



## Annual LAUSD Performance Oversight Visit Guiding Questions

5.18.22

### LINKS TO RESPONSES:

#### Guiding Questions

1. [Please share specific challenges and successes of in-person instruction given that we continue to be in a worldwide pandemic \(e.g., student achievement, student attendance, EL reclassification, LTEL, teacher attendance, etc.\)](#)
2. [Please describe the successes and challenges experienced in monitoring and supporting mental health and social and emotional well-being of both pupils and staff during the 2020-21 and 2021-22 school year, as applicable.](#)
3. [Considering Monseñor has been identified by the State as having Additional Targeted Support and Improvement \(ATSI\) status, please share any evidence-based intervention\(s\) that meet federal standards per ESSA currently being implemented and the success and/or challenges of the intervention\(s\).](#)
4. [Given that last school year's oversight report notes some areas for further growth and/or improvement \(e.g. Standards-based instruction, meeting the needs of all students, implementation of key features, student climate and discipline, stakeholder communication and involvement, etc.\), please share steps to improve in the identified areas.](#)
5. [Please share any areas of growth and/or improvement identified by the school leadership team during this academic school year and any action plans for improvement.](#)
6. [Please provide an update about Monseñor's implementation of its LCAP and describe what is working well and what areas need further growth and attention \(Please do not "cut and paste" directly from the LCAP\)](#)
7. [Does Monseñor have the resources necessary to implement the instructional programs necessary to attain high student academic achievement?](#)

#### Special Education

1. [Describe the process that the charter school uses to monitor IEP compliance, specifically related to IEP timelines, services, accommodations and/or modifications for Students with Disabilities \(SWD\), and how has this process improved the school's overall compliance.](#)
2. [Describe the charter school's system for monitoring and supporting the education program for students with disabilities at the school.](#)
3. [Describe the professional development provided to all staff in supporting students with disabilities.](#)
4. [Describe how the IEP is used to achieve instructional outcomes, social/emotional supports, communication skills and/or behavior supports, as appropriate.](#)
5. [Describe specific examples of student academic and behavior interventions implemented and delineate how they have been successful and unsuccessful.](#)

1. Please share specific challenges and successes of in-person instruction given that we continue to be in a worldwide pandemic (e.g., student achievement, student attendance, EL reclassification, LTEL, teacher attendance, etc.)

The COVID-19 global pandemic was a difficult time in education and for MORCS. The challenges and successes that we experienced in returning to in-person instruction following months of virtual instruction are outlined below:

### **Challenges**

- **Student Achievement:** Returning to in-person instruction has presented new challenges for our students and our instructional team. The percentage of ELs has increased significantly this year, with MORCS currently having a total of 40% ELs (compared to 21.3% at LAUSD and 19.1% at the state level). In addition, at the start of the year, about 54% of students were 2 or more grade levels behind in Math and 62% of students at MORCS were 2 or more grade levels behind in Reading. Historically, a majority of our students started at MORCS one or more grade-levels behind, and due to the pandemic, our baseline proficiency rates are even lower than they have been in the past.
- **Reclassification:** Last school year, a total of 0 students reclassified according to DataQuest (although we are currently investigating why the 7 students we reclassified weren't added to the 20-21 count); we attribute the low numbers to the limitations of being able to provide differentiated supports online (it was extremely difficult to engage ELs in conversation in this format for most of the year), combined with the difficulties associated with the online administration of the ELPAC. We find that direct interactions and opportunities to converse are core to academic and language success for ELs. Essentially, literacy levels are at an all-time low and currently, in our efforts to support reclassification during in-person instruction, we are faced with the challenge of catching or accelerating students in terms of literacy, work-habits, and motivation.
- **LTEs:** Along with the rising number of English Learners at MORCS, the percentage of LTEL students has been rising as well. In 2019-20, 15.6% of our English learners were LTELs. However, in 2020-21, that percentage jumped to 29.4%. This is due to the enrollment of additional English Learner / LTEL students at MORCS, but also because during the distance learning phase of the pandemic, many students did not make adequate progress in increasing English fluency, which elevated their status to LTEL. This is corroborated by the rise in state percentages of LTELs within that same timeframe from 8.9% in 2019-20 to 17.1% in 2020-21.
- **Student Attendance:** Additionally, although MORCS was opened for in-person instruction, student attendance during the 20-21 school year saw a significant drop as well, contributing to the learning gaps that grew due to the lack of in-person supports that many of our students needed at the

time. All of these data points indicate that there are significant gaps that need to be addressed to help students make academic progress this school year.

- **Teacher Attendance:** Teacher attendance during most of in-person learning has been steady, with the exception of January 2022, when the Omicron variant made its way through Los Angeles. During that month, a third to one half of our teaching staff were quarantining due to being COVID positive or COVID exposed. The administrative and support teams at MORCS, who were also impacted by the variant, spent a majority of the month subbing and supporting in classrooms while teachers were at home in isolation.

