISPUTE RESOLUTION

The staff and governing board members of XASP agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and XASP, except any controversy or claim that is in any way related to revocation of this Charter, (“Dispute”) pursuant to the terms of this Element 14.

Any Dispute between the District and XASP shall be resolved in accordance with the procedures set forth below:

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

All Written Notifications shall be addressed as follows:

To Charter School: Xinaxcalmecac Academia Semillas del Pueblo

c/o Executive Director
4736 Huntington Dr. South
Los Angeles, CA 90032

To Director of Charter Schools: Director of Charter Schools
Los Angeles Unified School District
333 South Beaudry Avenue, 25th Floor
Los Angeles, California 90017

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

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

4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.
ELEMENT 15
EDUCATIONAL EMPLOYMENT RELATIONS ACT

XASP is deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act. As such, XASP will comply with all provisions of the “EERA,” and will act independently from LAUSD for bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for professional and employment relationships. However, unless the employees elect to be represented by an organization for bargaining purposes, all employees will be individually contracted.
ELEMENT 16
PROCEDURES FOR SCHOOL CLOSURE

Revocation

The District may revoke the charter if XASP commits a breach of any provisions set forth in the Charter School Act of 1992. The District may revoke the charter of XASP if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

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

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

Closure Action

The decision to close XASP either by the XASP governing Board or by the LAUSD Board of Education, will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the LAUSD Board of Education; the Charter School board votes to close the Charter School; or the Charter lapses.

Closure Procedures

The procedures for charter school closure are guided by California Education Code sections 47604.32, 47605, 47605.6, and 47607 as well as California Code of Regulations, Title 5 (5 CCR), sections 11962 and 11962.1. A closed charter school must designate a responsible entity to conduct closure activities and identify how these activities will be funded. The procedures outlined below are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” as posted on the California Department of Education website. References to “Charter School” applies to the charter school’s nonprofit corporation and/or governing board.

Documentation of Closure Action
The revocation or non-renewal of a charter school must be documented by an official action of the authorizing entity. Notice of a charter school’s closure for any reason must be provided by the authorizing entity to the California Department of Education (CDE). In addition, the charter school must send notice of its closure to:

1. Parents or guardians of students. Written notification to parents/guardians/caregivers of the enrolled students of XASP will be issued by XASP within 72 hours after the determination of a Closure Action and the effective date of closure. A copy of the written notifications to parents is also to be sent to LAUSD within the same time frames.

2. The authorizing entity

3. The county office of education. Written notification to the Los Angeles County Office of Education of the Closure Action shall be made by the XASP by registered mail within 72 hours of the decision to Closure Action. XASP shall provide a copy of this correspondence to the ICSD.

4. The special education local plan area in which the school participates. Written notification to the Special Education Local Planning Area (SELP A) in which the Charter School participates of the Closure Action shall be made by XASP by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.

5. The retirement systems in which the school’s employees participate. The Charter School will within fourteen (14) calendar days of closure action contact the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County office of Education and follow their procedures for dissolving contracts and reporting. Charter School shall provide a copy of this correspondence to the ICSD.

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

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

1. The effective date of the closure

2. The name(s) of and contact information for the person(s) handling inquiries regarding the closure

3. The students’ school districts of residence

4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements

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

1. A description of the circumstances of the closure

2. The location of student and personnel records

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

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

3. Information on student completion of college entrance requirements for all high school students affected by the closure

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

School and Student Records Retention and Transfer

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

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

2. The process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.

3. The Charter School will prepare an electronic master list of all students to the Innovation and Charter Schools Division. This list will include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school, 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 should also indicate the name of the school that each student is transferring to, if known. This electronic master list will be delivered in the form of a CD.

4. The original cumulative files should be organized for delivery to the District in two categories: active students and inactive students. The ICSD will coordinate with the Charter School for the delivery and/or pickup of the student records.

5. The Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. The Charter School will provide to the ICSD a copy of student attendance records, teacher gradebooks, school payroll records, and Title I records (if applicable). Submission of personnel records must include any employee records the charter school has. These include, but are not limited to, records related to performance and grievance.

7. All records are to be boxed and labeled by classification of documents and the required duration of storage.

Financial Close-Out

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity if it is aware of any liabilities the charter school owes the state. These may include overpayment of apportionments, unpaid revolving fund loans or grants, or other 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. XASP shall ensure completion of an independent final audit within six months after the closure of the 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 the charter school.

This audit may serve as the school’s annual audit.

The financial closeout audit of the Charter School will be paid for by XASP. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by XASP will be the responsibility of XASP and not LAUSD. XASP understands and acknowledges that XASP will cover the outstanding debts or liabilities of XASP. Any unused monies at the time of the audit will be returned to the appropriate funding source. XASP 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 XASP participates, and other categorical funds will be returned to the source of funds. XASP shall ensure the completion and filing of any annual reports required. This includes:

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. If the charter school chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. 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 determine the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. The return of any donated materials and property according to any conditions set when the donations were accepted.

2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.

3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.
Net assets of the charter school may be transferred to the authorizing entity. If the Charter School is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of the Charter School, the corporation will be dissolved according to its bylaws.

   a. The corporation’s bylaws will address how assets are to be distributed at the closure of the corporation.
   b. A copy of the corporations bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Charter.

For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by XASP’S Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

XASP’S Board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code. The Charter School shall provide LAUSD within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the school will make the payments.

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

   a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
   b. File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
   c. Make final federal tax payments (employee taxes, etc.)
   d. File the final withholding tax return (Treasury Form 165).
   e. File the final return with the IRS (Form 990 and Schedule).

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