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Guiding Questions Based on 2022 Dashboard Data

Monseñor Oscar Romero Charter Middle 2022 California School Dashboard report on the school's performance in English Language Arts (ELA) indicates that the school has earned a Status level of "Low" and a Distance from Standard (DFS) of -63.1 for All Students, which is lower to the state's DFS level of -12.2. In Mathematics (Math) the school earned a Status level of "Very Low" for All Students, which is lower to the state's Status level. The report shows the school has an average DSF of -115.8 for All Students, which is lower than the state's DFS of -51.7.

Please, briefly describe the steps Monseñor Oscar Romero is taking to address the student's academic deficiencies in ELA and Math for all students.

The school has four numerically significant student groups (English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities). All of the four significant student groups (Latino, Socioeconomically Disadvantaged, and Students with Disabilities) have a DFS lower than the state's average in ELA and in Math.

Please, briefly describe the steps Monseñor Oscar Romero is taking to address the students' academic deficiencies in ELA and Math for the numerically significant student groups.

At MORCS we understand that many of our students were academically behind. Our state data confirms this, and it is evident that many of our students are not quite performing at grade level yet. With distance learning taking place for so long, many of our students came to us with gaps in both ELA and Mathematics. In reviewing our state data and verifying data as a team, it became clear that although many of our students are not performing at grade level, however, they are progressing toward grade-level mastery. Our iReady Verified Data serves as evidence that more than half of our students made positive growth and were able to meet their annual growth goals, which indicates that they are moving towards grade-level mastery (see table below).

Support Classes
After reviewing data sets, it was clear that we had to put together an action plan for the 22-23 school year to ensure that we were strategically filling academic gaps throughout the school year. This year, we created support classes where students were grouped based on academic needs. Our teachers had time to review CAASPP and iReady data at the start of the school year and create groups that enabled them to provide academic support in small-group settings. Our support classes are at under 20 students per group, and teachers are using resources from the iReady program to target learning gaps in the classroom strategically. These groups see each other daily for 50 minutes. In December 2022, our team was able to look at the data from their second diagnostic and move students around accordingly so that they were placed in classes that supported their greatest academic needs. Our support classes include Math Support, English Support, History Support, and Science Support.

Advisory
Additionally, we are using our advisory classes to have social-emotional and academic check-ins with our students—allowing our teachers to conference with our students and ask them about how they feel in regard to their academic growth and progress. This check-in during advisory is particularly helpful to our

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EL students and our students with special needs as they can connect with their teacher in a one-on-one setting. One of the programs that we have been using in advisory this year is Sown to Grow. The program allows us to create check-in questions focused on social-emotional and academic needs. Teachers are able to see student responses, and our administrative team receives notifications if students indicate that they are struggling social-emotionally, which we forward to our counselor who then checks in with students to provide necessary supports. Additionally, we've structured our advisory program to serve as a class that allows students to engage in goal setting, community circles, 1-on-1 check ins, and journaling. The purpose of advisory this year has been to build community with students; to ensure that every student has a staff advisor that will look out for their overall academic and socioemotional needs; to provide students with wraparound supports, guidance, and skills in order to be successful in school and later in career and life. See our advisory schedule below:

Schedule:

	Monday	Tuesday	Wednesday	Thursday	Friday
	Breakfast (Students will eat outside before school starts)				
8:15-9:05 (50m)	Newsela) / Journaling *class ends at 8:50am (35 m)	Sown to Grow - SEL Check-in Sown to Grow - Academic Check-ins (S2)	iReady (ELA or Math) 1-on-1 check-ins for iReady	Nearpod Lessons (ie. Goal Setting, Study Skills, Current / Historical Events, SEL)	Community Circle
Planned by	Advisory Lead + SCC	Advisory Lead + LIT Team	Advisory Lead + LIT Team / SCC	Advisory Lead + LIT Team	Advisory Lead + SCC

Additionally, in looking at our subgroups, our Els, Students with Disabilities, Latino, and Socioeconomically Disadvantaged students made significant progress on their iReady diagnostics (verified data) throughout the school year (see table below). This is an indicator that many of the learning gaps are being closed and also serves as evidence that these subgroups are making progress toward reaching grade-level mastery. With the continued focus in their support classes, all students, including those listed under our significant student groups, will continue to improve academically and thus perform better in their CAASPP and iReady Diagnostic tests.

