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Celerity Himalia Charter School
Sharing the Responsibility of Educating our Children

Celerity Himalia Charter School Academic Memo

- ***Summary review of the most Fall 2017 Dashboard results, identifying greatest progress and greatest need.***
- ***A summary of the Performance Element Two: Measurable Pupil Outcomes and Element Three: Method for Measuring Pupil Outcomes***

Celerity Himalia opened in the Fall of 2017 in the historically underserved area of South Los Angeles. The community surrounding Celerity Himalia is growing rapidly and is highly impacted. On average, 100% of the surrounding community's students qualify for the free or reduced lunch program, and 41% of the students are English Learners. The community is mostly Latino.

Celerity Himalia is a first-year school, and so does not have official Dashboard results. However, each of the elements of the dashboard (the state indicators of Chronic Absenteeism, Suspension Rate, English Learner Progress, English Language Arts, and Mathematics, as well as the local indicators of Basics (Teachers, Instructional Materials, Facilities), Implementation of Academic Standards, Parent Engagement, and Local Climate Survey) has been written into our LCAP, which is included in our Performance Element Two: Measurable Pupil Outcomes and Element Three: Method for Measuring Pupil Outcomes. Therefore, we are including a summary as well as an analysis of greatest progress and greatest need from our LCAP below.

We are proud to report that in its first year, Celerity Himalia has met and exceeded its growth targets as outlined in our LCAP, which is featured in Elements 2 and 3 of our petition. Following is a summary of the goals, measurable outcomes, metrics for measuring, and results for Celerity Himalia to this point. (Please note, as Celerity Himalia is a first-year school, some data is baseline and cannot be compared to last year, so instead we looked at internal growth within the school year).

Our LCAP consists of 4 goals, which contain 15 measurable outcomes. We have purposefully created these measurable outcomes to match all the requirements for the 8 state priorities, as well as the state and local indicators on the Dashboard.

Celerity Himalia has already met 12 of the 15 measurable outcomes and are on track to meet 2 others by the end of the year. An analysis of greatest progress and need of these results follows.

Response from Celerity Himalia Charter

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LCAP Goals, Outcomes, Metrics, and Results for Celerity Himalia

(matches all elements of the California Dashboard as well as Elements Two and Three)

Goal 1: Students will master the skills of the Common Core State Standards.		
Measurable Outcomes	Metrics for Measuring	Results
<p>A. All students (including student groups of socioeconomically disadvantaged students, Foster Youth, and English Learners) will increase their proficiency in English Language Arts and Math by 2% over the previous year before as measured by the Smarter Balanced and/or internal assessments</p> <p>B. Common Core State Standards will be implemented for all students (including student groups of socioeconomically disadvantaged students, Foster Youth and English Learners), as measured by teacher observations.</p> <p>C. All students will have access and be enrolled in a broad course of study as described in our charter, as measured by course enrollment in PowerSchool.</p> <p>D. All students will have access to standards-aligned instructional materials, as measured by proof of purchase.</p>	<p>A. Cumulative Internal Benchmarks; Smarter Balanced Results</p> <p>B. Teacher observations</p> <p>C. PowerSchool</p> <p>D. Purchase orders</p>	<p>A. Outcome partly met and partly in progress: Celerity Himalia is in its first year of operation, and so we are not yet able to compare current year data to previous years. However, we have seen an increase of internal benchmark data from the beginning of the year to the present.</p> <p>B. Outcome met – 100% of students are receiving Common Core State Standards instruction.</p> <p>C. Outcome met – 100% of students are enrolled in a broad course of study as described in our charter.</p> <p>D. Outcome met – 100% of students have access to standards-aligned instructional materials.</p>

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Goal 2: English Learners will master the skills of the English Language Development Standards and Common Core Standards.		
Measurable Outcomes	Metrics for Measuring	Results
<p>A. At least 80% of English Learners will increase one English Language Development performance level and/or will be proficient in English Language Arts as measured by one of the following metrics: the CELDT/ELPAC, ELD Portfolios, Smarter Balanced, and/or internal assessments. As a result, our yearly reclassification rate will exceed 10% of English Learners as measured by CALPADS reporting.</p> <p>B. All English Learners will have access to and be taught the Common Core State Standards and the ELD Standards, as measured by teacher observations.</p> <p>C. We will increase the percentage of parents trained on academic initiatives by providing a minimum of two workshops annually, as measured by workshop agendas.</p>	<p>A. English Learner Reclassification Rate; Percentage of English Learners who progress in English Proficiency (as measured by CELDT); Percentage of English Learners who progress in English Proficiency (as measured by Student ELD Portfolio Grades); Smarter Balanced and/or Internal Benchmark Results for English Learners;</p> <p>B. Teacher observations</p> <p>C. Workshop agendas</p>	<p>A. Outcome met (self-reporting): As Himalia is in its first year of operation, we are not yet able to compare current year data for to previous years for an official reclassification rate. However, we can self-report that this year we have reclassified 15% of our students, above our target outcome.</p> <p>B. Outcome met – 100% of English Learners have access to and are taught Common Core State Standards and ELD Standards.</p> <p>C. In progress, will be met by the end of the school year - This outcome has been planned over the next few months and will be met by the end of the year.</p>

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Goal 3: All students will be taught by qualified teachers.		
Measurable Outcomes	Metrics for Measuring	Results
A. We will have 100% qualified teachers as measured by appropriate credentialing and job assignments.	A. Appropriate credentialing and job assignments as measured by SARC, HR Internal Data, CALPADS	A. Outcome met – 100% of teachers employed by Celerity Himalia have appropriate credentialing and job assignments.

Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.		
Measurable Outcomes	Metrics for Measuring	Results
<p>A. Our suspension rate will maintain under 5% as measured by Dataquest, PowerSchool and the California Dashboard/LCFF Evaluation Rubrics.</p> <p>B. Our expulsion rate will maintain under 0.5% as measured by Dataquest, PowerSchool, and the California Dashboard/LCFF Evaluation Rubrics.</p> <p>C. Our attendance rates (ADA) will maintain over 95% as measured by CALPADS reporting and PowerSchool.</p> <p>D. Our chronic absenteeism rate will maintain under 3% as measured by PowerSchool and the California Dashboard/LCFF Evaluation Rubrics.</p> <p>E. Our middle school dropout rate will maintain under 0.5% as measured by Dataquest and PowerSchool.</p> <p>F. We will maintain clean and safe facilities as measured by an overall score of “Good” or better on the FIT (Facilities Inspection Tool).</p>	<p>A. Pupil Suspension rates from PowerSchool, Dataquest, and the California Dashboard/LCFF Evaluation Rubrics</p> <p>B. Pupil expulsion rates from PowerSchool, Dataquest, and the California Dashboard/LCFF Evaluation Rubrics</p> <p>C. Attendance Rates from CALPADS, PowerSchool, and the California Dashboard/LCFF Evaluation Rubrics</p> <p>D. Chronic Absenteeism rates from CALPADS, PowerSchool, and the California Dashboard/LCFF Evaluation Rubrics</p> <p>E. Middle School Dropout Rates from PowerSchool and Dataquest</p> <p>F. School facilities update and</p>	<p>A. Outcome met- Suspension percentage to date: 0.48%, well under the goal of 5%.</p> <p>B. Outcome met- Expulsion percentage to date: 0%, under the goal of p.5%.</p> <p>C. Outcome met- ADA percentage to date: 97.13%, well above the goal of 95%.</p> <p>D. In progress- Chronic absenteeism rate is currently at 5.62%.</p> <p>E. Outcome met- Middle School dropout Percentage to date: 0%, under the goal of 0.5%</p> <p>F. Outcome met- Overall FIT Score: Exemplary,</p>

