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**Measurable Student Outcomes and Methods of Assessment
Analysis of Student Performance - April 2018**

In our school community, poverty, as indicated by the percent of students who are recipients of CalFresh (formerly Food Stamps) and CalWORKs benefits, is currently 62% of the overall student population which is a 42% growth compared to last year's figure. Overall, 90% of our students qualify for the National School Lunch Program. Yet, 40% of our 2018 graduating class accepted admissions to a UC, over 50% of our graduating students were accepted to a UC or CSU, and 80% will have completed UC A-G requirements and all are on track for graduation AGAIN this year!

National Realities

Nationally, threats of state sanctioned violence against Indigenous Peoples and immigrant communities, and particularly threats of separation and deportation against students and their families, that have resulted from [President Trump's first year in office](#) and the movement which gave rise to him, have created severe emotional, psychological, and physical barriers to learning and education in our communities and in our school in particular. Nationally, assaults against Indigenous Peoples, most notably the sustained attacks against the Standing Rock Sioux Nation, impacted indigenous youth throughout the continent, and in Los Angeles, the community of Anahuacalmecac bore witness and along with the City of Los Angeles, stood tall with Standing Rock. Internationally, threats of border walls and nuclear war leave no one feeling safe. Our students and community have survived a traumatic year, and a year in which other traumas, daily realities for some of our students, have been compounded and magnified by ever increasing levels of poverty, reopened and amplified by gentrification and internalized violence. In our school community, poverty, as indicated by the percent of students who are recipients of CalFresh (formerly Food Stamps) and CalWORKs benefits, is currently 62% of the overall student population which is a 42% growth compared to last year's figure. Standards-based exams do not measure these realities.

Local Realities of Inequity

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 and 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 NCLB and even through the current implementation of smarter balanced in California, performance targets have been arbitrarily set to fail a majority of students, and the resulting

disengagement, frustration, anger, stress, and feelings of despair from “learned hopelessness” remains unresolved and unaddressed. To quote noted education researcher [Dr. Julian Vasquez Heilig](#), “Is it fair or just for millions of students of color to fail an unfair state-mandated test, despite working hard in the classroom, and this failure be blamed on a lack of grit rather than the real issue— the structure and scoring of unreliable and un-validated tests?” Others have acted upon these concerns as well. In fact, a [recent lawsuit filed against the State of California](#) notes that, “When it comes to literacy and basic education, California is bringing down the nation.” The legal complaint also asserts that, “the State continues to allow children from disadvantaged communities to attend schools that are unable to provide them an opportunity to obtain basic literacy.” According to [the Nation’s Report Card](#), California ranks in the bottom half of the nation in Mathematics, Reading, Science and Writing. In 2016, AIUPNA was disadvantaged by the State of California and its oversight of our charter schools particularly due to the preventable negative fiscal impact on our school caused by the CDE's management of the consolidation of AIUP. The forced closure of XASP caused the loss of one-time grant revenues based upon prior year ADA from 2014 to 2015 and subsequent approval of expansion to include grades k-12 resulted in a direct loss in funding of approximately \$145,000 in one-time funding for Common Core implementation and Teacher Effectiveness training. Additionally, the inexplicable designation of three CDS codes over the course of two years caused delays in the issuance of funds and loss of funding. The negative impact of these actions on the part of the State of California has yet to have been resolved and continues to challenge our school to provide the excellence its charter has been committed to. Even though poverty has increased in our school community, the CDE saw fit to forcibly close our National School Lunch Program and cut meal program funding for the entire 2015-16 academic year, leaving Anahuacalmecac to address child hunger alone and a financial hole to fill in 2016-17.

