

Anahuacalmecac International University Preparatory of North America

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 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 and 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.



Minnie Ferguson, Director of Education

Principal, Anahuacalmecac International University Preparatory of North America

About Our School

Semillas is a community-based, educational non-profit organization led by Indigenous educators in Los Angeles, California. Semillas Sociedad Civil is an indigenous community-based nonprofit organization that organizes youth, parents and educators to advance self-determination, sovereignty and human rights as Indigenous Peoples through autonomous education and advocacy.

Semillas currently operates one International Baccalaureate authorized World School: Anahuacalmecac International University Preparatory School of North America (Anahuacalmecac) for grades kinder through twelfth. Anahuacalmecac International University Preparatory of North America is dedicated to student academic excellence, Native wisdom, and appreciation of the cultural and intellectual heritage of Indigenous Peoples and the promotion of positive social awareness.

Semillas is setting an international standard of education for Los Angeles where students strive to become internationally-minded, culturally-sensitive community members. Beyond the minimal standard of instruction, Semillas aims to meet the rigor of internationally recognized rights of children, and Indigenous Peoples as proclaimed by the United Nations through cultural relevance and empowerment. As such, Semillas provides a haven for students to cultivate intellectual and social potential to become our communities' future doctors, lawyers and educators. Moreover, Semillas organizes parents to be informed and proactive in their children's education. Semillas is particularly successful with students in Special Education, offering individualized instruction and a caring environment to support all learners.

In a city with the largest concentration of Indigenous Peoples in the United States, Semillas schools are the only schools in Los Angeles that teach an Indigenous language, Nahuatl, which is the most-spoken Indigenous language in the Americas. Anahuacalmecac's unique combination of culturally related curriculum, community organizing, student character development and a professional staff of majority Indigenous Peoples, has yielded high results and student success for over a decade.

Co-Head of School: Marcos Aguilar

(Azteca Mexicano) Marcos is Executive Director and Co-Head of School of Anahuacalmecac International University Preparatory of North America. Mr. Aguilar received a Bachelor's degree in Chicana & Chicano Studies from the University of California, Los Angeles in 1994. Additionally, he holds both a single subject teaching credential in Social Science and a Masters in Education Administration from California State University, Los Angeles. Mr. Aguilar is a trained consultant for the International Baccalaureate.

Co-Head of School: Minnie Ferguson

(Azteca Mexicana) Minnie is Director of Education and Co-Head of School of Anahuacalmecac International University Preparatory of North America. Ms. Ferguson earned both a Bachelor of Arts in Psychology and a Master of Arts in Urban Planning from the University of California, Los Angeles. She also holds a Multiple Subjects Teaching Credential and a Master's in Educational Administration from the California State University, Los Angeles. Ms. Ferguson is a trained consultant for the International Baccalaureate.

Contact

*Anahuacalmecac International University Preparatory of North America
4736 Huntington Dr. South
Los Angeles, CA 90032-1942*

*Phone: 323-352-3148
E-mail: info@dignidad.org*

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	SBE-AIUPNA
Phone Number	323-352-3148
Superintendent	Marcos Aguilar
E-mail Address	info@dignidad.org
Web Site	http://www.dignidad.org

School Contact Information (School Year 2017-18)	
School Name	Anahuacalmecac International University Preparatory of North America
Street	4736 Huntington Dr. South
City, State, Zip	Los Angeles, Ca, 90032-1942
Phone Number	323-352-3148
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: 2/1/2018

School Description and Mission Statement (School Year 2017-18)

Anahuacalmecac is dedicated to serving disadvantaged children, children at risk of gang membership, and children at risk of cultural alienation in mainstream schools, in particular Native youth. We seek to cultivate wise, community-engaged and internationally-minded youth ready to assume leadership and champion their communities' causes. Beyond the minimal standard of instruction, Semillas aims to meet the rigor of internationally recognized rights of children, and Indigenous Peoples as proclaimed by the United Nations through cultural relevance and community empowerment.

