

Anahuacalmecac International UPNA

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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/fq/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](#) that contains additional information about this school and comparisons of the school to the district and the county. 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

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)		School Contact Information (School Year 2016-17)	
District Name	SBE - Anahuacalmecac International UPNA	School Name	Anahuacalmecac International UPNA
Phone Number	(323) 352-3148	Street	4736 Huntington Dr. South
Superintendent	Marcos Aguilar	City, State, Zip	Los Angeles, Ca, 90032-1942
E-mail Address	sembrador@dignidad.org	Phone Number	323-352-3148
Web Site	http://www.dignidad.org	Principal	Minnie Ferguson, Director of Education
		E-mail Address	info@dignidad.org
		Web Site	http://www.dignidad.org
		County-District-School (CDS) Code	19768850132928

Last updated: 2/1/2017

School Description and Mission Statement (School Year 2016-17)

Introduction to Anahuacalmecac

Anahuacalmecac International University Preparatory of North America ("Anahuacalmecac") commonly known as Semillas Community Schools ("Semillas"), has established the only comprehensive public school system in the City of Los Angeles that serves the intellectual and cultural needs of Indigenous children. Founded and operated by Indigenous educators, mostly of Indigenous Peoples from Mexico, 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.

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 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. Therefore, the Anahuacalmecac school design is founded upon Native cultural knowledge and intelligence. We call this educational design MAIZE.

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.

Culture:

Anahuacalmecac has successfully developed and implemented a curriculum in Nahuatl language and indigenous culture that includes pedagogy, methodologies, mathematics, social practices and instructional materials. First, Anahuacalmecac aims for indigenous language regeneration through Nahuatl, the largest spoken Indigenous language of the Americas. Second, Anahuacalmecac implements Danza Azteca-Chichimeca, an intense martial form, which allows students, parents and educators to build relations among themselves and with other indigenous communities and Peoples. Third, Anahuacalmecac implements Nepohualtzintzin, an ancestral tool for mathematical computation built upon the base-20 mathematical knowledge system common in Indigenous America before European arrival. Fourth, Anahuacalmecac implements the Circle of the Feathered Heads, a leadership development curriculum through which Anahuacalmecac students can enhance their natural abilities and engage in the practice of cultural diplomacy.

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 and Academia were the first International Baccalaureate World Schools 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 Baccalaureate Diploma Programme

The International Baccalaureate (IB) Diploma Programme (DP) is an assessed program for students aged 16 to 19. It is respected by leading universities across the globe.

The DP 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.

Afterschool Program

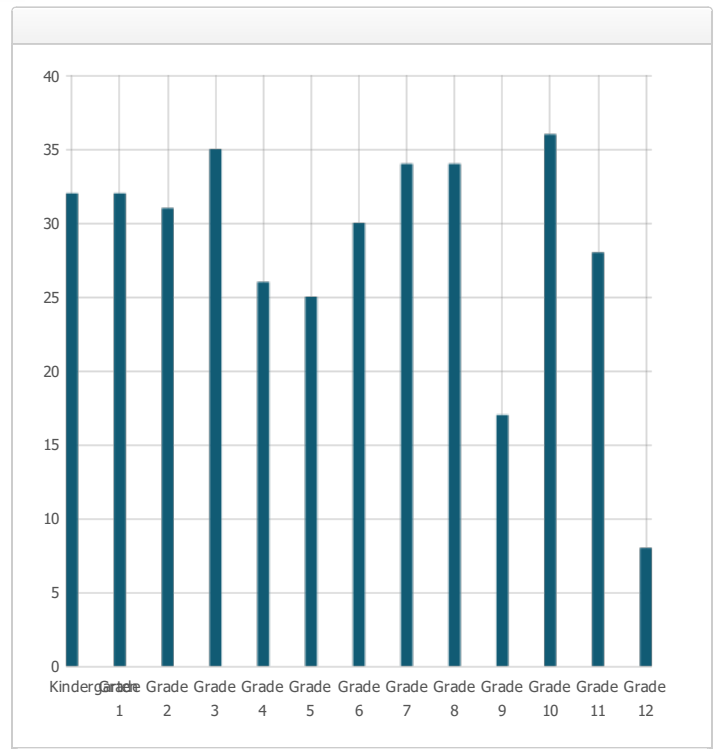
Anahuacalmecac partners with the Youth Policy Institute to provide comprehensive after-school services for our elementary school students.

