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**INNOVATIVE, SOCIALLY AWARE, NETWORK OF ACHIEVERS**

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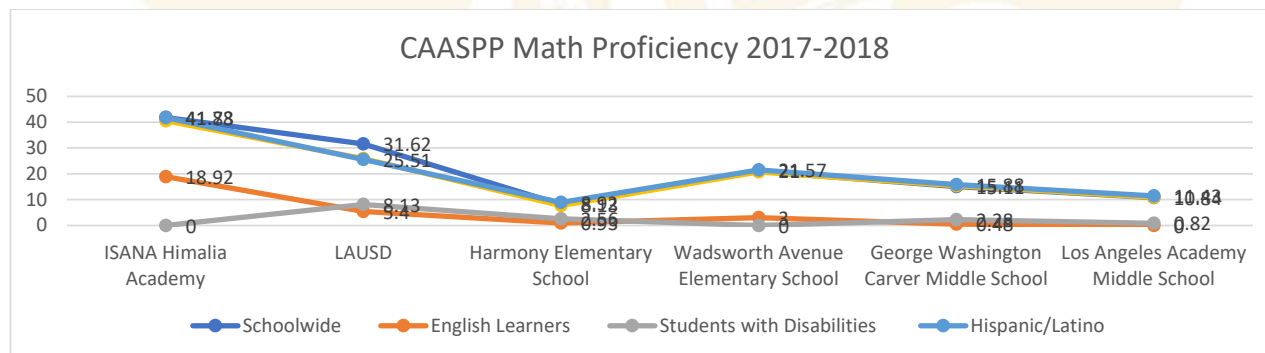
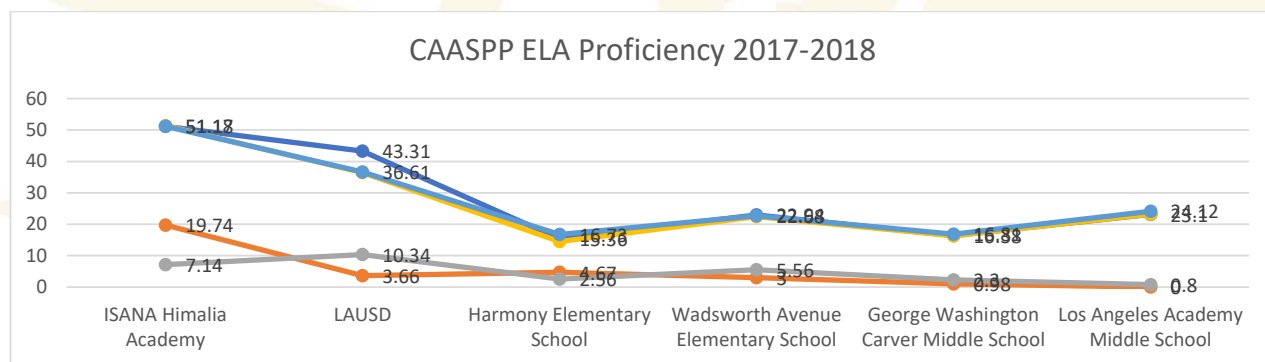
April 26, 2019

**ISANA Himalia Academy Documentation for June SBE Academic Information Memo**

ISANA Himalia Academy is proud of its academic accomplishments over its charter term, and has strategically written its LCAP to ensure that we continue to implement actions that led to these successes, and add actions to address particular needs of student groups. Himalia is currently in its second year of operation, growing to 710 students in 2018-2019. 98.7% of our students are Hispanic/Latino, 86% qualify for Free or Reduced Lunch, 50% are English Learners, and 9.1% are in Special Education. Section 1 below presents CAASPP, Internal Assessment, and Dashboard data, and Section 2 analyzes what we have done (as written in the LCAP) to achieve these successes and address needs.

**Section 1: Data**

CAASPP Results - Our 2017-2018 CAASPP results show that ISANA Himalia Academy significantly outperforms the local district (LAUSD) as well as the public schools our students would otherwise attend, as the data below shows. Key for colors below: ● Schoolwide; ● Hispanic/Latino; ● English Learners; ● Socioeconomically Disadvantaged; ● Students with Disabilities.