As an IB World School, Anahuacalmecac students enjoy access to an inquiry-based, student-centered curriculum organized through the IB Primary and Middle Years Programs. In grades eleventh and twelfth, Anahuacalmecac students engage in a unique college-bound curriculum focused upon indigenous priorities of academic rigor, cultural relevance, community relationships and cultural regeneration. All of Anahuacalmecac 12th grade cohort complete diploma requirements and over 80% of these complete UC/CSU eligibility requirements in the state. In 2015, Anahuacalmecac proudly graduated students who first enrolled in kinder in 2002, including a Gates Millenium Scholar now enrolled in UC Berkeley. Since 2012, Anahuacalmecac has graduated close to 100% of its 12th grade class every year of which an average of 75% graduated UC eligible.

Increasingly, the children Semillas serves are at risk of family separation through forcible deportation, incarceration and death. Over 90 percent of Semillas students live in poverty. The majority of Semillas students reside in communities with the highest gang violence rates in the city of Los Angeles. Almost one hundred percent of the almost four hundred Semillas students are Indigenous children of Mexican origin whose parents have migrated to Los Angeles in the hopes of finding a better future. The community where the majority of Semillas students reside has one of the highest gang violence rates in the city, making prison an all too common prospect. Public schools Semillas' students would otherwise attend have alarming drop out rates of over 60 percent. Of those that are fortunate to graduate from non-charter public schools, less than five percent attend four-year universities. Semillas believes that teacher-led, community-based schools can reverse the marginalization so ingrained in the City's reality. Semillas organizes a community sanctuary where our children find support and hope.

Fifteen years ago, 139 children ages 5 years to 8 assembled on a chilly fall morning in the empty courts of El Sereno Park. Parents, teachers and children all nervously anticipated the start of the first day of the first public charter elementary school in East Los Angeles. With no building to hold classes in, Academia Semillas del Pueblo began in an abandoned recreation room of a city park, carting classroom supplies out to the yard daily. Children first enrolled in kinder 2002 graduated from high school in 2016. We are honored to have been entrusted with their lives and livelihoods for over a decade and now celebrate the commencement of their paths as adult members of our communities and sovereign nations.

Xinacalmecac Academia Semillas del Pueblo was born out of a great concern for the harmonious regeneration of Indigenous Peoples on this continent. Semillas del Pueblo emerged from the hearts of mothers, fathers, and teachers who took that first step thirteen years ago who organized a resistance to English-only laws in the State of California in effect to this day that prohibit maternal language education. Semillas emerged from forgotten barrios, abandoned buildings, neglected city parks, dumpsters made libraries, overcrowded schools, beneath compassionate trees, below ancient hills, blanketed by the thunder and rains of a southern California sky. Today, we may not all remember those days.

"Even what is made of jade, breaks. Even what is made of gold, tears."

In 2016, all of our campuses merged into our current autonomous school design, Anahuacalmecac International University Preparatory of North America. The privilege of being a temachtiani in Anahuacalmecac International University Preparatory is an uncommon calling. Vision, passion and commitment are requirements. The honor of being a xinaxtli in Anahuacalmecac is also uncommon. Dedication, cultivation and dreaming are basic expectations. Here, in this place, whosoever enters seeking a place of ease, begins ones exit upon arrival. Whosoever places the seeds of our people before themselves and their own needs merits honor and respect. "Only here a while," said the young grandfather. How will we have lived our lives? To love, thrive, learn, give, dream, play, dance, walk, and travel on the morning path towards the sunrise of a new sun tracing the steps of the ants that came before us. That is how we become rooted, united and organized like the fingers of our hand.