Annual Typical Growth - ALL STUDENTS

	Math	Reading
	EOY typical growth percentage	EOY typical growth percentage
6th Grade	64%	57%
7th Grade	57%	50%
8th Grade	58%	63%
All Students	60%	57%

i-Ready Student Levels-Internal Assessment 2022

	Math	Reading
	Annual Typical Growth Percent Met	Annual Typical Growth Percent Met
All Students	60%	57%
Socioeconomically Disadvantaged Students	60%	57%
Latino Students	60%	57%
English Learners	55%	53%
Students with Disabilities	52%	68%

School Culture and ELOP

Building strong culture is key to student success. This year, we have offered many different opportunities for students to engage in clubs, sports teams, and extracurricular activities that allow them to build rapport with other teachers and students and ultimately set them up for success. Here is a list of the different clubs, sport teams, and extracurricular activities that we have offered this school year:

- Mindfulness through Art 1 - Ms. Villalobos
- Mindfulness through Art 2 - Ms. Ortez
- Anime - Ms. Harry
- Chess Club - Mr. Guzman
- Small group tutoring 1 - Mr. Guzman
- Small group tutoring 2 - Ms. Catarino
- Yearbook Club - Ms. Reiland
- Adventure Club - Ms. Rodman
- ESports - Mr. Sarabia
- Running Club - Mr. Duran
- Girls on the Run - Ms. Villalobos
- Bookmaking Club - Ms. Flom
- Volleyball Team - Ms. Vargas and Ms. Shenavai

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- Boys Basketball Team - Mr. Vega
- Girls Basketball Team - Mr. Carbajal
- Football Team - Mr. Carbajal
- Co-Ed Soccer Team - Mr. Vazquez

Through ELOP, our teachers have been able to build community with our students and encourage them to engage in activities with their peers. We see this as an important step in helping students realize their full potential and excel in school. All of our clubs and sports teams have been led by our teaching staff and they have all stated that it has helped them build stronger relationships both in and out of the classroom with their students. The result has led to a strong culture and has built trust among our students and teachers, allowing them to grow as active citizens and lifelong learners as they engage and participate in different clubs and sports teams.

We believe that the combination of academic supports and a strong support system across the school will help to increase our overall scores. We are already seeing great results on our iReady test scores and are confident that our students will continue to excel as scholars with continued engagement in academics and extracurricular activities.
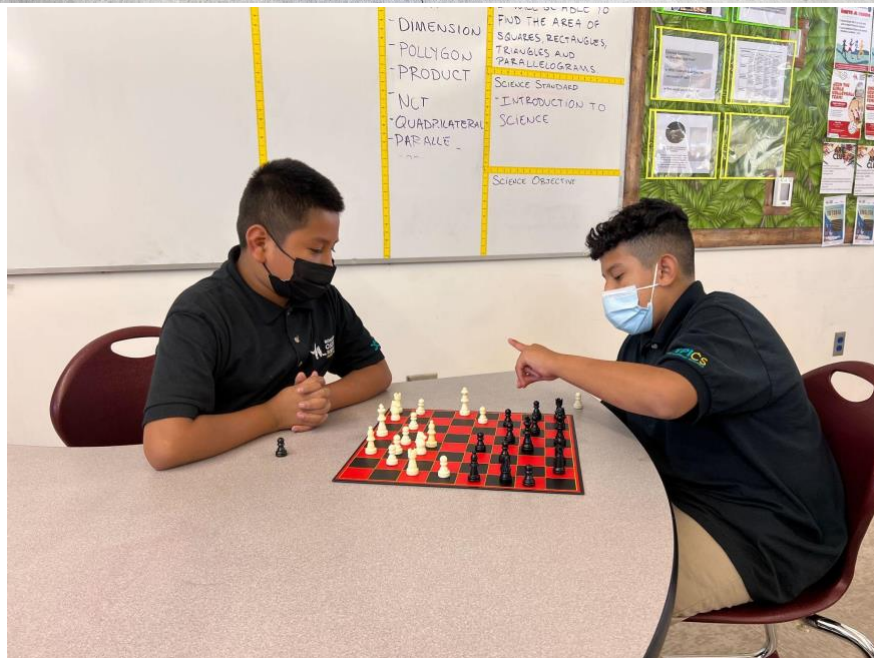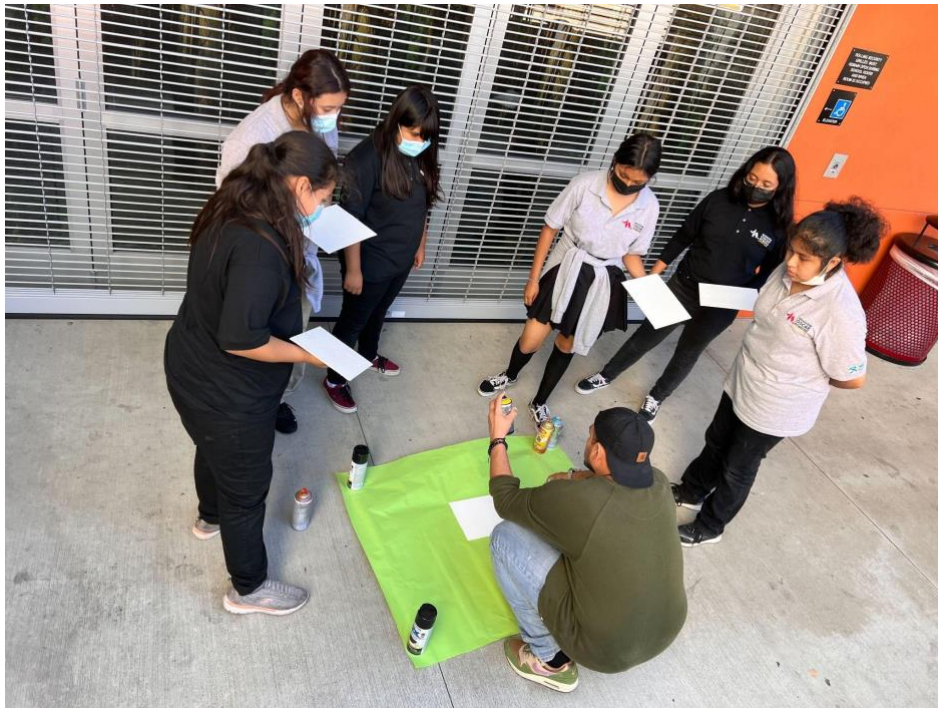
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Monseñor Oscar Romero's 2022 California School Dashboard report on the school's performance on the **Chronic Absenteeism Rate Indicator** show that the school has earned a Status level of "Very High" for All Students, which is similar to the state's Status level. The report shows that 20.1% percent of students are absent 10 percent or more of the instructional days they were enrolled, which is lower than the state at 30.0% percent. All four of the school's significant student groups (English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities) have a lower absentee percentage in comparison to the state.

