

California Department of Education
School Accountability Report Card
Reported Using Data from the 2014–15 School Year
Published During 2015–16

*Anahuacalmecac International University
Preparatory*

Address: 4736 Huntington Drive South
Los Angeles, CA 90032

Phone: 323-352-3148

Principal: Marcos Aguilar

Grade Span: 9-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

District Contact Information – Most Recent Year

District Name	SBE – Anahuacalmecac International University Preparatory of North America
Phone Number	(323) 352-3148
Superintendent	Marcos Aguilar
E-mail Address	sembrador@dignidad.org
Web Site	www.dignidad.org

School Contact Information – Most Recent Year

School Name	Anahuacalmecac International University Preparatory of North America
Street	4736 Huntington Dr. South
City, State, Zip	Los Angeles, California, 90032-1942
Phone Number	(323) 352-3148
Principal	Minnie Ferguson, Director of Education
E-mail Address	sembrador@dignidad.org
Web Site	www.dignidad.org
County-District-School (CDS) Code	19 76885 0132928

School Description and Mission Statement – Most Recent Year**Introduction to Anahuacalmecac**

Anahuacalmecac International University Preparatory of North America (“Anahuacalmecac”) and her sister school Xinaxcalmecac, collectively known as Semillas Community Schools (“Semillas”), have established the only comprehensive public school system in the City of Los Angeles that serves the intellectual and cultural needs of Indigenous children. Founded and operated by Indigenous educators, Semillas provides a unique educational alternative for Native parents in the greater Los Angeles area, a region that boasts the highest density of Indigenous Peoples in the United States. Since opening in 2002, Semillas has continued to refine its global reach, academic programs, cultural programs, and expertise in curricular and professional development. Currently, both schools operate under a single K-12 state charter, now known only as Anahuacalmecac International University Preparatory of North America. Unfortunately, Anahuacalmecac was closed due to discriminatory practices based upon the national origin of the schools' founders and parents as well as a prejudiced bias against the school's culturally relevant curriculum and community-based goals on the part of the Los Angeles Unified School District and the Los Angeles County Office of Education's Boards of Education. This resulted in the school's closure in FY2013-14.

While overcoming these barriers, Anahuacalmecac has grown to achieve academic success in groundbreaking dimensions of community-based schooling in North America. Anahuacalmecac is an International Baccalaureate World School, an Asia Society Hanban Confucius Classrooms network school, a national Native Charter Schools Network school, a David Lynch Foundation Quiet Time Program school, an award recipient of the California Charter School Association’s High Performing Charter School Grant Award and most significantly, recently honored with the Seventh Generation Fund’s “Firekeeper” award. Anahuacalmecac maintains active programmatic ties with UCLA, Occidental College, East Los Angeles College, Cal State University Los Angeles, Pitzer College, Western University of Medical Sciences, the California Department of Education and the Secretary of Public Education of Mexico. Anahuacalmecac’s

instructional strategies are most effective in serving Indigenous students living in the urban inner city countering decades of recidivist schooling policies.

As an Indigenous community-based organization and as a traditional society of Aztec Dancers, Anahuacalmecac has become an active participant of the North American Indigenous Peoples' Preparatory Caucus process of the Permanent Forum of Indigenous Issues of the United Nations as a reflection of its aim to advance the implementation of the United Nations Declaration on the Rights of Indigenous Peoples. Our students have engaged in a variety of international fora advancing the voice and vision of our youth invoking, promoting and defending the rights of all indigenous peoples while learning about their own responsibilities to Mother Earth, community, humanity and all of our natural relations. Recognizing that our Council of Trustees and our schools' community of families and students have adopted the Declaration on the Rights of Indigenous Peoples, Anahuacalmecac aims to further all of the rights outlined in the Declaration with particular attention to the rights of Indigenous parents and children.

Mission Statement

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

Students Served

As a reflection of the communities it serves, Anahuacalmecac students are predominately American Indian of Mexican origin. The U.S. Office of Management and Budget (OMB) defines American Indian as, "A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment." As such, the terms American Indian or indigenous best describes the cultural identity, heritage and racial construct of Anahuacalmecac 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.