Yoloxochitl nelhuayotl

The flower blooms from the root,

Beauty is born of truth,

The seed blossoms,

It awakens

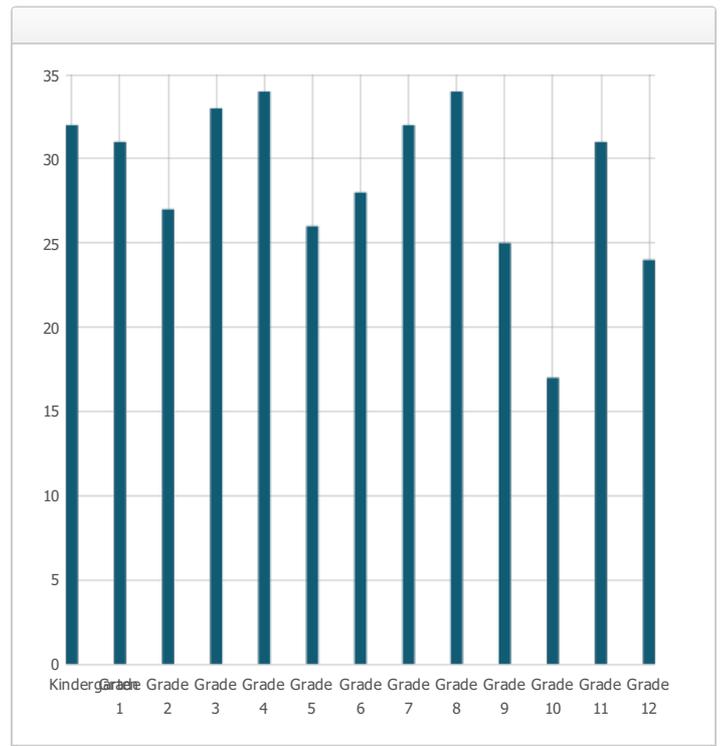
The people of maize.

Life is rooted in earth.

Last updated: 2/1/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	32
Grade 1	31
Grade 2	27
Grade 3	33
Grade 4	34
Grade 5	26
Grade 6	28
Grade 7	32
Grade 8	34
Grade 9	25
Grade 10	17
Grade 11	31
Grade 12	24
Total Enrollment	374



Last updated: 2/1/2018

Student Enrollment by Student Group (School Year 2016-17)**DEFINITION OF AMERICAN INDIAN OR ALASKA NATIVE USED IN THE 2010 CENSUS**

According to OMB, "American Indian or Alaska Native" refers to 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. The American Indian and Alaska Native population includes people who marked the "American Indian or Alaska Native" checkbox or reported entries such as Navajo, Blackfeet, Inupiat, Yup'ik, or Central American Indian groups or South American Indian groups.

From: [US CENSUS](#)

At Anahuacalmeccac we refer to native students and families as Indigenous Peoples.

Student Group	Percent of Total Enrollment
Black or African American	0.5 %
American Indian or Alaska Native	97.1 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	97.1 %
Native Hawaiian or Pacific Islander	0.0 %
White	0.3 %
Two or More Races	0.8 %
Other	-95.8 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	93.3 %
English Learners	20.1 %
Students with Disabilities	8.0 %
Foster Youth	0.0 %

Last updated: 2/1/2018

A. Conditions of Learning

State Priority: Basic

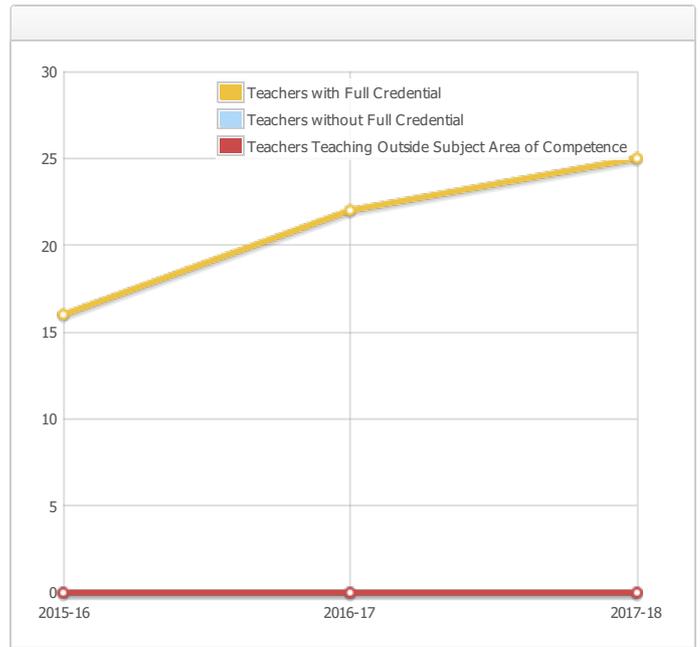
The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- 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