### **Successes**

- **SFA ELD Classes:** Returning to in-person instruction has allowed our instructional staff to provide much needed supports for our high-need students. English Learners are participating in leveled ELD classes where they receive instruction that is tailored to meet their needs. Additionally, our ELD team provides in-class supports and pull-out supports for high-need EL students to ensure that they are mastering key concepts and keeping up with assignments. Ensuring full implementation of the ELD program and monitoring student success at all levels of fluency.
- **Math, ELA, Science and History support classes** are in place during the school day, which allow teachers to provide targeted supports to students in their designated content areas. Non-ELD students engage in support classes where the purpose is to accelerate student learning that addresses any gaps in prior learning within the context of grade-appropriate assignments. Students are selected for each class based on grades and diagnostic scores.
- **Success For All** strategies are being implemented across the curriculum to enhance reading, writing, and collaboration skills for all students.
- **Diagnostic Growth:** Just before the mid-year mark, on the i-Ready Assessment, English Learners have demonstrated equal or more growth in Math than all students (in some cases significantly more growth). Also, at 6th and 7th grade, English Learners demonstrated over 100% typical growth and close to 100% typical growth in reading (see chart below).. At all grade levels, Special Education students demonstrated growth of over 100% in reading. At 7th and 8th grade level, Special Education students demonstrated more growth in Reading than All Students. i-Ready expects 50% typical growth. Again, these growth measures assess median annual growth, yet these scores were collected at the mid-year mark which is exciting to think that our students will achieve even higher growth by the end of the year!

Median Progress towards Annual Typical Growth - **ALL STUDENTS**

	Math		Reading	
	Mid-year	EOY projection	Mid-year	EOY projection
<b>6th Grade</b>	69%	138%	89%	178%
<b>7th Grade</b>	62%	124%	124%	248%
<b>8th Grade</b>	108%	216%	81%	162%
<b>All Students</b>	71%	142%	92%	184%

*i-Ready Student Levels-Internal Assessment 2022*

Median Progress towards Annual Typical Growth - **ENGLISH LEARNERS**

	Math		Reading	
	Mid-year	EOY projection	Mid-year	EOY projection
<b>6th Grade</b>	69%	138%	132%	264%
<b>7th Grade</b>	96%	192%	141%	282%
<b>8th Grade</b>	133%	266%	94%	188%
<b>All EL Students</b>	99%	198%	122%	244%

*i-Ready Student Levels-Internal Assessment 2022*

Median Progress towards Annual Typical Growth - **SPECIAL EDUCATION STUDENTS**

	Math		Reading	
	Mid-year	EOY projection	Mid-year	EOY projection
<b>6th Grade</b>	66%	132%	116%	232%
<b>7th Grade</b>	38%	74%	233%	466%
<b>8th Grade</b>	58%	116%	111%	222%
<b>All Resource Students</b>	54%	108%	153%	306%

*i-Ready Student Levels-Internal Assessment 2022*

2. Please describe the successes and challenges experienced in monitoring and supporting mental health and social and emotional well-being of both pupils and staff during the 2020-21 and 2021-22 school years, as applicable.

The global pandemic wreaked havoc on the physical as well as socioemotional health of adults and children around the world. The specific challenges and successes MORCS experienced in terms of mental health and socioemotional well-being are articulated below:

**Challenges:**

Our team's primary challenge during the 2020-2021 school year was adjusting to the large increase in students in need of mental and social-emotional services, while not having the same range of in-person tools at our disposal. Due to safety considerations, we worked with partner organizations to provide virtual counseling for students, however soon realized how difficult it was for our students to have a quiet space to join their online sessions. We were able to get creative in finding private spaces for students as well as providing students with noise canceling headphones to ensure that a private discussion could take place with their therapists.

During the 2021-2022 school year the challenges remained the same. Our families faced the challenges of a pandemic, such as job losses, financial instability and death. Due to the overwhelming uncertainty that their parents faced, our students heavily relied on the support of their friends, teachers, tutors and school staff. With this in mind we continued offering meals and financial support, along with, mental and social-emotional support with the help of GRYD (Gang Reduction Youth Development) and Luminarias (counseling services).

**Successes:**

Our School Culture and Climate (SCC) team proudly spearheaded our social-emotional learning (SEL) program at MORCS during the 2020-2021 school year. We committed ourselves to the teachings of vulnerability, transparency and resiliency. This level of intentionality equipped our students with the tools to communicate their feelings, thoughts and ideas while exploring the concept of SEL teachings. As a team we took part in highlighting the significance of self-regulation, emotional intelligence and communication to all our students. Once the 2021-2022 school year began we continued practicing SEL by incorporating our Restorative Justice program. This gave our students the opportunity to begin resolving their conflicts by speaking with purpose, and by teaching them to seek to heal the harm their actions may have caused others rather than replicating or reflecting that harm back outward. We also incorporated weekly community circles for all students in advisory in order to build relationships, safety, and trust between students and with their teachers as well.

Throughout the year we continued exploring SEL practices and Restorative Justice teachings as a way to continue elevating our school culture.

Also, This past December our 6th graders participated in the “Don’t Forget to Like” presentation provided by Kaiser Permanente’s Education Theatre. Because our 7th and 8th graders received the same presentation last year, we scheduled a virtual presentation with the organization, Boo2Bullying, for mid May which will focus on LGBTQ-AI, issues, cyber-bullying and self-esteem.

**Planning Ahead:**

- For the 2022-2023 school year, we plan to review our “Riffles Effects” Program among others, to adopt the most effective SEL program YPICS wide, and are seeking to better implement schoolwide mental health screenings that will provide invaluable and actionable data, that will allow us to be able to proactively identify and effectively support mental health along with our mental health at MORCS.
- We are pairing with the D.A.R.E. organization and Didi Hirsch Mental Health Services for the upcoming school year to provide students with drug resistance and self-harm/suicide prevention and counseling.

3. Considering Monseñor has been identified by the State as having Additional Targeted Support and Improvement (ATSI) status, please share any evidence-based intervention(s) that meet federal standards per ESSA currently being implemented and the success and/or challenges of the intervention(s).