MAIZE: The Educational Design of Anahuacalmecac

Since 2002, Semillas Community Schools has engaged in the practice of decolonizing, regenerative education. In 2015, Anahuacalmecac consolidated the thirteen-year practice of autonomous decolonizing education into a coherent pedagogy, epistemology, methodologies and praxis called Metacognitive Ancestry-based Indigenous Zetetic Education (MAIZE). MAIZE educational design is rooted in a principle of sovereign knowledge particular to Indigenous Peoples distinguishing knowledge as a manifestation of both the origins and continuity of knowledge that is both earth and culturally based. MAIZE educational design aims to decolonize the deculturalizing agency of schooling by grounding Indigenous Peoples schools instead with in a transformative culture of teaching and learning that advances sovereignty and self-determination. This process engages both teachers and learners dialectically and intergenerationally in the explicit project of indigenous nation building.

Measurable Student Outcomes

At Anahuacalmecac, every student will strive toward mastery of essential academic and life skills necessary to succeed in attaining a university education of international standards. These essential skills will be measured through teacher-developed tests, school-wide interim assessments, IB PYP/MYP and Anahuacalmecac College-ready Diploma (ACD) program assessments, and statewide assessments, currently the state-approved assessment system, California Assessment of Student Performance and Progress. All students will work towards mastery of state standards and the criteria set forth in the No Child Left Behind Act (or subsequent federal educational legislation). Anahuacalmecac aims to support all students achieve grade level proficiency in core subjects and enrichment opportunities in order to achieve college-ready graduation for all. Toward this end Anahuacalmecac is committed to sustaining growth in student achievement based upon baseline assessments and personal proximal levels of development for each student.

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

Benchmarks to be met

1. The percentage of graduates who successfully complete A-G requirements every year will surpass the percentage of high school graduates who do so from comparable resident schools.
2. The percentage of graduates who cultivate cultural fluency and literacy through engagement in traditional cultural practices, customs and community service will surpass the percentage of students who do so from comparable resident schools every year.
3. The percentage of students who develop high levels of fluency and literacy in more than one language will surpass the percentage of students who do so in comparable resident schools every year.

School Wide Programs

Los Angeles' First Indigenous World Schools

The IB Continuum of programs: the Primary Years Program (PYP), the Middle Years Program (MYP), and the Diploma Program (DP). 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 and meet international university standards.

Anahuacalmecac was the first public International Baccalaureate World School to be authorized in the city of Los Angeles and are the only World schools in East. LA. The International Baccalaureate (IB) is a recognized leader in the field of international education, working with selected internationally minded schools in 127 countries worldwide.

MAIZE: The International Indigenous Diploma Programme

The Anahuacalmecac College-ready Diploma Program is an assessed program for students aged in 11th and 12th grades.

The Diploma Program is preceded by the IB's Primary Years Programme (PYP) and Middle Years Program (MYP). The three programs are philosophically aligned, each center on developing attributes of the IB learner profile. The programs are consistent in their pedagogical approach.

Student Enrollment by Grade Level (School Year 2014–15)

Grade Level	Number of Students
Kindergarten	N/A
Grade 1	N/A
Grade 2	N/A
Grade 3	N/A
Grade 4	N/A
Grade 5	N/A
Grade 6	N/A
Grade 7	N/A
Grade 8	N/A
Ungraded Elementary	N/A
Grade 9	44
Grade 10	29
Grade 11	11
Grade 12	30
Ungraded Secondary	N/A
Total Enrollment	114

Student Enrollment by Student Group (School Year 2014–15)

Student Group	Percent of Total Enrollment
Black or African American	2.63%
American Indian or Alaska Native	96.5%
Asian	0
Filipino	0
Hispanic or Latino	0
Native Hawaiian or Pacific Islander	0
White	.87%
Two or More Races	0
Socioeconomically Disadvantaged	6.14%
English Learners	3.5%
Students with Disabilities	11.4%
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2013–14	School 2014–15	School 2015–16	District 2015–16
With Full Credential	N/A	7	13	13
Without Full Credential	N/A	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	N/A	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013–14	2014–15	2015–16
Misassignments of Teachers of English Learners	N/A	0	0
Total Teacher Misassignments*	N/A	0	0
Vacant Teacher Positions	N/A	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014–15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	N/A	N/A