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

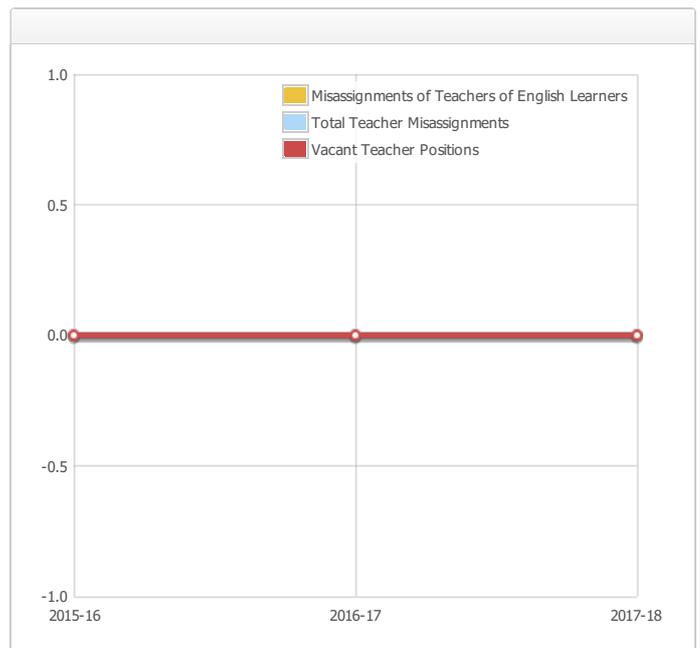
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	16	22	25	25
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 2/1/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	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.

Last updated: 2/1/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Anahuacalmeac uses a state approved reading program in grades K--2 and various different state approved reading textbooks in the remaining grades. Anahuacalmeac uses a state approved math program in grades K--6. Anahuacalmeac uses the same state adopted program for grades 1--5 and 6--8 in both R/LA (Reading and Language Arts) and math. Anahuacalmeac will provide a State--Board Adopted intervention program and textbooks for all students as required. Textbook selection will be analyzed and decided upon through a collaborative process before the school opens by the school's principal, founding teachers and Community Council following the recommendations of the International Baccalaureate consultants to identify and acquire those most appropriately aligned with the IB and the Common Core State Standards. Anahuacalmeac works to identify and provide additional International Baccalaureate related textbooks and instructional material, including digital textbooks and portfolios.

Additionally and very importantly, Anahuacalmeac has reached a one-one ratio of computer per student and teacher. Teachers develop digital textbooks that are CCSS aligned and aligned to the IB and INdigenous curriculum.

Below is a list of textbook publishers that Anahuacalmeac accesses:

Year and month in which the data were collected: January 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Publishers: -- Holt, Rinehart and Winston -- McDougal Littell -- Houghton Mifflin -- Harcourt Brace -- Prentice Hall -- Scott Foresman; Other instructional material;	Yes	0.0 %
Mathematics	Publishers: -- Scott Foresman -- Glencoe and McGraw Hill -- McDougal Littell -- Prentice Hall;Other instructional material;	Yes	0.0 %
Science	Publishers: -- Holt, Rinehart and Winston -- Glencoe and McGraw Hill -- McDougal Littell -- Prentice Hall;Other instructional material;	Yes	0.0 %
History-Social Science	Publisher: -- McDougal Littell, Pearson, Holt, Rinehart and Winston -- Glencoe and McGraw Hill -- Prentice Hall -- McGraw Hill -- McDougal Littell; Other instructional material;	Yes	0.0 %
Foreign Language	Pearson, Other instructional material;		0.0 %
Health	Macmillan/McGraw-Hill Health & Wellness Kindergarten through Grade Eight;Other instructional material;	Yes	0.0 %
Visual and Performing Arts	Pearson Scott Foresman Scott Foresman Art, California Edition;Other instructional material; 6-8	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 2/1/2018

School Facility Conditions and Planned Improvements

Anahuacalmeac 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, Anahuacalmeac 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 Anahuacalmeac 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 Anahuacalmeac 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. Anahuacalmeac 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.

Additionally, we are pleased to report that Anahuacalmeac has invested in the repair of the HVAC systems and has replaced all units on most campuses. All roofs have also been waterproofed with energy saving coating or roofing material in accordance with the terms of Proposition 39 grant funds known as Bright Schools.