MORCS has been identified as having Additional Targeted Support and Improvement (ATSI) status for the reasons listed below. The following interventions (as well as successes and challenges) are articulated below in response to each ATSI status indicator.

<b>Subgroup</b>	<b>ATSI factor</b>	<b>Intervention</b>	<b>Successes/Challenges</b>
Socioeconomically Disadvantaged	All red and orange indicators in 2018	Multi-tiered systems of supports (MTSS)	<p>Successes: Meeting with grade-level teams consistently in order to discuss the high-level needs of students academically, behaviorally, and socio-emotionally.</p> <p>Challenges: Responding to the high volume of need, especially socio-emotionally. Many of the counseling resources that we offer to students are online or after school, which is not preferred by students and families. MORCS is in the process of hiring a counselor for the 22-23 school year, which will go a long way in being able to realistically provide in-person counseling for students.</p>
		Differentiated Instruction (iReady)	<p>Successes: Using iReady diagnostic results to clearly identify individual and group levels of proficiency and need in Math and Reading. Using iReady tools to identify specific subgroups of students as well as curriculum that will address the academic needs of that particular subgroup as well as providing curriculum to support students achieving above grade level. Data chats with students, so that they participate in setting goals for their work.</p>

			<p>Challenges: Finding and maintaining the time and energy to effectively differentiate for such a wide range of readiness levels in every class, every day. Our student proficiency levels in math and reading range widely from Kindergarten level to 9th and 10th grade, with these large gaps often present within the same classroom. Tools such as iReady go a long way to support students in this regard. The additional difficulty lies in motivating students who are discouraged by being so far behind in grade level as well.</p>
English Learners	all red but one indicator of any other color in 2019	EL teacher/tutors	<p>Successes: The hiring of our ELD teacher in 21-22. The opening of 7 ELD sections differentiated by literacy level, in 21-22.</p> <p>Challenges: Effectively providing all of these accommodations given the increased volume of English Learners at our site (40%), and the increase of LTELs (15.6% to 29.4%) from one year to the next. Differentiating for English Learners in every classroom. Finding the right balance of supporting each English Learner and providing support for ample fluency practice opportunities in classrooms (ie. providing translations can be helpful for newcomers and it helps LTELs develop better comprehension). Lastly, motivating LTELs who are not intrinsically motivated to improve in literacy is challenging for the adolescent learner.</p>
		EL Snapshots	<p>Successes: The implementation of EL snapshots to create individualized goals and accommodations for all English Learners.</p>



			<p>Challenges: Initially, due to the increased volume of English Learners (40%) and LTELs this year (29.4%), it was a challenge training all teachers to be aware of the specific literacy levels of each of their students, and to consistently provide differentiated instruction in order to effectively support and challenge each English Learner at their individual readiness level. We have invested ample time, support and training into this endeavor, and are happy to see the ELA proficiency scores for English Learners demonstrate the highest growth of any subgroup at MORCS! We will certainly continue to focus on the support for English Learners every year, given that this will likely always be a large part of our demographic.</p>
Students with Learning Disabilities	All red and orange indicators in 2018 all red but one indicator of any other color in 2019	Morning Resource Lab	<p>Successes: Creating a morning resource lab where students with IEPs have additional targeted support by the entire resource team.</p> <p>Challenges: Engaging the less motivated students. Helping students build confidence in working on grade-level standards.</p>
		Bi-weekly check-ins with resource team PLC	<p>Successes: Providing a consistent space for the resource team to check in and have discussions with the Executive Administrator (principal). Checking 200 and 300 reports bi-weekly with the principal to ensure provision of services for resource students.</p> <p>Challenges: Engaging the teaching team in supporting resource students and the resource team at a high level.</p>

4. Given that last school year’s oversight report notes some areas for further growth and/or improvement (e.g. Standards-based instruction, meeting the needs of all students, implementation of key features, student climate and discipline, stakeholder communication and involvement, etc.), please share steps to improve in the identified areas.

The Oversight Visit Feedback Report from the 2020-21 school year provided us with valuable feedback. Below the steps we have taken (and plan to take) regarding each area for growth are articulated:

<b>Area for further growth &amp; improvement</b>	<b>Steps to improve</b>
CA School Dashboard ELA indicator: red (schoolwide & for subgroups)	<ul style="list-style-type: none"> <li>● Adoption of <u>resources and tools</u> to enhance grade-level instruction for all students and for subgroups, including:               <ul style="list-style-type: none"> <li>○ iReady ELA curriculum to ensure daily rigorous standards-based instruction</li> <li>○ Success For All strategies across the curriculum to enhance reading, writing, and collaboration skills</li> <li>○ use of No Red Ink program to support students in learning and practicing appropriate grammar</li> <li>○ use of NewsELA to provide rich and varied reading material for students to enhance their reading comprehension and critical thinking</li> </ul> </li> <li>● Creating <u>systems and practices</u> to enhance success:               <ul style="list-style-type: none"> <li>○ weekly individualized instructional coaching for all teachers by the Instructional Leadership Team</li> <li>○ implementation of English Learner snapshots to provide individualized literacy based learning goals and accommodations for each english learner</li> <li>○ opened 7 new sections of targeted ELD instruction</li> <li>○ hiring of ELD teacher</li> <li>○ inclusion of morning resource lab to provide targeted support for resource students</li> </ul> </li> </ul>
CA School Dashboard Math indicator: red (schoolwide & for subgroups)	<ul style="list-style-type: none"> <li>● Adoption of <u>resources and tools</u> to enhance instruction for all students and for subgroups, including:               <ul style="list-style-type: none"> <li>○ continued use of iReady Math curriculum to ensure daily rigorous standards-based instruction</li> <li>○ Success For All strategies across the curriculum to enhance critical thinking and problem solving skills</li> </ul> </li> <li>● Creating <u>systems and practices</u> to enhance success:</li> </ul>