Anahuacalmecac also provides middle school students with the After School Education and Safety Program.

Last updated: 2/1/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	32
Grade 1	32
Grade 2	31
Grade 3	35
Grade 4	26
Grade 5	25
Grade 6	30
Grade 7	34
Grade 8	34
Grade 9	17
Grade 10	36
Grade 11	28
Grade 12	8
Total Enrollment	368



Last updated: 2/1/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.1 %
American Indian or Alaska Native	95.7 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	95.7 %
Native Hawaiian or Pacific Islander	0.0 %
White	1.6 %
Two or More Races	0.5 %
Other	-94.6 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	93.5 %
English Learners	21.5 %
Students with Disabilities	9.8 %
Foster Youth	0.0 %

Last updated: 2/1/2017

A. Conditions of Learning

State Priority: Basic

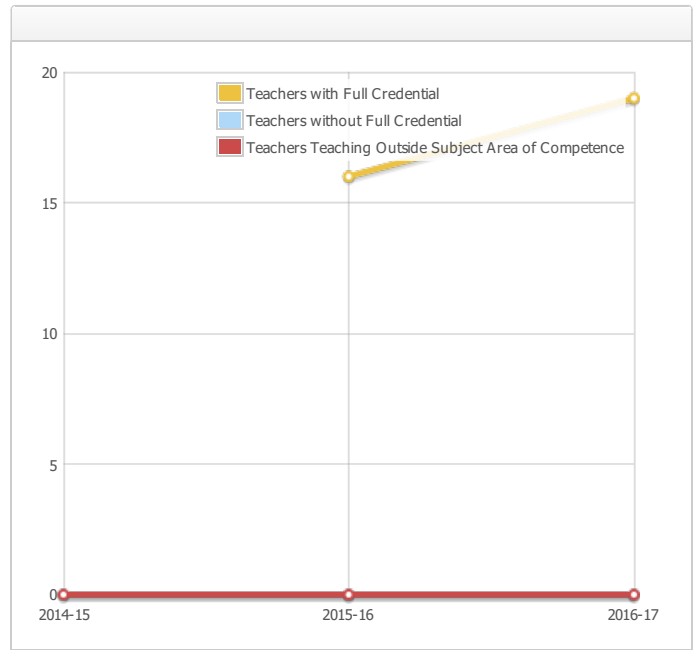
The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- 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

Anahuacamecac became a K-12 school in the 2015-2016 school year.

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential		16	19	19
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 2/1/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners		0	
Total Teacher Misassignments*		0	
Vacant Teacher Positions		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.

Last updated: 2/1/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

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%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

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.

Last updated: 2/1/2017

School Facility Conditions and Planned Improvements

Anahuacamecac 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, Anahuacamecac 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 Anahuacamecac is also "good" according to the FIT and the facility does not currently have any planned or recently completed facility improvements. The results of our facility surveys are available at the school office and on the Internet at www.Dignidad.org.

At Anahuacamecac 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. Anahuacamecac 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.