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials – Most Recent Year

Year and month in which the data were collected: _____ DPL _____

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	DPL	DPL	0
Mathematics	DPL	DPL	0
Science	DPL	DPL	0
History-Social Science	DPL	DPL	0

Foreign Language	DPL	DPL	0
Health	DPL	DPL	0
Visual and Performing Arts	DPL	DPL	0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements – Most Recent Year

Anahuacalmecac International University Preparatory takes great efforts to ensure that the school is clean, safe, and functional through proper facility maintenance and campus supervision. To assist in this effort, Anahuacalmecac uses a facility survey instrument, the Facility Inspection Tool (FIT), developed by the State of California (OPSC) and approved by the State Allocation Board. According to this facility survey instrument, the current status of our school is in “Good repair,” thus assuring that the facility is maintained clean, safe, and functional for students and staff. The overall rating of Anahuacalmecac is also “good” according to the FIT and the facility does not currently have any planned or recently completed facility improvements.

At Anahuacalmecac ongoing maintenance and facility improvements help ensure the school is up to date and that it provides adequate space for students and staff. The school facility includes open space for classroom usage, a supervised and gated outdoor playground, and multiple staff spaces to support teaching and learning.

The principle and administrative staff work daily with the custodial staff to develop daily and regular cleaning schedules to ensure a clean and safe school. In addition, the principle and administrative staff work daily with the maintenance staff to ensure daily and regular repairs to keep the school in “good repair” status. To ensure safety, emergency repairs are given the highest priority. Anahuacalmecac ensures that students are safe on school grounds before, during, and after school by assigning staff to supervise doors and gates, maintaining locked doors and gates, and by requiring all administrators, staff, and visitors to sign in and out in the front office.

School Facility Good Repair Status – Most Recent Year

Year and month in which the data were collected: 2016 January

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			

Overall Facility Rate – Most Recent Year

Year and month in which the data were collected: _____ 2016 January _____

Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014–15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts/	*	*	44%

Literacy (grades 3-8 and 11)			
Mathematics (grades 3-8 and 11)	*	*	33%

*Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grade Eleven (School Year 2014–15)

ELA - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	9	8	88.9	*--	--	--	--
Male	9	6	66.7	--	--	--	--
Female	9	2	22.2	--	--	--	--
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino	9	6	66.7	--	--	--	--
Native Hawaiian or Pacific Islander							
White	9	1	11.1	--	--	--	--
Two or More Races	9	1	11.1	--	--	--	--
Socioeconomically Disadvantaged	9	6	66.7	--	--	--	--
English Learners	9	1	11.1	--	--	--	--
Students with Disabilities	9	1	11.1	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth							

*Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
Level 2 = Standard nearly met
Level 3 = Standard met
Level 4 = Standard exceeded

CAASPP Assessment Results – Mathematics Disaggregated by Student Groups, Grade Eleven (School Year 2014–15)

Mathematics - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	9	8	88.9	*--	--	--	--
Male	9	6	66.7	--	--	--	--
Female	9	2	22.2	--	--	--	--
Black or African American							
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino	9	6	66.7	--	--	--	--
Native Hawaiian or Pacific Islander							
White	9	1	11.1	--	--	--	--
Two or More Races	9	1	11.1	--	--	--	--
Socioeconomically Disadvantaged	9	6	66.7	--	--	--	--
English Learners	9	1	11.1	--	--	--	--
Students with Disabilities	9	1	11.1	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth							

*Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
Science (grades 5, 8, and 10)	N/A	N/A	Grade 10: 16%	N/A	N/A	Grade 10: 16%	N/A	N/A	Grade 10: 53%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science (School Year 2014–15)