	<ul style="list-style-type: none"> <li>○ weekly individualized instructional coaching for all teachers</li> <li>○ opened 5 math support sections for students in order to receive additional support time during the school day and in order to receive small group support and instruction</li> <li>○ inclusion of morning resource lab to provide targeted support for resource students</li> </ul>
<p>Suspension Rate and School Climate and Student Discipline System</p>	<p>In 2019, the suspension rate indicator was “yellow” reflecting an overall suspension rate of “12%”. This was an improvement from the previous year’s red indicator and rate of “15%”. In 2020 and 2021, the suspension rate has been reduced to 1.6% and 0%. These reductions were due to our investment in creating more structures within our student discipline systems, as well as investing in alternatives to suspension as outlined below:</p> <ul style="list-style-type: none"> <li>● The “essential 5” expectations for all students, which defines how students can stay safe, respectful and responsible</li> <li>● the implementation of PBIS (Positive Behavior Intervention Systems), which emphasizes teaching and rewarding positive student behaviors</li> <li>● the implementation of MTSS (Muti-Tiered Systems of Support) which allows team members to systematically identify and provide targeted supports for students in high need of support, academically, behaviorally, and/or socio emotionally</li> <li>● the implementation of restorative practices, which is aimed at building community within each classroom and teaching students to heal the harm that their participation in conflict has caused as opposed to reflecting that harm onto others</li> <li>● providing socioemotional learning during advisory time, using resources from Nearpod and other teacher-developed materials</li> </ul>
<p>Reclassification Rate</p>	<ul style="list-style-type: none"> <li>● implementation of English Learner snapshots to provide individualized literacy based learning goals and accommodations for each english learner</li> <li>● opened 7 new sections of targeted ELD instruction</li> <li>● hiring of ELD teacher</li> <li>● inclusion of morning resource lab to provide targeted support for resource students (most resource students are also english learners)</li> </ul>

	<ul style="list-style-type: none"> <li>● iReady ELA curriculum to ensure daily rigorous standards-based instruction</li> <li>● Success For All strategies across the curriculum to enhance reading, writing, and collaboration skills</li> <li>● use of No Red Ink program to support students in learning grammar</li> <li>● use of NewsELA to provide rich and varied reading material for students to enhance their reading comprehension and critical thinking</li> </ul>
Grade-level-appropriate standards based instruction	<ul style="list-style-type: none"> <li>● use of iReady math and reading curriculum to ensure that teachers have the curricular resources to teach standards-based instruction every day</li> <li>● investing professional development time at the beginning of the school year to ensure that teacher prepare curriculum maps that cover all CA state standards for their subject areas while focusing on essential, power standards</li> <li>● Using critical friends groups protocols to tune up curriculum maps and plans for the year to ensure that they are rigorous, yet also realistic</li> </ul>
Meeting the learning needs of all students	<ul style="list-style-type: none"> <li>● Utilizing iReady tools for differentiated instruction based on individual readiness levels including: the online MyPath resource which provides students with practice in Math and Reading based on their individual diagnostic scores. The group need analysis tool which allows teachers to at-a-glance determine the instructional needs of small groups of students based also on diagnostic results</li> <li>● Ensuring that all students have the opportunity to benefit from a math or ELA support class during the school day based on their specific diagnostic results and academic needs profile</li> <li>● implementation of English Learner snapshots to provide individualized literacy based learning goals and accommodations for each english learner</li> <li>● opened 7 new sections of targeted ELD instruction</li> <li>● hiring of ELD teacher</li> <li>● inclusion of morning resource lab to provide targeted support for resource students</li> <li>● Success For All strategies across the curriculum to enhance reading, writing, and collaboration skills</li> </ul>
Implementing key	<ul style="list-style-type: none"> <li>● provided more school-wide and organization-wide trainings</li> </ul>

<p>features of the education program</p>	<p>on Standards based grading and project based learning, using critical friends protocols to allows teachers to tune up their rubrics, lesson plans, and projects</p> <ul style="list-style-type: none"> <li>● train and coach staff on using research-based-strategies with a focus on using exemplars, providing structured checks-for-understanding, and providing effective assessments for students</li> <li>● provide targeted coaching on Success for All strategies across the curriculum, with consultation from Lilia Limon</li> <li>● providing professional development to all teachers on technology integration, using the TPACK model and training resources in collaboration with the School to Home organization</li> </ul>
<p>Stakeholder Communication and Involvement</p>	<ul style="list-style-type: none"> <li>● The LAUSD Oversight visiting team listed “Stakeholder Communication and Involvement” under Areas of Demonstrated Strength and/or Progress last year!</li> <li>● We intend to build upon the strengths of our systems by: <ul style="list-style-type: none"> <li>○ Continuing to connect with parents on a monthly basis at Cafe con El Director, which is now also offered online, which provides an opportunity for parents to receive updates on school matters and to ask any and all questions they may have about any topic including safety, academics, and school events</li> <li>○ Continuing to publish a monthly parent calendar and newsletter articulating all the significant updates that parents and students need to be aware of</li> <li>○ Continuing to respond to parent concerns by having an administrator reach out within 24 hours in order to offer to investigate and address the concern over the phone or with an in-person meeting</li> <li>○ Continuing to gather rich feedback from students, parents and staff through our annual Youth Truth survey, which gathers valuable data and feedback on all aspects of the school including, academics, engagement, culture, safety, etc.</li> <li>○ Continuing to meet with parents, students, and staff through the School Advisory Council, giving all stakeholders the opportunity to discuss the school’s plan for academic excellence, how the school spends its budget, as well as any significant decisions that the school is considering regarding academics, safety, culture, etc.</li> </ul> </li> </ul>

5. Please share any areas of growth and/or improvement identified by the school leadership team during this academic school year and any action plans for improvement.