Last updated: 2/1/2017

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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Anahuacalmecac participated in the 2016 California Assessment of Student Performance and Progress (CAASPP) in May and June of this academic year. A summary review of the Average Scale Score and Percentage in Each Achievement Level for each grade level reported on indicates baseline achievement levels demonstrated by students range between 8% and 26% of students in each grade level met or exceeded achievement level standards in ELA and 0% and 16% in Math. However, definite progress is also indicated by the equally significant percentage of students in the "% Standard Nearly Met" category which ranged between 14% and 44% of students tested in ELA and 16% and 37% of students in Math. Additionally, an analysis of student achievement as reported in the "Average Scale Score and Percentage in Each Claims Performance Category" indicates promising baseline data: the majority of students tested are Near or Above Standard, particularly in categories correlated with inquiry-based educational designs Anahuacalmecac implements as a part of its core curriculum. English Language Arts results demonstrate the most promise in grades 8 and 11 with percent of students Near or Above Standard of 70% and 77% respectively. The Writing Performance Category presents the greatest challenge across the board, while Research and Inquiry demonstrate the greatest strength in all grade levels. In Math, students results reported indicated challenges with Concepts and Procedures but strength in Problem Solving with some grades achieving 60% rates of Near or Above Standard Achievement. Significant subgroups indicate similar results. "Hispanic" and "Economic Disadvantaged" results produce near matches for whole group results given the size of these populations, while Limited English Proficient achievement results indicate higher rates of challenge and need for support. Students in the 11th grade demonstrated that 77% of students met, nearly met or exceeded the standard in English Language Art. Within the subcategories 70% of students in "reading," 78% of student in "writing," 81% of students in "research" and 78% in "listening" nearly met or exceeded the standard. In mathematics, 37% of students of students met, nearly met or exceeded the standard with 15% of students in "concepts and procedures achievement category," 56% of students in "problem solving and modeling & data analysis, achievement category," 67% of students in "communicating reasoning achievement category" met, nearly met or exceeded the standard. The population of students who identify as socioeconomically disadvantaged reflect a similar result to that of the entire population for both English Language Art and mathematics. No students with disabilities met the standard for mathematics and 25% of students with disabilities nearly met the standard in English Language Arts.

This Measurable Pupil Outcome (MPO) continues to be addressed.

To be sure, results are still not entirely reliable as indicated by the CAASPP notice which warns that results available "are partial and may not be a good representation" of achievement. Last year currently enrolled K-8th grade students were enrolled in XASP, chartered by LAUSD. This academic year all of XASP's students were admitted to AIUP. Consequently, an accurate growth comparison cannot be conducted for this group. A comparison of the 11th grade students also can not be provided in consideration of the small size of the group. The California Department of Education Dataquest website states, "in order to protect student privacy, an asterisk (*) will be displayed instead of a number on Internet test results where 10 or fewer students had valid test scores." Therefore the data made available for the 2015-2016 school year will be considered the school's baseline data. Based upon these results, Anahuacalmecac can focus intervention on the greatest number of students who fell in the % Near Standard in each Performance Category in order to support greater student achievement. The greatest challenge CAASPP presents continues to be the administration of the online platform exams in that student stamina and engagement with the exam platform can produce both overwhelming stress and avoidance type behaviors almost all at once. Infrastructurally, the platform continues to challenge our school's limited resources with computer technology and overwhelmed the bandwidth of our internet network systems at every campus. Additionally, the State of California has so far reneged on one-time Common Core funding intended to advance schoolwide preparation for the implementation of and assessment of the Common Core.

Next Steps: Upon receiving the results stakeholders will analyze the CAASPP data provided with attention to all subgroups. AIUP will consider new test taking strategies, including adjustments to testing schedules and updating our technology to better meet the needs of students. Additionally, teachers in collaboration with administration and staff will continue to ensure that 100% of pupils receive and have access to CA Common Core standards-based instruction and materials further aligned to the International Baccalaureate standards.

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	--	24.0%	--	24.0%	--	48.0%
Mathematics (grades 3-8 and 11)	--	7.0%	--	7.0%	--	36.0%

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.

Last updated: 2/1/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	34	33	97.1%	27.3%
Male	14	13	92.9%	15.4%
Female	20	20	100.0%	35.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	32	31	96.9%	25.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	30	29	96.7%	20.7%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

Last updated: 2/1/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	26	26	100.0%	11.5%
Male	17	17	100.0%	5.9%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	24	24	100.0%	12.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	24	24	100.0%	4.2%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 2/1/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	25	25	100.0%	8.0%
Male	14	14	100.0%	7.1%
Female	11	11	100.0%	9.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	24	24	100.0%	8.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	23	23	100.0%	4.4%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

Last updated: 2/1/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	31	31	100.0%	25.8%
Male	16	16	100.0%	25.0%
Female	15	15	100.0%	26.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	30	30	100.0%	23.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	29	29	100.0%	27.6%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