Briefly describe the steps Monseñor Oscar Romero's leadership is taking to address the student's high chronic absenteeism at the school.

Overall, post-pandemic, we have seen an increase in chronic absenteeism which has been concerning. As a school, MORCS has focused on improving attendance rates and has implemented systems to communicate with students and families when they are in danger of falling into the category of Chronically Absent. Our leadership team has brainstormed ideas to improve our attendance rates. Each member of our site leadership team plays an essential role in ensuring that we each contribute and support families when they need assistance to improve their student's attendance. As a school, we run attendance reports to determine which students are in the chronically absent range. Once we have determined who those students are, we request to meet with the family to discuss why their child has been missing school. We have often found that students struggle with social and emotional needs. In these cases, we connect them to our on-site counselor, and if deemed necessary, we connect them with one of our counseling service providers who can provide more intensive support. This allows students to communicate with adults and discuss their social and emotional needs. Suppose students continue to miss school through

unexcused absences. In that case, we conduct home visits by our school community coordinators to have a more in-depth conversation with families about the importance of attendance.

Additionally, the role of the school community coordinator is to identify additional community resources to support parents who are also struggling due to the pandemic. Our first tiers of support are working, and we have not had to resort to home visits lately. However, supports are in place as an option for our extreme cases. In addition to our attendance data review and connection to school resources, we offer incentives like free-dress day passes and donut celebrations for students who exhibit excellent attendance. We have found this to be a good motivator for students who struggle with wanting to come to school.

Provide, targeted instructional practices that we will observe school wide (or specific to data needs) (3-4 at most) as this will guide us during our classroom visitations (in essence what can we expect to hear and see in each classroom during our classroom visits).

At the start of the 22-23 school year, our team had an opportunity to analyze data from the 21-22 school year to determine growth areas. In analyzing our data, our team identified writing as an area of focus that we could target school wide. Additionally, based on the data, we were aware that many of our students needed to meet grade-level targets on their CAASPP test. However, we knew many of them made significant gains and progress in filling learning gaps as measured through our iReady diagnostic assessments. As a result, we agreed on a few focus areas to ensure that our instructional practices provided the necessary support to ensure continued student growth and success. The following are instructional practices that you will observe during your classroom visitations.