Response from ISANA Himalia Academy



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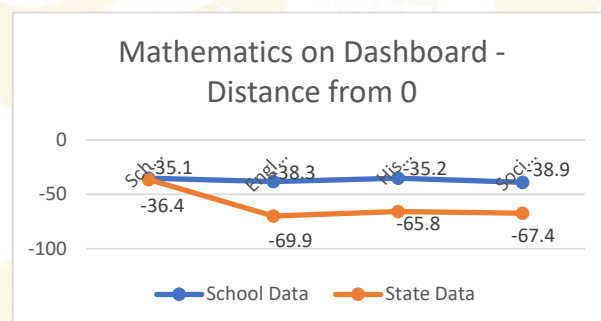
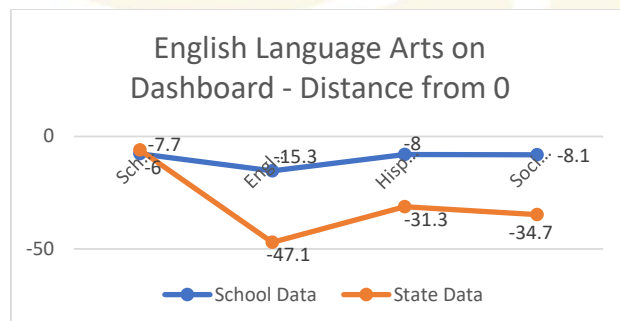
As can be seen in the graphs above, ISANA Himalia Academy outperformed all 4 resident schools schoolwide in ELA and Math both schoolwide and in all significant student groups, and outperformed the local district in ELA and Math both schoolwide and in 3 of the 4 student groups.

Although comparison of our school to the overall state average is not part of the criteria of renewal, it is worth noting that Schoolwide as well as in 3 of our 4 student groups, Himalia students outperform the state average (Schoolwide outperformed the state average by 1.29% in ELA and 3.18% in Math, English Learners outperformed the state average by 7.12% in ELA and 6.35% in Math, socioeconomically disadvantaged students outperformed the state average by 13.72% in ELA and 14.31% in Math, Hispanic/Latino students outperformed the state average by 12.02% in ELA and 15.13% in Math).

Increases in pupil achievement (Internal Assessments) - Although we do not yet have two years of CAASPP data, our 2018-2019 internal assessments (for which we use iReady) have shown growth schoolwide as well as in all student groups from the beginning to the end of the year. This growth was apparent in all grade levels, TK-8. Of particular note:

- Schoolwide, we increased the percentage of students who are scoring on grade level by 12% in ELA and 16% in Math this year.
- We decreased the percentage of English Learners scoring two or more grade levels below by 15% in ELA and 26% in Math.
- We decreased the percentage of students with disabilities performing two or more grade levels below by 17% in Math.

Dashboard Results - As we only have 1 year of testing data, we do not yet have “Change” data for Himalia and therefore have not yet received “colors.” However, below we analyze our “Status” data, which again illustrates how we are outperforming the state average schoolwide and in 3 of our 4 significant student groups.



ISANA Himalia Academy provides the highest level of quality education for students. All data points show that schoolwide and in the student groups of English Learners, Hispanic/Latino, and Socioeconomically Disadvantaged students, Himalia students are outperforming resident schools, the local district, and the state. An area of growth is in our proficiency results of Students with Disabilities. While we are proud that our Students with Disabilities outscored their peers at schools which our students would have otherwise attended, we recognize a need to increase their proficiency in



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order to perform higher than the local district. The next section discusses what we did to get these successes, and what we plan to do for our area of need, as well as where in the LCAP these can be found.

### **Section 2: Actions in LCAP Leading to Successes and Addressing Needs**

We have identified 4 key action areas that have led to the successes described above, as well as 1 key area of focus.

Success #1: iReady Implementation (LCAP Goal 1 and 3): This year we implemented iReady, a computer-based program that provides Diagnostic Exams similar in format to the SBAC and correlated to SBAC results, as well as a personalized path for each student using online tools and lessons based upon their areas of need in both ELA and mathematics. The addition of this program this year, along with corresponding professional development, allowed our teachers to provide the targeted, differentiated assessment and instruction our students needed. i-Ready allows educators to pinpoint students' strengths and knowledge gaps, track student growth, make informed instruction decisions, and design individualized instruction based on students' unique needs. All stakeholders (staff, students, parents) embark on "Data Chats" (data analysis) with iReady Diagnostic exams to analyze student data and to serve as a tool to support targeted goal setting. By using iReady to fidelity, we are seeing tremendous growth in our students' proficiency.