Analysis of Comparable Achievement

According to the 2017 CAASPP results reported, 73% of Economically Disadvantaged American Indian students K-12 in California did not meet the ELA standards, and 83% did not meet Math standards. Meanwhile, 68% of Economically Disadvantaged Latinos did not meet ELA standards statewide, and 79% did not meet math standards. *Additionally, considering that only 3 out of 4 Latino students graduate from high school in California, it is alarming that of these only ONE student graduates UC/CSU Eligible according to publically available state performance data.* Within this context, Anahuacalmecac student performance reflects a statewide trend among socioeconomically disadvantaged Latinos and other American Indians that flatlines student performance levels for over three quarters of these students across the state ***even with vast increases in school funding and resources elsewhere***. While fiscal hardships imposed upon Anahuacalmecac by the CDE/SBE, certainly hampered our school’s ability to provide our students’ constitutionally guaranteed equal access to education resources and opportunity, our school has done everything within its means to mitigate these inequities while prioritizing our educational mission and its community and cultural foundations beyond test scores.

The CDE has noted that AIUPNA CAASPP results for 2017 place the school’s achievement level at Very Low, for both ELA and MATH, noting additionally that the school’s percentage of students Not Met exceeded the State’s Standard Not Met percentage by 15 percentage points. However, this comparison

is not valid as it compares our student population which is predominantly identified as “Ethnicity for Economically Disadvantaged American Indian” and/or “Ethnicity for Economically Disadvantaged Latino” on CAASPP reports to the State’s “All Students” population group. For purposes of CAASPP, over 95% of AIUPNA’s student population is identified as Economically Disadvantaged Latino. A more accurate comparison of AIUPNA’s “Ethnicity for Economically Disadvantaged Latino” to the State’s “Ethnicity for Economically Disadvantaged Latino” demonstrates a remarkably similar trend. Additionally, it is informative to note that a more accurate understanding of comparable performance would include both “Standard Not Met” and “Standard Nearly Met”. CAASPP/CDE define these achievement levels as follows:

- *“Standard not met means the student must improve substantially to demonstrate the skills and knowledge needed to succeed in future coursework. In grades 6-8 and 11, a score in this range indicates the student needs to improve substantially to be ready for college after graduation.”*
- *“Standard nearly met means the student is close to meeting the achievement standard and may need further development to demonstrate skills and knowledge required for future coursework. In grades 6-8 and 11, a score in this range indicates further development may be needed to succeed in entry-level college courses after graduation.”*

In both achievement levels, the STANDARD IS NOT MET. Therefore, a more accurate measure of comparable achievement would include both achievement levels. Using this broader lense of data analysis, AIUPNA demonstrates that it in fact does fall within or positively exceeds the State’s Standard Not Met and Nearly Met achievement levels for similar students statewide. ***For ELA, AIUPNA Economically Disadvantaged Latino students performed almost 10 percentage points higher than the State’s Economically Disadvantaged Latino students. For Math, AIUPNA Economically Disadvantaged Latino students exceeded the State’s Economically Disadvantaged Latino student standard of Not Met/Nearly Met by 15.64 percentage points.*** 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.

One would have to question the appropriateness of the testing instruments and the testing execution as well as the context of testing and school climate endured by Latino/American Indian students across the state. Moreover, as noted previously by Dr. Vasquez Heilig, California Assessment of Student Performance and Progress is simply unfair and places economically disadvantaged American Indian, Latino and Black students at even greater disadvantage by reinforcing test-driven methodologies, curricula, professional development and policies in schools across the state.

Achievement Levels and Student Groups

<p>ELA/literacy CAASPP test results showed and overall pattern of Standard Not Met percentage that exceeds the State’s Standard Not Met percentage by 15 percentage points.</p>	<p>Math CAASPP test results showed and overall pattern of Standard Not Met percentage that exceeds the State’s Standard Not Met percentage by 15 percentage points.</p>
<p>State (ALL POPULATIONS): 28.35% NOT MET - State Ethnicity for Economically Disadvantaged American Indian - Standard Not Met/Nearly Met: 72.28%</p>	<p>State (ALL POPULATIONS): 35.86% NOT MET - State Ethnicity for Economically Disadvantaged American Indian - Standard Not Met/Nearly Met: 81.91%</p>