The MORCS leadership team has identified the following areas of growth during this school year. Over the past few years, in each area, we have implemented a variety of interventions and strategies which we have already articulated in previous questions. The challenge is in identifying what is working well and which key actions will lead to the highest impact and improvements. Therefore our overall mindset in creating action plans for improvement at this point is focused on 1) gathering data on the current state of affairs with regards to that area of growth, 2) meeting with the appropriate team and stakeholders in order to identify the highest-impact actions that will lead to significant improvement, 3) making a strategic plan (using the following resource: Strategic Planning Process.pdf ) to execute those actions, and 4) making plans to review our progress in order to ensure that we are always making steady progress with regards to implementation of that strategic plan.

Area of Growth	Data	Action Plan for Improvement
Math proficiency/growth (overall)	<p>In 2019, 10.98% of MORCS met or exceeded standard for math on the CAASPP compared with 39.73% for the state of CA.</p> <p>December 2021, 11% of MORCS students met or exceed standard for math on i-Ready.</p> <p>The median progress to annual growth on iReady was 73% for all math students in</p>	<p>Meet with Math and Resource teams in the spring of 2022. Use a strategic planning process to identify a specific vision and goal(s) for math proficiency (overall and for resource students) in 22-23. The team will determine a detailed action plan including:</p> <ul style="list-style-type: none"> <li>● How we will engage parents in workshops throughout the year in order to partner with families to ensure the success of our students in math</li> <li>● The scheduling of quarterly check-ins to ensure that the implementation is successful and to course-correct as necessary</li> </ul>

	December, compared with 97% in reading.	
Math proficiency/growth (with special education students)	The median progress to annual growth on iReady was 54% for resource students in math in December compared to 153% in reading.	<p>Meet with Math and Resource teams in the spring/summer of 2022. Use a strategic planning process to identify a specific vision and goal(s) for math proficiency (overall and for resource students) in 22-23. The team will determine a detailed action plan including:</p> <ul style="list-style-type: none"> <li>• How we will engage parents in workshops throughout the year in order to partner with families to ensure the success of our resource students in math</li> <li>• The scheduling of quarterly check-ins to ensure that the implementation is successful and to course-correct as necessary</li> </ul>
Reclassification Rate	The reclassification rate for MORCS was 4.4% and 0% in 2019-20 and 2020-21 compared with 13.8% and 6.9% at the state level.	<p>Meet with ELA/ELD teams in the spring/summer of 2022. Use a strategic planning process to identify a specific vision and goal(s) for reclassification and EL progress in 22-23. The team will determine a detailed action plan including:</p> <ul style="list-style-type: none"> <li>• The identification of an alternative Reading Inventory assessment that will support reclassification</li> <li>• How we will engage parents in workshops throughout the year in order to partner with families to ensure the success of our students in terms of EL Progress and reclassification</li> <li>• The scheduling of quarterly check-ins to ensure that the implementation is successful and to course-correct as necessary</li> </ul>
School Safety	On the November 2021 youth truth survey, students ranked the school in the 44th percentile	<ul style="list-style-type: none"> <li>• Poll staff, students and parents using targeted questions about school safety and culture in the spring of 2022.</li> <li>• Meet with School Culture and Climate team in the spring/summer of 2022.</li> </ul>

	<p>(compared with 52nd for CA schools). Staff ranked the school in the 27th percentile (compared with 48th for CA schools)</p>	<p>Use a strategic planning process to identify a specific vision and goal(s) for school safety in 22-23. The team will determine a detailed action plan, based on the survey data (and other SCC data) provided. The team will determine a detailed action plan including:</p> <ul style="list-style-type: none"> <li>○ How we will engage parents in workshops throughout the year in order to partner with families to ensure the bolstering of school safety at MORCS</li> <li>○ The scheduling of quarterly check-ins to ensure that the implementation is successful and to course-correct as necessary</li> </ul>
<p>School Culture</p>	<p>On the November 2021 youth truth survey, students ranked the school in the 49th percentile (compared with 65th for CA schools)</p>	<ul style="list-style-type: none"> <li>● Poll staff, students and parents using targeted questions about school safety and culture in the spring of 2022.</li> <li>● Meet with School Culture and Climate team in the spring/summer of 2022. Use a strategic planning process to identify a specific vision and goal(s) for school culture in 22-23. The team will determine a detailed action plan, based on the survey data (and other SCC data) provided. The team will determine a detailed action plan including: <ul style="list-style-type: none"> <li>○ How we will engage parents in workshops throughout the year in order to partner with families to ensure the enhancement of a positive school culture</li> <li>○ The scheduling of quarterly check-ins to ensure that the implementation is successful and to course-correct as necessary</li> </ul> </li> </ul>