Last updated: 2/1/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	All roofs sealed and coated with energy saving roofing material.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2017

Overall Rating	Exemplary
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Last updated: 2/1/2018

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Anahuacalmeccac 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 Anahuacalmeccac 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, Anahuacalmeccac 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	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	24%	25%	24%	25%	48%	48%
Mathematics (grades 3-8 and 11)	7%	6%	7%	6%	36%	37%

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: 2/1/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	214	208	97.20%	25.48%
Male	110	107	97.27%	26.17%
Female	104	101	97.12%	24.75%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	206	200	97.09%	26.50%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	196	191	97.45%	24.61%
English Learners	69	65	94.20%	--
Students with Disabilities	20	19	95.00%	
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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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: 2/1/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	214	206	96.26%	
Male	110	106	96.36%	
Female	104	100	96.15%	
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	206	199	96.60%	
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	196	190	96.94%	
English Learners	69	65	94.20%	
Students with Disabilities	20	19	95.00%	
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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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: 2/1/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	0.0%	18.0%	0.0%	18.0%	56%	54%

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 2/1/2018

Career Technical Education Programs (School Year 2016-17)

Anahuacalmecac provides its students in grades 6-12 access to three main career and technical programs. Through an agreement with the US Forest Service, students engage in Generation Green and learn about careers in the great outdoors. Through an agreement with the UCLA Tribal Learning Collaborative, students learn about American Indian law and careers in the judicial system. Additionally, students can participate in the school's Teen Court program in collaboration with the Los Angeles County Superior Court. Lastly, students can also enroll in the Western University of Medical Sciences American Indian Health Career Ladder.

Last updated: 2/1/2018

Career Technical Education Participation (School Year 2016-17)

Not Applicable

Measure	CTE Program Participation
Number of Pupils Participating in CTE	200
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	10.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	10.0%

Last updated: 2/1/2018

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	75.0%

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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	30.8%	7.7%	34.6%
7	12.1%	18.2%	21.2%
9	23.1%	23.1%	23.1%

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: 2/1/2018

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 2017-18)

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. The 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

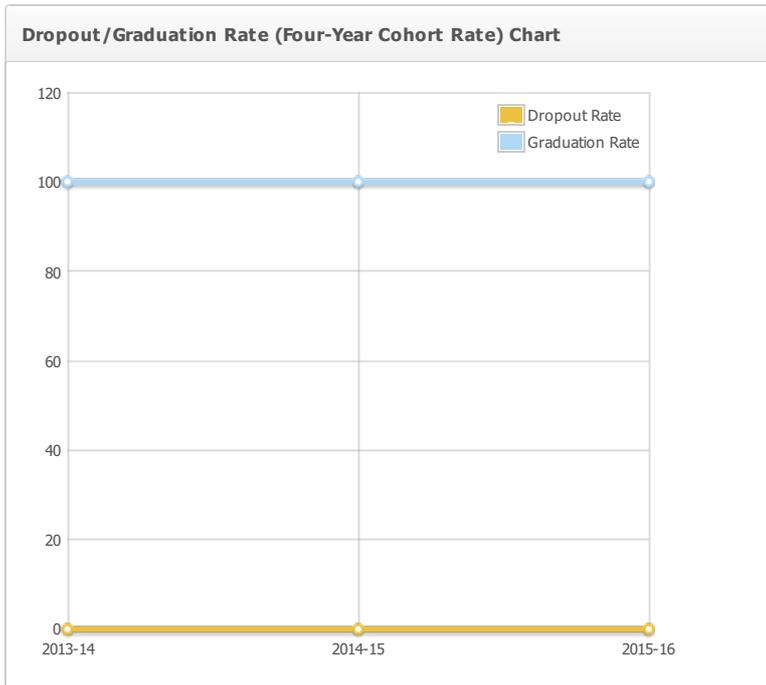
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Not Applicable

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	100.0%	100.0%	100.0%	--	--	--	81.0%	82.3%	83.8%



Last updated: 2/1/2018

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

Student Group	School	District	State
All Students	100.0%	100.0%	87.1%
Black or African American	100.0%	0.0%	79.2%
American Indian or Alaska Native	100.0%	0.0%	80.2%
Asian	0.0%	0.0%	94.4%
Filipino	0.0%	0.0%	93.8%
Hispanic or Latino	100.0%	100.0%	84.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	86.6%
White	100.0%	100.0%	91.0%
Two or More Races	100.0%	100.0%	90.6%
Socioeconomically Disadvantaged	100.0%	100.0%	85.5%
English Learners	0.0%	0.0%	55.4%
Students with Disabilities	100.0%	100.0%	63.9%
Foster Youth	0.0%	0.0%	68.2%