<ul style="list-style-type: none"> - State Ethnicity for Economically Disadvantaged Latino <ul style="list-style-type: none"> - Standard Not Met/Nearly Met: 81.91% - State English Learners <ul style="list-style-type: none"> - Standard Not Met/Nearly Met: 87.9% <p>AIUPNA Ethnicity for Economically Disadvantaged American Indian/ Latinos: 51.92% Not Met</p> <ul style="list-style-type: none"> - Standard Not Met/Nearly Met: 74.31% 	<ul style="list-style-type: none"> - State Ethnicity for Economically Disadvantaged Latino <ul style="list-style-type: none"> - Standard Not Met/Nearly Met: 78.35% - State English Learners <ul style="list-style-type: none"> - Standard Not Met/Nearly Met: 87.68% <p>AIUPNA Ethnicity for Economically Disadvantaged American Indian/ Latino: 73.77% Not Met</p> <ul style="list-style-type: none"> - Standard Not Met/Nearly Met: 93.99%
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1. Summary of Fall 2017 California Dashboard Results

Greatest Progress According to Fall 2017 CA Dashboard

Graduation as Achievement - Graduation Indicator

Anahuacalmecac’s record of high school graduation demonstrates the highest levels of student achievement as indicated by 100% graduation rates and higher than average UC/CSU Eligibility upon graduation. Further, the CA Dashboard does not show data for our Graduation Indicator because our CDS code was arbitrarily changed for 2015. Our graduation rate is 100% for all years and we have no dropouts as demonstrated in CALPADS. Therefore, we are confident that our placement on the Graduation Indicator Five by Five Placement Report can be assumed to be equivalent to Blue for all student groups.

The Priority 5 - Graduation Indicator was identified by our school’s planning committee as an LCFF priority that the CDE considered in making the determination of academic concern, the only data referenced was the “inadequate growth on the SBAC summative assessment for grade eleven” in ELA/literacy and Mathematics, which are addressed in the Action Taken matrix. However, we would like to highlight graduation rates and other notable accomplishments in the table below that demonstrate achievement as it relates to Priority 5.

	2015	2016	2017	2018
Graduation Rate	100%	100%	100%	100% projected
Completion Rate for UC/CSU Requirements	55%	75%	79%	In progress towards meeting goal and maintaining high rate
			Benchmark Goal Met *See table below section one*	
Seal of Bi-literacy Recipients	8 of 31 students	3 of 8 students	4 of 24 students	6 of 30 students. This is 4% . One additional student could have met it but

				missed the requirement of ELA CAASPP by one point.
Post Secondary Education Acceptance Rate	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.	100% of students are projected to be accepted to a 2-year or 4-year post-secondary institution.
<p>*Scholarships - Graduates of AIUP have been recipients of prestigious scholarships and awards such as the <i>Gates Millennium Scholarship, Pitzer College Scholarship (\$54K/year), Coca-Cola Scholarship, UCLA Alumni Scholarship, Woodbury Scholarship, Mount St. Mary's Provost Award, Pitzer College Full Scholarship</i> and recently the <i>full tuition merit based Posse Scholarship</i>.</p>				

Suspension Rate (K-12)

- All Student Performance status is "Green" - second Highest Performance level at 1%
- Special Education Subgroup status is Blue - Highest Performance at 0%
- Hispanic Subgroup status is "Green" - second Highest Performance at 1%

English Language Arts

- Students with Disabilities Subgroup increased significantly by 15.9 points
- English Learner RFEP Student Subgroup scored 27.5 points below level three with a significant increase of 20 points

Mathematics

- Students with Disabilities increased significantly by 33.8 points
- English Learner Subgroup increased by 9.9 points
- English Learner Student Subgroup increased by 17.7

Local Indicators - School Climate

AIUP is committed to ensuring that all students access academic, cultural, and community resources aimed at strengthening student educational achievement and overall school climate. Anahuacalmecac developed and carried out its own unique climate survey because the California Healthy Kids Survey fails to address concerns specific to our student population with regards to indigenous identity, generational trauma and community-informed trauma. Anahuacalmecac is a sanctuary for our students. Here are some local indicators. Trauma caused by violent experiences our students may have faced outside of our school context also impact learning. As one example almost half of our students body k-12 reported to have heard gunshots at least once in their life within their community. This simple question leads us to inquire into other levels of exposure to traumatic incidents our students may experience outside of the school which may also impact learning or more clearly indicate what needs our school can work to address to increase school and community safety. Over 55% of students, felt that most students in their school "get along well" with each other.

