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Through multiple self-review and externally managed school-wide review processes, AIUPNA engaged the Council of Trustees, administration, student support staff, teachers, office staff, parents and students. The current self-study process builds upon long-established community-based cultural and pedagogical principles and priorities inclusive of elders, cultural advisors, the English learner committee, School Site Council, Tlatokan Anawamaxtihkeh (Student Council), Xinaxtli Cafe (a parent-principals monthly workshop), community assemblies, staff meetings and teachers professional development meetings. As a small school under as much scrutiny and oversight by authorizing entities as we are, we have found it best to modify the model self-study process as described by WASC. Our approach to the school-study is more comprehensive than the model expectations of WASC. AIUPNA has maintained multiple points of self-study including multiple self-studies submitted to the State Board of Education, the California Department of Education, the International Baccalaureate and to WASC, as well as other community centered and nationally based comparative studies. All of these overlapping processes and outcomes of self-study represent a continual and comprehensive cycle of self-study involving the same individuals and stakeholders over the years.

All teachers, staff and leadership participate in professional development throughout the year and in seminar-styled professional development sessions at the beginning, middle and end of the academic year. A key objective throughout these sessions is to analyze data on academic performance to identify new actions and services to meet the school's goals. Additionally, students have also participated in school designed surveys and International Baccalaureate (IB) curriculum aligned questionnaires about the written, taught and assessed curriculum. The results have guided curriculum planning, and financial planning. Students were encouraged to participate in quarterly community assemblies to receive training and voice their opinions on curriculum, student progress, and student needs. In addition, students participated over a multi-year period in developing individual and schoolwide school goals based on a study of state assessment results. Lastly, an organizational review was contracted for by the school's leadership to study organizational identity, community assets and to recommend ways to improve student recruitment and retention.

Our Council of Trustees and School Site Council have been active participants in developing LCAP goals. All leadership groups have consistently reviewed student data to make recommendations to improvements in our delivery of services/actions and school culture. Goals and benchmarks have been reviewed and kept as stakeholders agreed that goals continue to be relevant and appropriate to our school mission. Growth benchmarks have been updated to reflect achievable progress. Parents, students, and staff all expressed very high levels of interest in Nahuatl language and culture programming and support increasing the emphasis of this programming at all school levels. Parents in particular, expressed an interest in strengthening the cultivation of students' socio-emotional needs with community organizations aligned with native wellness approaches and areas of growth in the scholarly field of Indigenous Studies. As such, new Expected Student Learner Results have been redesigned and are currently under consideration by the entire community so as to strengthen this dual focus. While the school has continued to use the IB's learner profile as learner outcomes, we strive to define outcomes that are specifically relevant our school's mission and vision. Thus, our community has recently proposed the following schoolwide learner outcomes for this school year going-forward based on our previously establish goals aligned with our LCAP/action plan.

The process for implementing and monitoring the schoolwide action plan aligned with Local Control Accountability Plan (LCAP) is designed to be inclusive of parents and parent committees. As a practice, our parents are invited to three community assemblies a year to receive training on various topics of interest, which include but is not limited to, 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. During the assembly the parents reflect and evaluate the monitoring of our learner outcome and LCAP/action plan.

Performance on high-stakes tests should be understood within the current context of hate directed at our students' families and communities by the federal government's discourse against immigrants & Indigenous Peoples. Across California, the impacts of deculturalization of indigenous and other non-dominant culture students, poverty and other social structural factors faced by these students have increased. Since No Child Left Behind and even through the current implementation of smarter balanced in California, performance targets have been arbitrarily set to fail a majority of students. The resulting disengagement, frustration, anger, stress and feelings of despair from "learned helplessness" remains unresolved and unaddressed. Even so, with adequate funding restored and a strategic focus on student achievement on CAASPP and other state assessments, our students improved in 2018 by 23% in Math and by 12% in ELA overall. All subgroups showed growth and improvement towards proficiency in ELA and Math and our learner outcomes. Based upon this growth and the rather static indicators of a lack of growth on state and local indicators in publicly available data, our performance in 2018 has outpaced student performance locally, statewide and in all charter schools across the state as compared to similar demographic groups.

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

- Percent students graduated: 100%
- Percent students graduated college eligible (UC/CSU Requirements): 80%
- Percent students admitted to University of California institutions: 33%
- Percent students accepted to a four year college: 47%
- Percent students enrolled in a two-year post secondary college: 53%
- Percent students completed 12th grade Survivance Project reflecting cultural fluency: 100%
- Percent students awarded Golden State Seal Merit Diploma: 30%
- Percent students awarded State Seal of Biliteracy: 20%
- Percent students successfully completed 10th Grade IB MYP Personal Project: 100%
- Percent students completed 5th Grade IB PYP Exhibition: 100%
- Access to Nahuatl language courses doubled
- Continued services to EL population helped to increase progress towards English language proficiency. According to the English Learner Progress Indicator (ELPI) formula: Fifty-four percent of English Learners redesignated to English language proficiency as measured by the CELDT RETEST in 2018
- Anahuacalmecac's mean scale score distance from Level 3 (D3) for grades K-8 improved by 35.8 per the ELA Five by Five Placement Report, which according to the state of California represents "increased significantly." The minimum threshold for "increased significantly" is 15 points.
- The mean scale score distance from Level 3 (D3) for grades 3-8 improved by 49.6 per the Math Five by Five Placement Report, which according to the state of California represents "increased significantly." The minimum threshold for "increased significantly" is 15 points.
- Students in 11th grade demonstrated a 14% growth in met or exceeded standards in Math.

**Anahuacalmecac College Readiness Achievement Data**

	2015	2016	2017	2018
<b>Graduation Rate</b>	100%	75%	100%	100%
<b>Completion Rate for UC/CSU Requirements</b>	55%	75%	79%	80%
<b>Seal of Bi-literacy Recipients</b>	8 of 31 students	3 of 8 students	4 of 24 students	6 of 30 students
<b>Golden State Merit Diploma</b>				<b>30%</b>
<b>Post Secondary Education Acceptance Rate</b>	100% applied and were accepted to 2-year or 4-year post-secondary institution.	100% applied and were accepted to 2-year or 4-year post-secondary institution.	100% applied and were accepted to 2-year or 4-year post-secondary institution.	<b>33% of students accepted to UC</b> 100% applied and were accepted to 2-year or 4-year post-secondary institution.

**COMPARISONS (2017-2018 AIUP Data):**

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

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

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