1. RACE Writing Strategy – This writing strategy aims to help students produce clear and cohesive writing. When given a prompt, students are asked to Restate, Answer, Cite, and Explain. This practice was introduced during the first semester with our students. Many have started to use it even when they are not prompted to do so, which is evidence that it promotes transparent and cohesive writing from our students.
2. Exemplars – One of the goals of using exemplars is to set expectations in terms of rigor. Our teachers have been using exemplars when presenting tasks requiring students to produce work and typically share an exemplar throughout their lesson to set the expectation of their work. This is particularly helpful for our Els and students with disabilities as it helps give them a better understanding of what the end product of their task should resemble in terms of rigor.
3. Academic Monitoring/Student Engagement– Teachers navigate the room to check for mastery throughout lessons- as students work on questions/tasks. This typically requires the teachers to make a few rounds using a teacher pathway, or a planned route, allowing them to check for understanding as students work on their tasks. The teacher may conduct up to 3 rounds of academic monitoring. The first round is to check for engagement and that students have started the task. If any students have not started, the teacher reminds them to begin or asks a clarifying question if needed. The second round is to check for accuracy and provide feedback. If a student is not on the right track, the teacher will give them feedback and let them know that they will return one more time to check their progress. The third round allows the teacher to walk around one last time and follow up with students and/or validate their work.
4. Student conferencing – In some classes, you may also observe student conferencing. Our teachers often check in with students throughout the week to provide 1-on-1 or small-group feedback. This allows teachers to provide academic interventions (if necessary), accelerate advanced students, or share feedback and comments regarding student progress toward mastery.

Review the schools progress in implementing CSD's recommendation outlined in the 2021-2022 oversight report. Specifically for the areas noted for further growth or improvement.

Student Achievement and Educational Performance – for the 20-21 school year, it was noted that 0 students were reclassified. Our records indicate seven students were reclassified in the 20-21 school year. For the 21-22 school year, 10 students were able to reclassify. This is an increase when compared to the previous school year. Altogether we had 15.57% of students achieve a level 4 on their ELPAC; however, some students could not reclassify due to their performance in basic skills assessments. This school year, we have provided targeted support for our ELs and have had them engage in practice tests before completing the Reading Inventory and/or iReady diagnostics to help them prepare to meet the performance in basic skills requirement.

Regarding organizational management, we have used data, involved stakeholders through community data walks and surveys such as Youth Truth and Parent Conference survey in identifying high-impact actions, and made strategic plans. Evidence of this can be seen through the structure of our support classes. Teachers and staff were presented with CAASPP, iReady, and ELPAC data at the start of the school year. We reviewed the data to identify the best placement for students based on their academic needs. In December, our team revisited the conversation and adjusted rosters as necessary. Some students had shown significant improvements, while others were moved to different support classes based on their academic needs. Later this school year, we are also taking time to review our current meal program. Students, families, and school staff will engage with different meal vendors to ask questions and determine if there is a need to consider another food vendor. The process of engaging all stakeholders to select a new food vendor has yet to happen over the past few years because, during the pandemic, the CDE allowed extensions of food contracts during the crisis. This school year, we plan to continue involving all stakeholders in key decisions our school makes.

Regarding our fiscal operations, our Learning and Supports Center and accounts payable staff have improved their practice by picking up necessary documents weekly on Wednesdays to be processed promptly.

CHARTER SCHOOLS DIVISION
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Verified Data Questions

For the state approved list of Verified Data on Academic Indicators (Assessments) and Postsecondary Indicators, please see the following CDE website: https://www.cde.ca.gov/sp/ch/verifdatacrit.asp

Also:

Verified Data FAQ's

Verified Data (Assessments)

1. Please complete the below table including each state-approved verified data assessment the school is using, include the academic area (English Language Arts and Math), grade level assessed, participation rate and the frequency of administration of each assessment.

Academic Progress Indicator(s) for the 2021-2022 School Year:

Academic Progress Indicator: iReady by Curriculum Associates Reading	Grade Levels: 6-8	Assessment Administration: Fall/Spring	95% Participation Met*: ☒ Met ☐ Not Met
Academic Progress Indicator: iReady by Curriculum Associates (Math)	Grade Levels: 6-8	Assessment Administration: Fall/Spring	95% Participation Met*: ☒ Met ☐ Not Met

2. If a 95% participation rate was not achieved on any assessment, please provide a plan of action to meet the 95% participation rate.
   a. The 95% participation rate was met.