Last updated: 2/1/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	35	35	100.0%	22.9%
Male	19	19	100.0%	15.8%
Female	16	16	100.0%	31.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	31	31	100.0%	16.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	33	33	100.0%	24.2%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 2/1/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	32	30	93.8%	33.3%
Male	16	14	87.5%	14.3%
Female	16	16	100.0%	50.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	29	28	96.6%	35.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	30	29	96.7%	31.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

Last updated: 2/1/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	27	27	100.0%	33.3%
Male	11	11	100.0%	9.1%
Female	16	16	100.0%	50.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	27	27	100.0%	33.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	27	27	100.0%	33.3%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

Last updated: 2/1/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	34	33	97.1%	15.6%
Male	14	13	92.9%	15.4%
Female	20	20	100.0%	15.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	32	31	96.9%	13.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	30	29	96.7%	14.3%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

Last updated: 2/1/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	26	25	96.2%	--
Male	17	17	100.0%	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	24	23	95.8%	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	24	24	100.0%	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

Last updated: 2/1/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	25	25	100.0%	--
Male	14	14	100.0%	--
Female	11	11	100.0%	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	24	24	100.0%	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	23	23	100.0%	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

Last updated: 2/1/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	31	31	100.0%	16.1%
Male	16	16	100.0%	18.8%
Female	15	15	100.0%	13.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	30	30	100.0%	13.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	29	29	100.0%	17.2%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

Last updated: 2/1/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	35	35	100.0%	--
Male	19	19	100.0%	--
Female	16	16	100.0%	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	31	31	100.0%	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	33	33	100.0%	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

Last updated: 2/1/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	32	30	93.8%	13.3%
Male	16	14	87.5%	--
Female	16	16	100.0%	25.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	29	28	96.6%	14.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	30	29	96.7%	10.3%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

Last updated: 2/1/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	27	27	100.0%	3.7%
Male	11	11	100.0%	--
Female	16	16	100.0%	6.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	27	27	100.0%	3.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	27	27	100.0%	3.7%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

Last updated: 2/1/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	0.0%	0.0%	18.0%	0.0%	0.0%	18.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Last updated: 2/1/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	93	89	95.7%	18.0%
Male	47	44	93.6%	22.7%
Female	46	45	97.8%	13.3%
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	--	--	--	--
Asian	0	0	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	87	84	96.6%	19.1%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	--	--	--	--
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	87	84	96.6%	15.5%
English Learners	12	12	100.0%	0.0%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Last updated: 2/1/2017

Career Technical Education Programs (School Year 2015-16)

N/A

*Last updated: 2/1/2017***Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	89.0%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	--

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	42.3%	26.9%	19.2%
7	32.4%	32.4%	32.4%
9	28.6%	35.7%	21.4%

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.

Last updated: 2/1/2017

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 (School Year 2016-17)

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.

Contact Person:
 Maria Villamil
 (323) 352-3148

State Priority: Pupil Engagement

Last updated: 2/1/2017

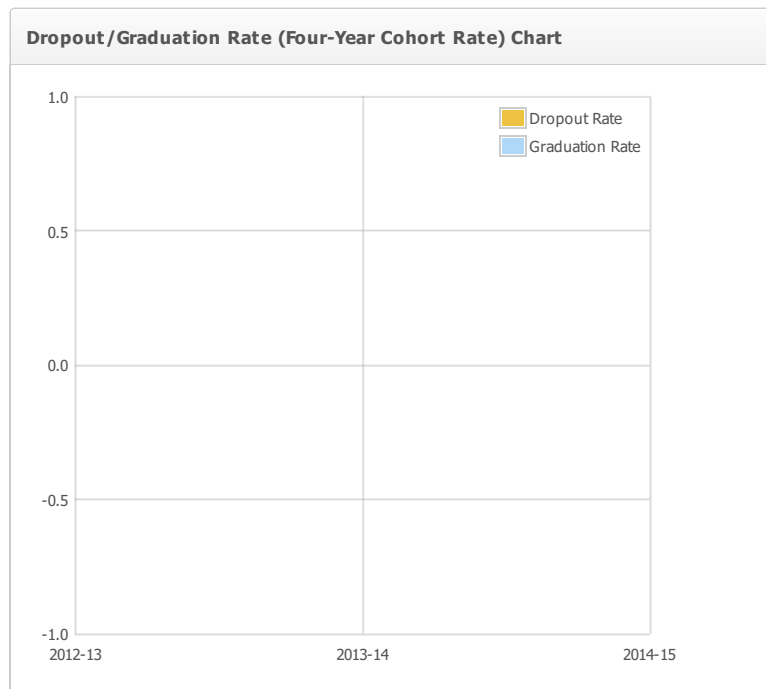
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Not Applicable