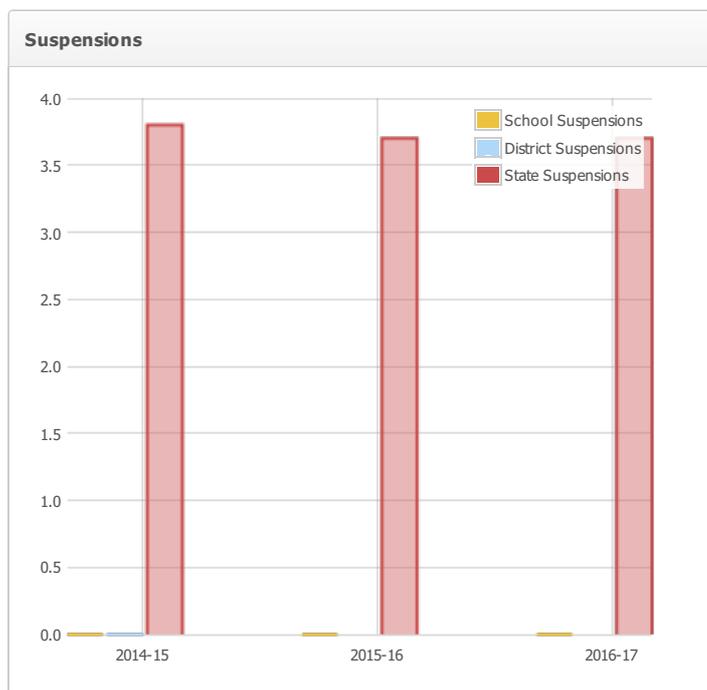
State Priority: School Climate

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.0%	0.0%	0.0%	--	--	--	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	--	--	0.0%	0.1%	0.1%	0.1%



Last updated: 2/1/2018

School Safety Plan (School Year 2017-18)

The school's safety plan was last reviewed on January 19, 2018.

The school's safety plan was last updated on November 3, 2017.

The school's safety plan was last discussed with the faculty on January 30, 2018.

The school safety plan was last discussed with student representatives on January 30, 2018.

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 requirements 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 immunization will be maintained, and staff will honor County requirements for periodic Tuberculosis (T B) 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

Anahuacalmeac 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 Anahuacalmeac.

A SBE-approved site for Anahuacalmeac must be fully usable without conditions. The Anahuacalmeac 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

Anahuacalmeac is located. These code requirements shall also apply to the construction, reconstruction, alteration of or addition to any charter school building.

In the event Anahuacalmeac 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 Anahuacalmeac 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, Anahuacalmeac 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 Anahuacalmeac will use to comply with the Healthy Schools Act)
- Utilities

Last updated: 2/1/2018

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 2017-18)

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

Last updated: 2/1/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	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	25.0	0	1	0	32.0	0	1	0	32.0	0	1	0
1	25.0	0	1	0	32.0	0	1	0	30.0	0	1	0
2	25.0	0	1	0	31.0	0	1	0	28.0	0	1	0
3	25.0	0	1	0	33.0	0	1	0	33.0	0	1	0
4	25.0	0	1	0	28.0	0	1	0	32.0	0	1	0
5	25.0	0	1	0	25.0	0	1	0	28.0	0	1	0
6	25.0	0	1	0	26.0	2	1	0	28.0	0	1	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 2/1/2018

Average Class Size and Class Size Distribution (Secondary)

Not applicable for 2013-2015

Subject	2014-15				2015-16				2016-17			
	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	0.0	0	0	0	25.0	2	5	2	27.0	1	4	1
Mathematics	0.0	0	0	0	17.0	6	2	0	17.0	7	1	1
Science	0.0	0	0	0	21.0	7	1	3	27.0	1	4	1
Social Science	0.0	0	0	0	19.0	6	1	2	23.0	4	4	1