- Approximately 75% of students() agreed that “indigenous students are valued at this school”
- About 87% of the 6-8th grade span felt that the student population is valued - in a focus group, students stated that the “school respects indigenous peoples and culture and this is a reason why parents bring their children to this school”
- 83% of 10th grade students feel that the school’s teaching and learning is demonstrating and excelling when addressing human commonality, diversity and multiple perspectives
- An astounding 76% of the students feel like every student that attends our school belongs here. A remarkable 86% of students in the 9-12 grade span agree with this question
- Almost 70% of all students surveyed, “would feel comfortable reporting harassment or racial abuse to school officials”
- Over 70% of students in the K-8th grade spans would report harassment or racial abuse to their school officials. Approximately 25% of students surveyed, felt neutral about this question and the remaining students disagreed
- Key in our school wide strategy is to provide access to cultural ceremonies and other community-based learning experiences
- AIUP has been highlighted in a recent national survey of urban indigenous schools.
- Seven approaches/strategies found at AIUP and other schools highlighted are described the report called, "Resurgence: Restructuring Urban American Indian Education". These seven approaches are as follows: (1) Learning out of doors on land and on water. (2) Learning in Community (3) Learning Across Generations (4) Learning in Redefined Spaces (5) Learning Leadership and Advocacy (6) Learning Indigenous Language (Language Revitalization) (7) Learning Indigenous Cultural Practices. Additionally, at Anahuacalmecac we recognize one more: (8) Learning across international geo-political boundaries.

AIUP develops culturally responsive alternatives to suspensions such as 1) high school students mentoring middle school students to support positive development, conflict resolution, time management, goal setting, and 2) restorative justice opportunities guided by school staff. Further, we train staff on how to create opportunities for students to access academic, cultural and community resources such as the Los Angeles Teen Court Program of the Los Angeles Superior Court guided at our school by two Native American judges. With access to an inquiry-based, internationally-minded college preparatory course of study embedded with and responsive to student needs as Indigenous Persons, students develop a strong sense of self and community. Additionally, AIUP provides access to cultural ceremonies and other community-based learning experiences. Student and parent surveys indicate that curriculum rooted in Indigenous knowledge is a priority and an important element of our charter school’s design.

Greatest Need According to Fall 2017 CA Dashboard

English Language Arts: Status level of Very Low, decreased change in Average Distance from Level 3 in ELA grade three through grade eight and inadequate growth for grade eleven.

Mathematics: Status level of Very Low, decreased change in Average Distance from Level 3 in Mathematics (grade three through grade eight and inadequate growth for grade eleven.

Analysis of performance Element Two: Measurable Pupil Outcomes and Element Three: Method for Measuring Pupil Outcomes

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. All benchmarks are quoted from the Charter of Anahuacalmecac as authorized by the State Board of Education in 2014.

Benchmarks to be met:

1. The percentage of graduates who successfully complete CSU/UC A-G requirements every year will surpass the percentage of high school graduates who do so from comparable resident schools. **-Met Goal and maintained high rate (see chart below)**

*Comparable Resident High School Graduates 2017 (*Dashboard Data*) and A-G Completion 2015-2016 (DataQuest Data)*