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	--	--	--	--	--	--	11.4%	11.5%	10.7%
Graduation Rate							80.44	80.95	82.27



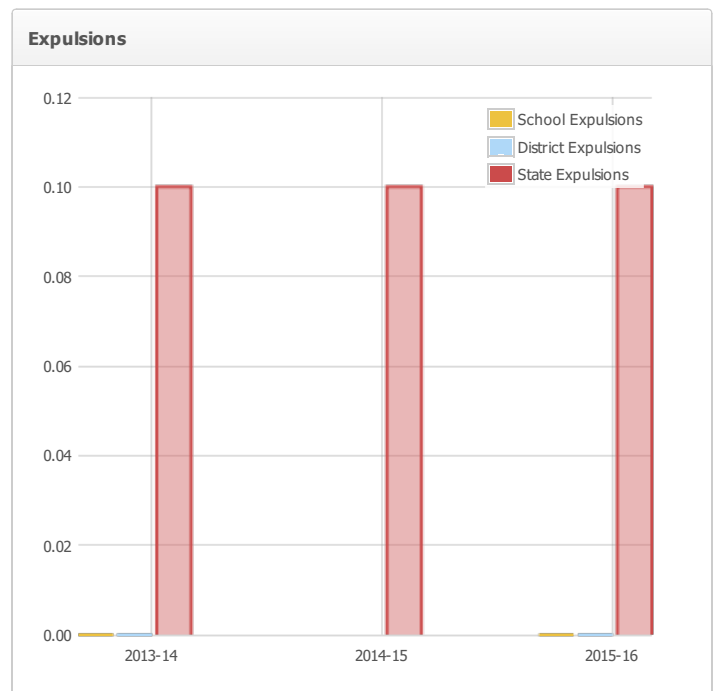
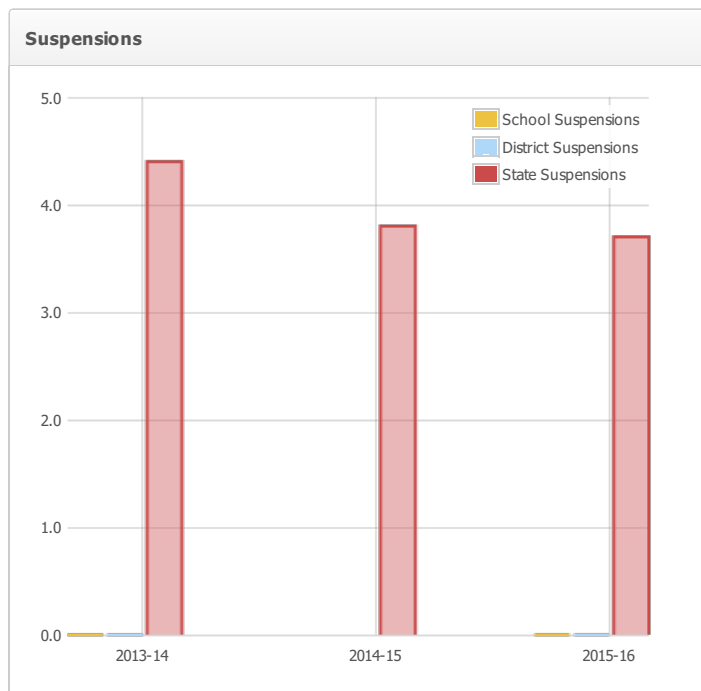
State Priority: School Climate

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions			0.0			0.0	4.4	3.8	3.7
Expulsions			0.0			0.0	0.1	0.1	0.1



Last updated: 2/1/2017

School Safety Plan (School Year 2016-17)

The school safety plan was last reviewed on January 19, 2017.
 The school safety plan was last updated on November 3, 2016.
 The school safety plan was last discussed with the faculty on August 2016.
 The school safety plan was last discussed with a student representative on October 2016.