<p>Outreach and enrollment</p>	<p>Enrollment at MORCS has declined from 356 (2019-20), to 318 (2020-21), to 295 (2021-22).</p> <p>As of 5/6/2022 MORCS has enrolled 80 new 6th grade students for the 2022-23 school year, 20 student more than enrolled this time last year.</p>	<ul style="list-style-type: none"> <li>● Meet with the Operations team along with the YPICS Director of Marketing in the spring/summer of 2022. Use a strategic planning process to identify a specific vision and goal(s) for outreach and enrollment in 22-23. The team will determine a detailed action plan including: <ul style="list-style-type: none"> <li>○ How we will engage parents in workshops throughout the year in order to partner with families to increase outreach efforts</li> <li>○ The scheduling of quarterly check-ins to ensure that the implementation is successful and to course-correct as necessary</li> </ul> </li> </ul>
<p>Teacher retention</p>	<p>Retention for core-content teachers over the last three years was 50% (2018-19), 50% (2019-20), 100% (2020-21), and 50% (2021-22).</p>	<ul style="list-style-type: none"> <li>● Poll staff using targeted questions about teacher retention in the spring of 2022.</li> <li>● Meet with Administrative team in the spring/summer of 2022. Use a strategic planning process to identify a specific vision and goal(s) for school culture in 22-23. The team will determine a detailed action plan, based on the survey data (and other data) provided. The team will determine a detailed action plan including the scheduling of quarterly check-ins to ensure that the implementation is successful and to course-correct as necessary</li> </ul>

6. Please provide an update about Monseñor’s implementation of its LCAP and describe what is working well and what areas need further growth and attention (Please do not “cut and paste” directly from the LCAP)

The following areas of LCAP implementation have been working very well:

- Collection of **verified data** (using iReady diagnostics) demonstrating significant growth in reading and math over the last 3 years:

	<b>Median Math Growth</b>	<b>Median Reading Growth</b>
<b>Fall 2019 - Spring 2020</b>	127%	129%
<b>Fall 2020 - Spring 2021</b>	100%	129%
<b>Fall 2021 - Winter 2021*</b>	73% (mid-year)	97% (mid-year)
<b>Fall 2021 - Spring 2022*</b>	146% projected	194% projected

*i-Ready Student Levels-Internal Assessment 2022*

- **Utilizing research-based instructional strategies.** This year, our instructional team focused on the following strategies through professional development as well as coaching:
  - Sharing **exemplars** of high quality work in order to demonstrate high and clear expectations for academic excellence “in high definition”. Research shows that sharing exemplars of quality work is much more effective in communicating high academic expectations for an assignment compared with simply describing the high expectations or even sharing a finely tuned rubric.
  - Providing structured **checks for understanding** which allow the teacher to get a “snapshot” of students’ progress towards the learning objective. These class-wide “cfu”s allow the teacher to gather quickly gather actionable data which informs them if students are ready to move onto the next topic, if students need more clarification or practice, or if most of the class are confused and need to revisit the material from another lens.
  - Providing effective **assessments**, such as exit tickets or short quizzes at the end of a class period, so that they can ascertain with a high degree of clarity whether students met the learning objective for the day or not.
- Focusing on **English Learner progress**, by hiring an ELD teacher, opening up 2 leveled ELD support classes per grade level, implementing English

Learner Snapshots (which include goals and accommodations), and investing in classroom libraries with reading material appropriate to each group of learners. The following data demonstrates our successes in this endeavor:

	<b>MORCS</b>	<b>LAUSD</b>	<b>State of CA</b>
<b>EL Progress, 2019</b>	52.8%	45%	43%

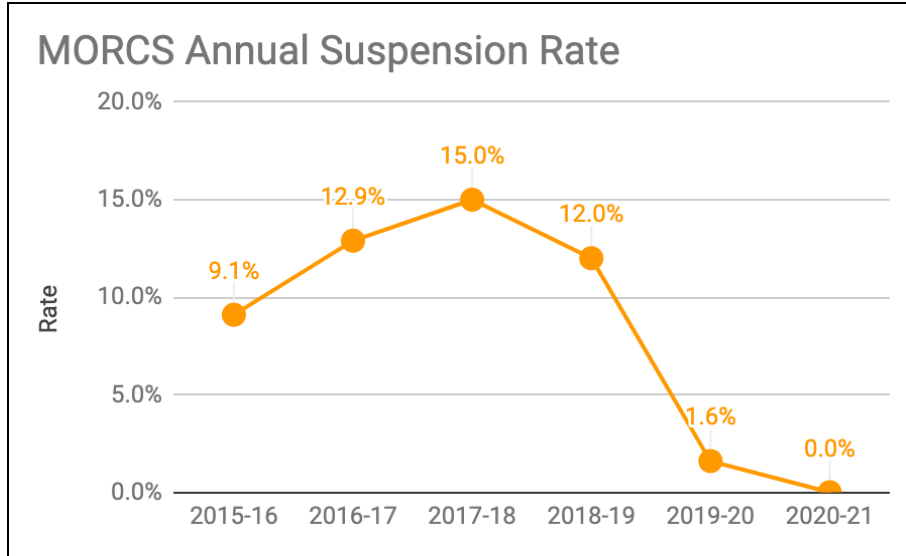
*DataQuest - CA Department of Education, 2019*

Median Progress towards Annual Typical Growth - **ENGLISH LEARNERS, 2021**

	<b>Reading (mid-year)</b>	<b>Reading (EOY Projected)</b>
<b>6th Grade</b>	132%	264%
<b>7th Grade</b>	141%	282%
<b>8th Grade</b>	94%	188%
<b>All EL Students</b>	122%	244%