Success #2: Use of Tiered Intervention (LCAP Goal 1) – We offer a robust tiered intervention system, including the COST (Coordination of Services Team) process, the RTI (Response to Intervention) program, counseling, and small group instruction provided not only by the classroom teacher but also by our Reading Interventionist and Academic Interventionists. This process has allowed us to target students' individual needs and ensure growth.

Success #3: Professional Development in Targeted English Learner Instruction (LCAP Goal 2) This year ISANA partnered with CABE (California Association of Bilingual Education) to develop and provide yearlong professional development to teachers, instructional coaches, school- and district-level administrators, and academic interventionists that is focused on implementing a quality and effective ELD program. Our partnership with CABE has allowed us to refine our implementation of integrated and designated ELD as well as monitor the effectiveness of our implementation through staff and grade level PD's, monitoring of weekly lesson plans, coaching and co-teaching in the classroom as well as data analysis and standards mastery. Teachers are trained to use instructional strategies that support cooperative learning, accountable talk, academic discourse, vocabulary development, and higher order critical thinking skills throughout the day.. Daily and across subject areas, we infuse CABE strategies for our students in order to provide students with meaningful learning experiences and opportunities for academic discourse.

Success #4: Socio-emotional Focus (LCAP Goal 4) – Our safe and positive school culture ensures that students come to school and feel safe to learn and grow. Our suspension rates have maintained below the state and district average for the past two years, and our expulsion rate has been 0%. Our daily ADA has maintained over 96%, and our chronic absenteeism rate is under the state average. In focus groups and surveys, students and parents routinely express feeling safe and cared for in the school, as is shown on our Local Indicator results for Climate Survey in the Dashboard. In order to achieve this culture and provide alternatives to suspension and restorative justice, we have implemented professional development with all staff and parents in Love and Logic, Trauma-Informed Instruction and Character Counts traits. The Love and Logic approach to positive discipline is a philosophy of raising and teaching children which allows them to grow through their mistakes and live with the consequences of their choices. Trauma-Informed Instruction reinforces our belief that all students have the potential to be productive members of the school community and society at large, and



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therefore, they are deserving of loving relationships, safe boundaries, and opportunities to see themselves being successful. We are confident the ongoing commitment to developing strong relationships with students, centered on positive interactions and restorative practices will continue to yield high satisfaction, as well as academic results.

Area of Growth #1: Proficiency of Students with Disabilities. - In order to target the proficiency of our Students with Disabilities, we are taking the following steps:

- Ensure accommodations are implemented in the classrooms, daily (LCAP Goal 1). Our Special Education Instruction and Compliance Specialist walks the classrooms with the Himalia Instructional Coach as well as the Principal in order to observe and follow up with teachers in order to ensure that accommodations are implemented with fidelity. We are also providing professional development workshops on best practices in implementing accommodations.
- Ensure Students with Disabilities are receiving English Learner instructional strategies to fidelity. (LCAP Goal 2) 78% of our Students with Disabilities are also English Learners. Therefore, we plan to continue the focus of CABE English Learner Strategies next year, but making sure to focus on using them with our Students with Disabilities to fidelity. Teachers will be observed for this by Instructional Coaches and Principals.
- Ensure lesson plans show differentiation and small group support for Students with Disabilities. (LCAP Goal 3) As we enhance our teachers' quality, we will focus on weekly checks of lesson plans and observations of these plans in the classrooms to ensure that these include specific plans for differentiation and small group support to meet the individual needs of our students. Additionally, we plan to increase opportunities for collaboration between SPED and General Ed staff.
- Address motivation of Students with Disabilities within the culture of the school (LCAP Goal 4) - When the Himalia Leadership Team and our Director of Special Education met to analyze the root causes for Special Education proficiency, one area of focus they identified was the motivation and desire/willingness of students with disabilities to take the test. In order to address this, they identified which students were affected by this and gave a preference assessment to understand what would motivate the student. They then made sure to provide incentives during testing, and ensure that all testing accommodations were implemented with fidelity (ie. breaks). IEP Team members and parents were involved in the process of creating this targeted intervention and support.

We are proud of the successes of the first two years of our charter term, and look forward to continuing to improve in the years to come.

Sincerely,

Nadia Shaiq  
Chief Executive Officer



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