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

D. Traveling Students

Traveling students have an option to choose to attend Anahuacalmeac within the same criteria as all other students in LAUSD and the state of California. Anahuacalmeac 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 Anahuacalmeac.

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.

G. Insurance Requirements

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

1. Workers' Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect Anahuacalmecac from claims under Workers' Compensation Acts which may arise from its operations, including Employers Liability limits of \$1,000,000/\$1,000,000/\$1,000,000.
2. Commercial General Liability coverage of not less than \$5,000,000 for each occurrence. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Anahuacalmecac's insurance primary despite any conflicting provisions in Anahuacalmecac's policy.
3. Commercial Auto Liability coverage with limits of \$1,000,000 combined single limit unless Anahuacalmecac operates student bus services; if providing student bus services coverage limits not less than \$5,000,000 combined single limit shall be required.
4. Fidelity Bond coverage shall be maintained by Anahuacalmecac to cover all charter school employees who handle, process, or otherwise have responsibility for charter school funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence.
5. Professional Educators Errors and Omissions liability coverage including sexual molestation and abuse coverage [if that coverage is not afforded elsewhere in the Commercial General Liability policy by endorsement or by separate policy] with minimum limits of \$3,000,000 per occurrence.
6. Excess/umbrella insurance with limits of not less than \$10,000,000 required of all high schools and any school which participates in competitive interscholastic or intramural sports programs.

Modifications

The Council of Trustees of Semillas Sociedad Civil reserves the right to modify, supplement or clarify the plans included in this element to the extent necessary to carry out the intent of the charter and the mission of Anahuacalmecac to best address student learning, assessment results and/or strategic program development. The Council of Trustees of Semillas Sociedad Civil acknowledges that all modifications that may amount to a material revision must be submitted and approved by the SBE.

Last updated: 2/1/2017

D. 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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

Note: Cells with NA values do not require data.

Last updated: 2/1/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.5	1	1	0								
1	21.5	1	1	0								
2	19.5	0	1	0								
3	19.0	0	1	0								
4	29.0	0	1	0								
5	25.0	0	1	0								
6	31.0	0	1	0								
Other	25.0	2	2	2								

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 2/1/2017

Average Class Size and Class Size Distribution (Secondary)

Not applicable for 2013-2015

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English									26.0	2	3	2
Mathematics									25.9	2	3	2
Science									25.9	2	3	2
Social Science									25.9	2	3	2

* 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.

Last updated: 2/1/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	187.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other		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.

Last updated: 2/1/2017

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	2	N/A
All Courses	4	26.0%

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

*Where there are student course enrollments of at least one student.

Last updated: 2/1/2017

Professional Development

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

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

- Mentoring by field experts including administrators and other school advisors
- Class release time to observe other teachers within the school and in other high performing schools
- Professional Development Educator Committee identifies teacher presenters based on the needs and requests identified in the annual survey
- Participation of lead teachers and administrators in LAUSD sponsored workshops on topics such as English Language Learners, Special Education, Socio-Economically Disadvantaged students, current state-approved assessment testing, and other key topics
- Our collective of teachers meets once a week for school wide curriculum planning and on-going professional development based on research-validated strategies on topics such as:
 - Implementation of the CCSS
 - Inquiry-based teaching
 - Language acquisition theory and pedagogy
 - Literacy, numeracy and science education
 - Early Intervention for intensive learners exhibiting difficulties
 - in specific areas
 - Socio-economically disadvantaged students
 - Advanced Learners (Gifted)
 - Students with Special Needs

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

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

Teachers and specialist staff come together across grade levels to plan the transdisciplinary standards based units for the entire year. This is done through a collaborative process to ensure in depth understandings of units of inquiry that comprehensively incorporate California standards and comprehensive assessments. These assessments are planned in advance of teaching the unit. Two things are key in the PYP approach: collective planning and pre-planned assessment. This process ensures a comprehensive school wide curriculum and professional "ownership" from teachers. PYP teachers also meet 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.

Last updated: 2/1/2017