*i-Ready Student Levels-Internal Assessment 2022*

- Building a more **positive school culture** with students by implementing PBIS (positive behavior intervention systems), MTSS (multi-tiered systems of support), and restorative practices into student life, including our response to behaviors.
  - Through PBIS, we focus on teaching and rewarding positive student behaviors through explicit instruction, modeling, and a token system of “scholar dollars” to recognize students who are acting safely, responsibly, and respectfully
  - Through MTSS, we meet regularly with grade-level teams to identify high-need students and to determine and implement supports for these students, whether they are academic, behavioral, or socio-emotional.
  - Through restorative practices, we teach students how to heal the harm that their actions may have caused themselves, their peers, and/or their school community. We also have students and staff engage in community circles in order to build relationships and trust
  - These efforts have resulted in the following downward trend of suspensions:



DataQuest - CA Department of Education, 2022

The following areas of LCAP implementation need more growth and attention:

- **ELA and Math proficiency** on SBAC in 2019 was below the state average with:

2019	MORCS	LAUSD	State of CA
ELA - met or exceeded standard	22.19%	53.79%	49.01%
Math - met or exceeded standard	10.98%	29.27%	33.76%

CAASPP Website - CA Department of Education, 2019

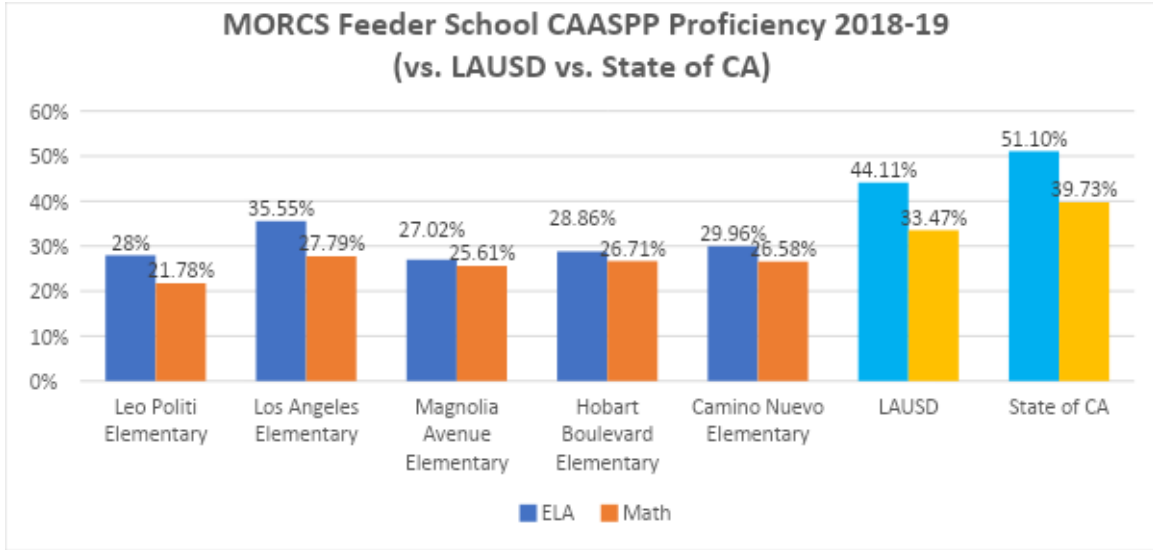
- It is important to note that the proportion of students who are socioeconomically disadvantaged and who are english learners (demographics which studies have demonstrated have a significant impact on academic achievement) also looks very different when compared to LAUSD and the state of CA:

2019	MORCS	LAUSD	State of CA
Percent of students who are Socioeconomically Disadvantaged	95.3%	80.8%	61.1%
Percent of students who are	26.6%	20.3%	19.3%

English Learners			
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DataQuest - CA Department of Education, 2019

- Also, the proficiency levels of students at the 5 major feeder schools to MORCS report achievement that is significantly behind grade level as compared to the state of CA, which is why the focus on growth levels rather than raw proficiency is more valuable to us in determining how to improve student achievement



CAASPP Website - CA Department of Education, 2019

- Another area of growth is our reclassification rate:

	2018-19	2019-20	2020-21
Reclassification Rate	16.7%	4.4%	0%

DataQuest - CA Department of Education, 2022

- while distance learning and the pandemic caused many difficulties in terms of providing adequate supports for student to get reclassified, now that in-person learning has resumed, we know that the effects of our ELD staff and support structures, as well as EL Snapshots, will result in increased reclassification rates for 2021-22

7. Does Monseñor have the resources necessary to implement the instructional programs necessary to attain high student academic achievement?

**Curricular resources**

For the 21-22 school year, MORCS has implemented academic programs to help students close learning gaps in all content areas. Teachers have been trained in how to use and implement academic programs (ex. iReady Reading, iReady Math, Mosa Mack, Thinking Nation, etc.) and have also engaged in TPACK brainstorms to determine the most appropriate ways to integrate tech-based curriculum into their weekly lesson plans. This has been particularly helpful as it has allowed teachers to reflect on their content knowledge, pedagogical approach, and technological knowledge that are necessary to ensure their lessons are pushing students to think critically as opposed to just working through lessons and activities.