* 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: 2/1/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	200.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist (non-teaching)	0.0	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: 2/1/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12279.0	\$0.0	\$12279.0	--
District	N/A	N/A	\$0.0	\$0.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6574.0	\$0.0
Percent Difference – School Site and State	N/A	N/A	5705.0%	--

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

Last updated: 2/1/2018

Types of Services Funded (Fiscal Year 2016-17)

On any given year, Semillas has educated the children of over 200 hundred families with over 350 children from the ages of 4 to 18. Every year we graduate 100% of our 12th grade class, over 75% UC eligible, and we have done so every year since 2012 representing in total almost three hundred students as of 2017. As has been recognized by both the IB and the NUIFC, Anahuacalmecac provides a unique value-add in our community. We recognize this value-add as a fundamental human right as Indigenous Peoples, and exercising this right has come at a price. Public school funding models, even LCFF's formula weighted towards funding poor students a little more equitably, does not provide sufficient funding. Compounding this under-resourcing was the bureaucratic underfunding of Anahuacalmecac by the SBE/CDE at a critical point in our school's recovery from forced closure by both the LAUSD and LACOE. After suffering a forced closure for an entire academic year, the state then saw fit to underfund our school by at least \$500,000 and had we not demanded equitable funding this figure would have been as high as \$1,000,000 over the course of a single academic year. At issue was our school's consolidation as a TK-12 charter school - and the mandated closure of our original charter school in exchange. Impacted, was funding to feed poor children, to train staff on the Common Core, and to acquire technology for students to access the new state testing platforms equitably. Most impacted would have been the children and their families, who according to our data on those who qualify for Free and Reduced Price meals and other income based government programs known as "Direct Certified", severity of poverty in our school community has increased over the course of the past three years (90% qualify for Free/Reduced price meals, of which over 60% qualify as Direct Certified). Semillas chose not to pass on the burden of feeding our children in school to our families, and to continue to make a 21st century education accessible to our students as well. This caused Anahuacalmecac to incur a fiscal deficiency of \$458,000 as of June 30, 2017.

In addition to this core program commitment, Semillas is committed to funding core programs needed by our families and prioritized by our mission as a school designed to serve the Indigenous Peoples communities of Los Angeles. A truly accessible education in our community for our students includes programmatic services underfunded or non-funded by the state and federal budgets.

A commitment to fully fund these need-based and mission-aligned programmatic priorities was and continues to be a pledge to meet the true educational and social-emotional needs of our students and families.

PROGRAM:

ONE TO ONE COMPUTER ACCESS
\$300,000 (FY 16-17)
NAHUATL LANGUAGE EDUCATION
\$175,000 (2 teachers, immigration costs, travel)
SPANISH LANGUAGE EDUCATION
\$75,000 (Spanish teacher grades 6-9)
CULTURAL/EXPERIENTIAL LEARNING
\$25,000 (speakers, events, travel)
PSYCHOLOGICAL & COUNSELING SERVICES
\$150,000 (2 FTE)
CREDENTIALLED ARTS BASED EDUCATION
\$100,000 (1.5 FTE)
PROFESSIONAL DEVELOPMENT: IB, INDIGENOUS, COMMON CORE, INQUIRY BASED EDUCATION
\$100,000 (IB Fees, Trainings, Consultants, 0.5 credentialed FTE)
AFTERSCHOOL PROGRAMMING K-12
\$25,000 (Staff)
SMALL CLASS SIZES
\$200,000 (3 additional FTE grades 6-12)
CREDENTIALLED PHYSICAL EDUCATION
\$75,000 (1 FTE grades 9-12)
PARAEDUCATORS
\$50,000 (Five 0.5 FTE grades K-5)
PARENT ENGAGEMENT
\$75,000 (1 FTE)
STUDENT LIFE & LEADERSHIP PROGRAMMING
\$75,000 (.25 credentialed FTE, 0.5 FTE paraeducator, travel)
INTERNATIONAL NAHUATL TEACHER EDUCATION
\$25,000 (0.25 credentialed Admin FTE, travel)
INDIGENOUS & CIVIC COMMUNITY ENGAGEMENT
\$25,000 (0.25 credentialed Admin FTE, travel)
MATH CURRICULUM COACHING
\$50,000 (0.5 credentialed FTE)
ENGLISH LANGUAGE DEVELOPMENT COACHING
\$50,000 (0.5 credentialed FTE)