Student Group	Percent of Students Scoring at Proficient or Advanced
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All Students in the LEA	16%
All Students at the School	16%
Male	23%
Female	8%
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	16%
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	16%
English Learners	*
Students with Disabilities	*
Students Receiving Migrant Education Services	
Foster Youth	

*Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Career Technical Education Programs (School Year 2014–15)

Not Applicable

Career Technical Education Participation (School Year 2014–15)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	N/A
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	N/A
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	N/A

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014–15 Pupils Enrolled in Courses Required for UC/CSU Admission	100%
2013–14 Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

State Priority: Other Pupil Outcome

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

California High School Exit Examination Results for Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
English Language Arts	N/A	N/A	81%	N/A	N/A	81%	N/A	N/A	85%
Mathematics	N/A	N/A	78%	N/A	N/A	78%	N/A	N/A	85%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014–15) (if applicable)

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	22%	33%	N/A	19%	44%	N/A
All Students at the School	22%	33%	N/A	19%	44%	N/A
Male	29%	21%	N/A	29%	36%	N/A
Female	15%	46%	N/A	8%	54%	N/A
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	22%	33%	N/A	19%	44%	N/A
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged	22%	33%	N/A	19%	44%	N/A
English Learners	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
Students Receiving Migrant Education Services						
Foster Youth						

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2014–15)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A

9	25.6%	20.5%	41%
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Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement – Most Recent Year

Relationships among parents, students and teachers at Anahuacalmecac are cultivated through intergenerational bonds. Each student at Anahuacalmecac will count on adult mentors from their community, tribe, school and/or college who know them to help them achieve. Parents are respected and engaged as their children's first teachers. Grandparents are honored and sought as community elders and cultural teachers. Community-based organizations are also tapped to provide additional services and ways for parents to improve the way they lead and support their children.

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

Parents and staff will further be represented on the following committees: A-G, Curriculum and Instruction, Facilities and Safety, English Learners, Special Education, Parent Compact, Fundraising. The committees may be comprised of at least one parent, one teacher and one staff member.

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

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

Parents have been involved in an on-going study of our school since its founding over six years ago. As a practice, our parents are invited to three community assemblies a year to receive training on various topics of

interest, analyze student data, review finance reports, and set goals for the school. At community assemblies parents engage in dialogue with other parents, teachers, board members, and administrators during workshops on curriculum and student learning. Parent opinion recorded during workshops and the results of surveys conducted at the community assemblies are used to make improvements in curriculum and adjustments to goals and plans, including the Local Control Accountability Plan, and accreditation self-review processes.

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

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

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Graduation Rate	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Completion of High School Graduation Requirements – Graduating Class of 2014

Group	School	District	State
All Students	100%	N/A	81%
Black or African American	100%	N/A	68.2%
American Indian or Alaska Native	100%	N/A	70.6%
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	100%	N/A	76.6%

Native Hawaiian or Pacific Islander	N/A	N/A	N/A
White	N/A	N/A	N/A
Two or More Races	N/A	N/A	85.6%
Socioeconomically Disadvantaged	100%	N/A	75.6%
English Learners	100%	N/A	65.4%
Students with Disabilities	100%	N/A	62.3%
Foster Youth	N/A	N/A	N/A

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
Suspensions	N/A	N/A	0	N/A	N/A	0	N/A	N/A	3.8
Expulsions	N/A	N/A	0	N/A	N/A	0	N/A	N/A	0.1

School Safety Plan – Most Recent Year

The school safety plan was last reviewed on December 15, 2015.

The school safety plan was last updated on November 3, 2015.

The school safety plan was last discussed with the faculty on December 15, 2015.

The school safety plan was last discussed with a student representative on December 9, 2015.