**Programmatic resources**

This year we implemented support classes across the grade levels to allow teachers to have dedicated time to accelerate student learning in their given content area. Support classes are scheduled across the same period, and students are placed based on academic data (ie. state testing, diagnostic data, grades, etc) and needs. Teachers meet in grade level teams weekly to discuss student placements for support classes, and plan accordingly to ensure that students are engaging in mini-lessons, basic skills practice, and targeted support. The goal of support classes is to create a structured environment where students are able to engage in supplementary lessons and activities that will help them increase their knowledge in a content area. Teachers were provided with an overview of support classes and were assigned classes that ranged from 14-20 students to provide for a small environment that allows them to provide necessary supports and interventions to ensure student growth. Support classes include the following: Math Support, English Support, Science Support, History Support. Support classes typically take place at the same time as ELD classes, which allows us to place emphasis on the needs of all students in a small group setting.

**Staff Resources**

Academic aides are also a huge part of our on-site resources that help us promote growth within our student body. Currently, we have academic aides who serve our resource students and we also have academic aides who support our English Learners. Academic aides provide push-in supports and occasionally provide pull-out supports for high needs students (ex. newcomers). Having this team on site has given us the flexibility to target students who are struggling academically and gives them access to support systems both in and out of the classroom. Additionally, this year we have been intentional about creating a culture of collaboration within our teaching staff and have engaged in various sessions that have allowed teachers to share student work, rubrics, and exemplars with a small

group (Critical Friends Group) to problem solve, fill in gaps, or fine tune and calibrate to enhance their work. This has allowed our teachers to focus on rigor to make sure that they are creating tasks and assignments that challenge students to think critically and engage in tasks that are rich and engaging.

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## **Special Education**

1. Describe the process that the charter school uses to monitor IEP compliance, specifically related to IEP timelines, services, accommodations and/or modifications for Students with Disabilities (SWD), and how has this process improved the school's overall compliance.

The Director of Special Education, along with the Resource Specialist teachers and the Executive Administrator (Principal) monitor IEP compliance. We use the Welligent system to monitor IEP timelines, specifically the SER200 timeline compliance report. To stay ahead of timelines, it is our practice to schedule IEPs a month early. This provides an adequate cushion to address any unforeseen scheduling conflicts.

We frequently monitor the SER300 service delivery report, which allows us to address any issues regarding RSP and related service provision. On a weekly basis, the Director of Special Education updates a compliance dashboard which provides a bird's eye view of sped compliance. All general education teachers are provided with IEP snapshots which lists all the pertinent IEP information such as accommodations and/or modifications.

On a bi-weekly basis, the Executive Administrator (Principal) meets with the resource team to review the SER200 and SER300 reports, to discuss any anomalies, and offer support in addressing any issues with IEP timelines or service provision.



## **Special Education**

2. Describe the charter school's system for monitoring and supporting the education program for students with disabilities at the school.

The school's system for monitoring and supporting the education program for students with disabilities includes frequent meetings between special education teachers and general education teachers to discuss and adjust accommodations when necessary. Specifically, special education teachers join the appropriate weekly grade-level meetings, professional learning communities during weekly professional development, as well as monthly Multi-tiered Systems of Support (MTSS) meetings with administration and the grade-level leads.

The team reviews each student's IEP to ensure supports and services are being delivered. Student services vary by need. The school provides a mixture of push-in support and/or pull-out support. The team also communicates the need for additional supplemental materials to support the academic and/or behavioral needs of students as well. These conversations occur during the resource team's bi-weekly check-in with the Executive Administrator.

## Special Education

3. Describe the professional development provided to all staff in supporting students with disabilities.

Several professional development opportunities are provided to teachers and support staff regarding students with disabilities. Topics include a review of student IEP snapshots, Special Education 101, and Verbal de-escalation strategies. At the beginning of the school year, professional development time is devoted to familiarizing teachers with all of the students with IEPs in their classrooms, with a focus on the necessary accommodations for these students. During the school year, teachers engage in Critical Friends Group protocols on a bi-weekly basis in order to tune up their lesson plans and instructional strategies with a focus on meeting the needs of all students, especially students with IEPs.

This school year, professional development for all teachers was focused on creating and using exemplars to communicate high expectations for students “in high definition”, in providing structured checks-for-understanding so that teachers gain valuable formative, real-time assessment data that they can use to ensure all students are progressing towards meeting the learning objective, and providing effective daily assessment in order to determine whether the learning objective was met each day, and what gaps still exist.

## **Special Education**

4. Describe how the IEP is used to achieve instructional outcomes, social/emotional supports, communication skills and/or behavior supports, as appropriate.

The IEP is the guiding document when supporting learning with special needs, including those that require behavior supports. All teachers are provided with an IEP snapshot which provides detailed information related to a student's primary disability, present level of performance, and annual goals and objectives. The information is used to guide instruction and supports and services for each student with an IEP. Our resource specialist teachers use that information to assess and monitor annual IEP goals. Our students with behavioral needs are provided all provisions within the IEP. Via the IEP snapshot, teachers are provided all relevant information to be able to prevent and, when necessary, address behavioral concerns that happen in the classroom.

## **Special Education**

5. Describe specific examples of student academic and behavior interventions implemented and delineate how they have been successful and unsuccessful.

One specific example of a student academic intervention is one in which students who are reading several years below grade level are assigned to an RSP teacher for intensive reading instruction as well as either a Math Support or ELA Support class during the school day based on their levels of need in each area. Teachers are able to gauge the success by increased reading comprehension and fluency scores per a DIBELS assessment as well as the iReady diagnostic assessments in Math and Reading.

Specific behavioral interventions include frequent student incentives such as a token economy (“scholar dollars”) in which students can earn access to preferred activities and tangible rewards through the MORCS Student Store. In addition, students participate in counseling and restorative justice circles to maintain appropriate peer-to-peer relationships.