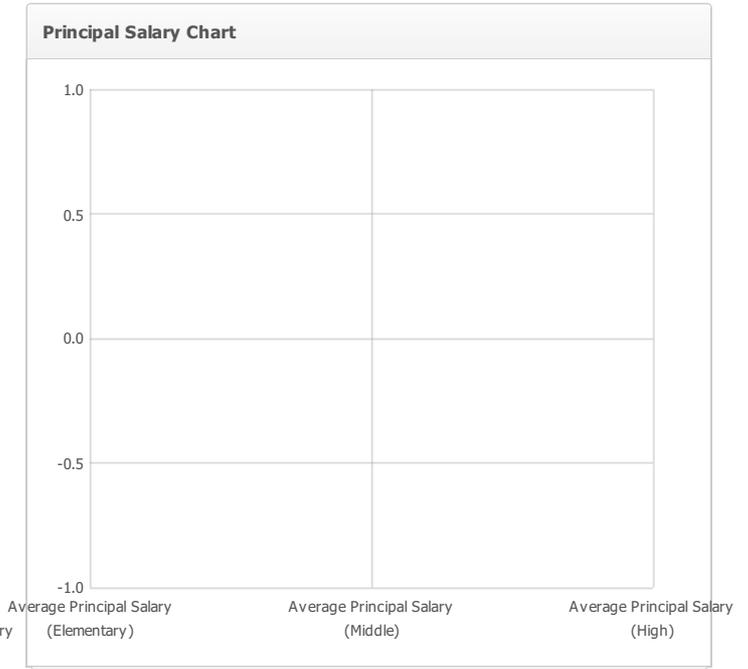
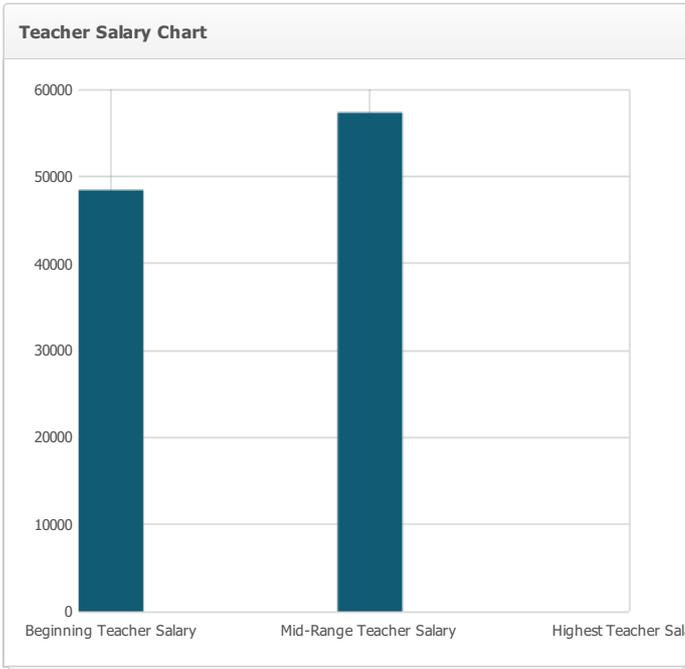
Last updated: 2/1/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,412	\$

Mid-Range Teacher Salary	\$57,312	\$
Highest Teacher Salary	--	\$
Average Principal Salary (Elementary)	--	\$
Average Principal Salary (Middle)	--	\$
Average Principal Salary (High)	--	\$
Superintendent Salary	\$	\$
Percent of Budget for Teacher Salaries	27.0%	0.0%
Percent of Budget for Administrative Salaries	0.1%	0.0%

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



Last updated: 2/1/2018

Advanced Placement (AP) Courses (School Year 2016-17)

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	1	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	2	N/A
All Courses	3	44.0%

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

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

Last updated: 2/1/2018

Professional Development

The primary areas of focus for staff development are inquiry, student-centered learning and culturally-based teaching. These have been selected as a part of multiple self-review processes beginning with our charter and continuing through the self-review process of the International Baccalaureate and the WASC accreditation process.

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.

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