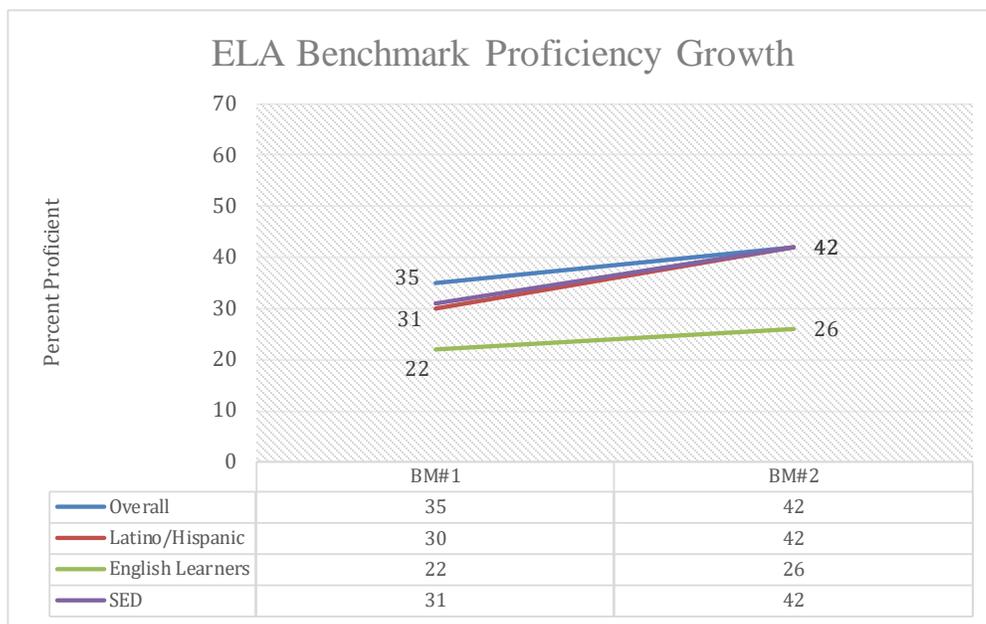
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<p>G. We will score at least 3/5 on 80% of the questions asked on local surveys on the sense of school safety and connectedness for pupils, parents, and teachers.</p>	<p>maintenance data from annual FIT (Facilities Inspection Tool)</p> <p>G. Surveys of Certificated staff, Classified staff, Parents/families, and pupils on the sense of safety, school connectedness, an academics from SurveyMonkey</p>	<p>above goal of "Good."</p> <p>G. Outcome met - Initial surveys were given in October, during which time this outcome was met - We scored at least 3/5 on 100% of the questions asked on the survey (average was 4.7/5). Note, surveys will be given again in April/May.</p>
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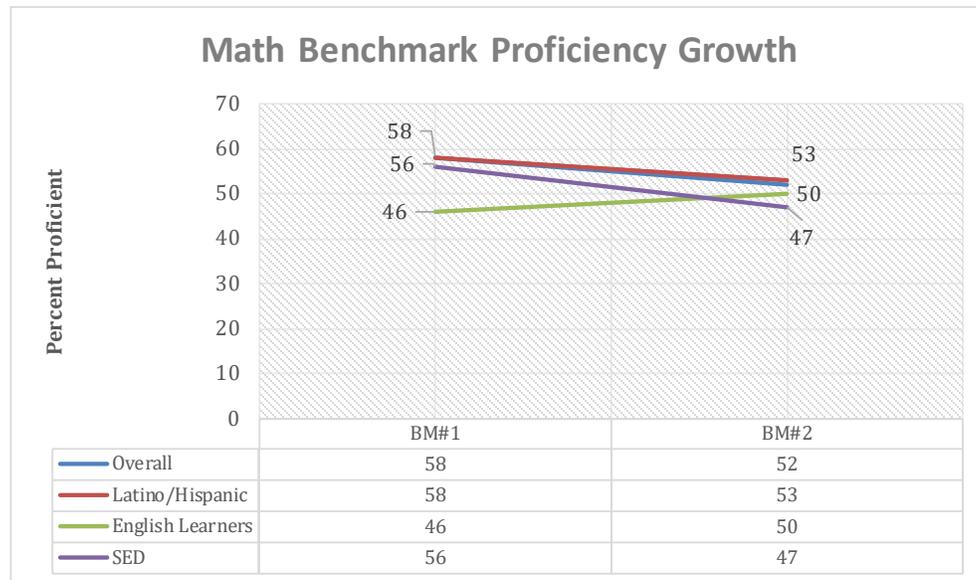
Greatest Progress and Greatest Needs

Benchmark #1 (October 2017)-Benchmark #2 (January 2018)- Percent of Students at Standard Met or Exceeded in English Language Arts (All Grades)



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Benchmark #1 (October 2017)-Benchmark #2 (January 2018)-Percent of Students at Standard Met or Exceeded in **Math (All Grades)**



Greatest Progress:

Our recent Benchmark data for English Language Arts reveals that Celerity Himalia students **increased proficiency in English Language Arts schoolwide as well as for all significant student groups:**

- Schoolwide increase of 7% (from 35% to 42%)
- Latino/Hispanic student group increase of 12% (from 30% to 42%) (which brings them on par with the schoolwide percentage, showing no achievement gap for this student group)
- English Learner student group increase of 4% (from 22% to 26%)
- Socioeconomically disadvantaged student group increase of 11% (from 31% to 42%), (which brings them on par with the schoolwide percentage, showing no achievement gap for this student group)

We attribute this increase to the continued focus on students' literacy skills including closely monitoring student reading levels and providing targeted instruction at their reading level through, for example, Guided Reading groups. In addition, teachers at the lower elementary level in grades TK to 2nd also monitor students' fluency progression through the utilization of fluency and reading comprehension assessments. This in turn helps students develop the

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reading and comprehension skills needed to successfully transition to 3rd grade where they will be able to apply those skills to engage effectively with grade level material.

Another area of strength is evident when looking at our English Learner (EL) population. For both English language arts and mathematics, the percent of EL students scoring at Standard Met or Exceeded increased from 22% to 26% and from 46% to 50%, respectively. In fact, in math EL students overall performed nearly on par with the overall student population. The success of our EL students can also be attributed to due to the special focus teachers have taken to improve the reading proficiency of all students through, for example, tracking and monitoring students' fluency levels and implementing leveled reading instruction. In mathematics, Celerity Himalia has made a large school-wide drive to motivate students in our schoolwide math program, ST Math, a language-independent, standards-based visual learning math program. We expect further growth from this student population as we continue to refine our Designated ELD instruction throughout all grade levels.

Greatest Need:

While our English Learners continue to make growth in both ELA and math, benchmark data indicate an increased need for academic support for English Learners in 3rd to 8th grade, who scored lower than the overall student population. We are moving to further target English Learners through our daily Designated ELD instruction as well as continuing to analyze how successfully our students are able to meet the criteria necessary to reclassify and further supporting Long Term English Learners in their progression toward achieving English language proficiency. Data from the recent English Language Proficiency Assessment for California (ELPAC) and standards analysis will also help to identify areas of growth and need for our English Learners. We also continue to train teachers in best practices for integrated ELD instruction including how to design and carry out lessons that address the academic and language needs of English Learners.