School Name	# of Students Graduated	Status	Change	(*DataQuest Data*) A-G (2015-2016)	Met or Not Met A-G (2016-2017)
AIUP	24	100%	Maintained 100%	Met and exceeded goal 75% Completed with UC/CSU (A-G) requirements *See note below	Met and exceeded goal 79% Completed with UC/CSU (A-G) requirements.
Woodrow Wilson HS	268	85.1% Medium	0%	149 (55.6 %) with CSU/UC Requirements	Public data Unavailable for 2017
Los Angeles HS	278	83% Low	+12% Increase	133 (47.8 %) with CSU/UC Requirements	Public data Unavailable for 2017
Benjamin Franklin HS	262	85.1 Medium	+4.7% Increase	135 (51.5 %) with CSU/UC Requirements	Public data Unavailable for 2017

Compared to local high schools, Anahuacalmecac surpasses percentage of students meeting CSU/UC requirements for 2015-2016

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. **-Met Goal and maintained high rate**

The percentage of graduates who cultivate cultural greatly surpasses the percentage of students who do so from nine comparable local Elementary, Middle Schools and High Schools. Please see school website as one type of evidence, <https://www.dignidad.org/>

According to nine websites for comparable schools, there is little or no evidence of traditional or cultural practices in comparable resident schools.

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. **-Met Goal and maintained high rate**

I. Other Measures

If the charter school fails to meet the primary growth measures, the following measures will be considered to determine whether the school should, nevertheless, be considered an academic success:

“All students will graduate with the academic preparation and achievement necessary for college and career readiness.”

Comparison rates for 2016, 2017, and expected rates for 2018

1. Graduation rates - Increase rate by 1% **-Met Goal and maintained high rate; In progress towards meeting the 2018 goal**
2. UC/CSU eligibility - Increase percent of students who have completed UC/CSU (A-G) requirements by 1% **-Met goal and maintained high rate; In progress towards meeting the 2018 goal**
3. Student feedback and goal setting - Increase positive responses regarding student attitude, interest, involvement and goal setting related to career readiness by 1% as indicated by student surveys, or teacher/counselor observations or other measurement deemed appropriate by school leadership **-Met goal and maintained high rate and personnel; In progress towards meeting the 2018 goal**
4. Percentage of English learners who made progress toward English proficiency as measured by the CELDT will increase by one percent from the previous year - **Partially met goal; in progress towards meeting 2018 goal**

*Due to the one time CELDT Retest permitted through January 31, 2018 and the replacement of the fall CELDT Annual Administration with the ELPAC Annual Spring Administration, a complete report on the progress towards English Proficiency of English learners is not yet available for this academic year.

“All students will have access to curriculum rooted in the cultural, intellectual and linguistic bodies of knowledge of Indigenous Peoples.”

o 75% enrollment in at least one world (or maternal) language course of study other than English as reflected in the matrix of course offerings, master schedule and individual student schedule.- **Met goal and maintained high rates; In progress towards meeting the 2018 goal**

o Pupil engagement will increase in accordance with State Priorities (Education Code 52060(d)(5) as measured by all of the following:

- o Increase in school attendance rates by 1%- **In progress to meet goal with an increase of .26%. In progress towards meeting the 2018 goal.**
- o Reduction in chronic absenteeism rates by 1% **Met goal; In progress to maintain or improve towards meeting the 2018 goal.**
- o · Reduction in middle school dropout rates by 1% **-Met goal and maintained high rate**
- o · Reduction in high school dropout rates by 1% **-Met goal and maintained high rate; In progress towards meeting the 2018 goal**
- o · Increase in high school graduation rates by 1% **-Met goal and maintained high rate; In progress towards meeting the 2018 goal**

All students will access academic, cultural, and community resources aimed at strengthening student educational achievement and overall school climate.