A. Health and Safety Policies

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

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

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

- A requirement that each employee of the school submit to a criminal background check and furnish a criminal record summary as required by California Education Code section 44237
- Safe use, maintenance, and sanitation of school equipment and facilities
- emergency drill procedures and schedule (e.g., earthquake, fire)
- A policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies
- Compliance with all health and safety laws and regulations that apply to non-charter public schools, including those regarding auxiliary services (food services, transportation, custodial services, hazardous materials, etc.) and those required by CAL/OSHA, the California Health and Safety Code, and EPA.
- Emergency site plan
- Health screening procedure (vision, hearing and scoliosis)
- A requirement that all enrolling students and staff provide records documenting immunizations to the extent required by law. Records of student immunizations will be maintained, and staff will honor County requirements for periodic Tuberculosis (TB) tests.
- Procedures expected of staff and parents in the case of a sudden illness or injury occurring at school
- Procedures for administration of medication at school
- Suggestions for families as to good nutrition for their children
- Explanation of the necessity of physical education for the child's health
- Legal obligation of reporting contagious conditions
- Prevention of drug, tobacco and alcohol use, violence, and early sexual activity Compliance with EC Section 49406 addressing tuberculosis testing, and shall comply with all applicable laws and regulations concerning vision, hearing, and scoliosis testing for students

B. 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.

C. School Site

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

D. Traveling Students

Traveling students have an option to choose to attend Anahuacalmecac within the same criteria as all other students in LAUSD and the state of California. Anahuacalmecac will not provide transportation at this time. Other than to provide the option to attend a school within their community, the attendance policy will have no impact on traveling students who choose to attend Anahuacalmecac.

E. Site Compliance

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

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

The SBE will be provided a Certificate of Occupancy issued by the applicable permitting agency, allowing Anahuacalmecac to use and occupy the site 30 days prior to the date the school is scheduled to open. A temporary certificate of occupancy will be acceptable as long as there is a plan to complete the work to obtain the final Certificate of Occupancy.

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

- Routine Maintenance
- Building Equipment Operations (e.g., air filter changes)
- Major or Deferred Maintenance
- Alterations and Improvements
- Custodial Services
- Gardening

- Landscaping
- Tree Trimming
- Preventive Pest Management (including methods Anahuacalmecac will use to comply with the Healthy Schools Act)
- Utilities

F. Asbestos Management

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

B. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014–15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate – English Language Arts	Yes	Yes	Yes
Met Participation Rate – Mathematics	Yes	Yes	Yes
Met Percent Proficient – English Language Arts	Yes	Yes	Yes
Met Percent Proficient – Mathematics	Yes	Yes	Yes
Met Attendance Rate	N/A	N/A	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015–16)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement	N/A	N/A
Year in Program Improvement	N/A	N/A
Number of Schools Currently in Program Improvement	N/A	N/A
Percent of Schools Currently in Program Improvement	N/A	N/A

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2012–13 Number of Classes*			Avg. Class Size	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	20.8	4	0	1
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	17.8	3	2	0
Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	19	4	2	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2014–15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	114
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (librarian)	0	N/A
Library Media Services Staff (paraprofessional)	0	N/A
Psychologist	1	114
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1	10
Resource Specialist (non-teaching)	2	N/A
Other	0	N/A

Note: Cells with N/A values do not require data.

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013–14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	N/A
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	N/A	N/A
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014–15)

N/A

Teacher and Administrative Salaries (Fiscal Year 2013–14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	N/A	N/A
Mid-Range Teacher Salary	N/A	N/A
Highest Teacher Salary	N/A	N/A
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	N/A	N/A

Average Principal Salary (High)	N/A	N/A
Superintendent Salary	N/A	N/A
Percent of Budget for Teacher Salaries	N/A	N/A
Percent of Budget for Administrative Salaries	N/A	N/A

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement Courses (School Year 2014–15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	1	N/A
Social Science	2	N/A
All Courses	4	14.03

Note: Cells with N/A values do not require data. * Where there are student course enrollments. Note: AP means Advanced Placement.

Professional Development – Most Recent Three Years

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

We draw upon professional experts, Los Angeles County Office of Education trainings, El Dorado County Office of Education Charter SELPA trainings, as well as our own teaching staff's strengths and resources to lead our professional development. However, instead of obtaining presenters in different areas in a piecemeal fashion, Anahuacalmecac has obtained the services of a curriculum specialist and expert on the International Baccalaureate Programs to assist consistently over a period of time with Anahuacalmecac's prioritized needs for professional development.

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.