- o Students will access two academic, cultural and/or community resources **-Met goal and maintained high rate; In progress towards meeting the 2018 goal**
- o School climate will improve in accordance with State priority Education Code 52060(d)(6) as measured by all of the following as applicable **-Met goal and maintained high rate; In progress towards meeting the 2018 goal**
- o · Pupil suspension rates will be reduced by 1%- **Zero suspensions in 2016 and 4 in 2017. In progress towards meeting the 2018 goal of reducing suspensions**
- o · Pupil expulsion rates will be reduced by .02%- **Met goal; In progress towards meeting the 2018 goal**
- o · Other local measures of pupils, parents and teachers on the sense of safety and school connectedness will increase by 1%- **Met goal; In progress towards meeting the 2018 goal**

Additional alternative measures to be considered:

- At least 70% of students will have successfully completed the Personal Project in the 10th grade. - **Met goal and maintained high rate; In progress towards meeting the 2018 goal**
- At least 70% of students will have successfully completed the Career Certificate-**Met goal and maintained high rate**
- At least 70 % of students will have successfully completed the Reflective Project **-Met goal and maintained high rate; In progress towards meeting the 2018 goal**
- At least 70% of 5th Grade students will have successfully completed the culminating IB PYP Exhibition project with a 3 or greater **-Met goal and maintained high rate; In progress towards meeting the 2018 goal**
- At least 70% of 6th grade students will demonstrate proficiency with a passing grade of a C or better in a Spanish course. The percentage of students will grow by 3% each year. **-Met goal and maintained high rate; In progress towards meeting the 2018 goal**
- At least 70% of 12th grade students will successfully graduate **-Met goal and maintained high rate; In progress towards meeting the 2018 goal**
- At least 70% of graduating students will have completed UC A-G curriculum requirements **-Met goal and maintained high rate; In progress towards meeting the 2018 goal**

Standardized assessments may include, but are not limited to:

1. Current state-approved assessment system, California Assessment of Student Performance and Progress (CAASPP) - **See data in local indicators**
2. CST test- **CST was replaced by Smarter Balance**
3. CELDT test-**Percentage of English learners who made progress toward English proficiency as measured by the CELDT will increase by one percent from the previous year - Partially met goal; in progress towards meeting 2018 goal**
*Due to the one time CELDT Retest permitted through January 31, 2018 and the replacement of the fall CELDT Annual Administration with the ELPAC Annual Spring Administration, a complete report on the progress towards English Proficiency of English learners is not yet available for this academic year.
4. CAHSEE- **No longer administered, replaced by ELPAC**
5. Internal CCSS aligned computer adaptive assessments (i.e. NWEA MAPs) **Replaced by SBAC Interim Assessments (SEE BELOW)**

Pupil performance data is reviewed at least twice per year as a part of annual updates to the LCAP, once in the beginning and again in the second half of the school year. The Achievement Committee was recently organized by the board as a mechanism by which to examine the data and goals with more detail and to consult stakeholders such as students, parents, teachers, administrators and other community members. Further, the Council of Trustees has directed staff to ensure that the School Site Council review the LCAP at least two times per year to provide input and approval.

Per the Anahuacalmecac Council of Trustees' directives, the Directors of Education, Instruction and Assessment and key teachers attended CDE sponsored CAASPP Institute, conferences and other test related trainings for the 2017-2018 school year. As a result of the recommendations made by CDE staff and presenters, we have embedded the use of SBAC Interim Assessments as a school-wide formative and benchmark assessment tool. This action provides students with multiple opportunities to become familiar with the computer based testing interface and thus minimize it as a barrier to demonstrating student achievement. Actions taken are described in detail in the 20+ page document titled, "Strategic Action Plan for student Achievement" which was submitted to the SBE in February 2018. While math continues to be an area of concern for improvement, there are examples of SBAC Interim Assessments result highlights that indicate growth and progress for 2018 in both areas. Please note that the SBAC Interim Assessments do not provide a "Standard Met" level therefore we can only report on "Above Standard" and "Near Standard".

- Gr. 3 Students scored 9% above standard and 52% near standard in Math
- Gr. 4 Students scored 41% above standard and 41% near standard in ELA
- Gr. 6 Students scored 40% above standard and 45% near standard in ELA
- Gr. 7 Students scored 17% above standards and 69% near standard in Math
- Gr. 11 Students scored 50% above standard and 36% near standard in ELA

"Timosentlaliske toxinaxtin, xkema tikitos ka..."

#Relentless