3. Please provide the publisher's growth report (e.g., iReady provide iReady's Typical Growth Measure; NWEA provide Measures of Academic Progress; etc.). For a complete list of growth reports, please review the following CDE document: November 2020 SBE Agenda Item 14 (pages 23-29). Based on the report(s), please provide the following:
   a. School wide (if available) **and** disaggregated subgroup data.
   b. Describe how the data submitted shows growth in student achievement. What do you attribute that led to that growth?
   c. For data that did not demonstrate growth, please provide a root cause analysis and plans for improvement.
   Our Verified data shows growth across the board for all grade levels. In Math, 57-64% of our students were able to meet their typical growth goals and more than half of the students improved at least 1 placement level throughout the year. Additionally, between 13-27% of MORCS students were able to meet their stretch goal, putting them closer to reaching grade-level mastery. The attributed growth resulted from our teaching staff using the available resources to provide necessary interventions for our students throughout the school year.

For Reading, our numbers were similar. 50-63% of MORCS students were able to meet their typical growth goals, while 21-27% were able to meet their stretch growth goals. Additionally, 46-65% of the students were able to improve at least one placement level in their iReady diagnostic throughout the school year.

Our English Learners, Students with Disabilities, Socioeconomically Disadvantaged Students, and Latino Students had similar outcomes, with more than 50% of students in each subgroup meeting their annual typical growth goals.

The data shows that students were able to grow academically in both Reading and Math. Students had the opportunity to take the iReady diagnostic in both subject areas at the start, middle, and end of the school year. Teachers analyzed diagnostic data and created plans to target learning gaps between diagnostics. This was very helpful in identifying students who needed more intensive interventions and also gave us the data required to make placement decisions for our support classes—where teachers intentionally taught recommended materials by Curriculum Associates to help close learning gaps.

Diagnostic Growth

i-Ready

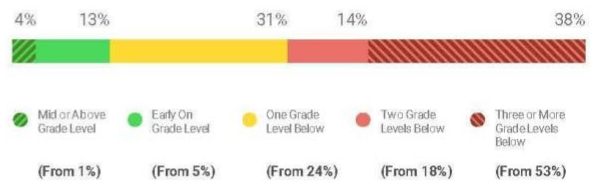|	
School	Monsenor Oscar Romero Charter School
Subject	Math
Academic Year	2021 - 2022
Comparison Diagnostic	Final Diagnostic

Students Assessed/ Total: **284/287**

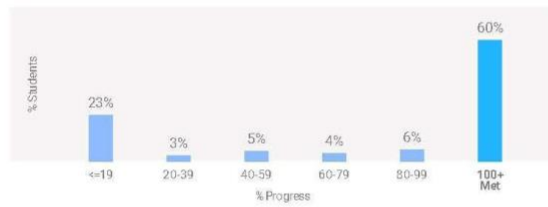### Progress to Annual Typical Growth (Median)

117%
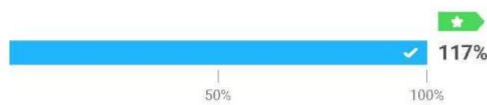
The median percent progress towards Typical Growth for this school is 117%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Learn More About Growth ⏵

Current Placement Distribution

4%	13%	31%	14%	38%

- Mid or Above Grade Level **(From 1%)**
- Early On Grade Level **(From 5%)**
- One Grade Level Below **(From 24%)**
- Two Grade Levels Below **(From 18%)**
- Three or More Grade Levels Below **(From 53%)**

Distribution of Progress to Annual Typical Growth

<=19	20-39	40-59	60-79	80-99	100+ Met
23%	3%	5%	4%	6%	60%

Distribution of Progress to Annual Stretch Growth®

<=19	20-39	40-59	60-79	80-99	100+ Met
26%	13%	15%	15%	10%	21%

Choose to Show Results By
Grade

Showing 3 of 3

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	133%	64%	63%	22%	62%	87/89
Grade 7	108%	57%	50%	13%	58%	84/85
Grade 8	117%	58%	45%	27%	55%	113/113

Diagnostic Growth

i-Ready

School	Monsenor Oscar Romero Charter School
Subject	Reading
Academic Year	2021 - 2022
Comparison Diagnostic	Final Diagnostic

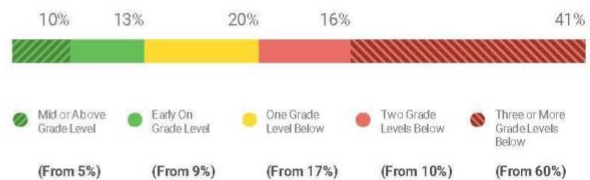Students Assessed/Total: **282/287**

Progress to Annual Typical Growth (Median)
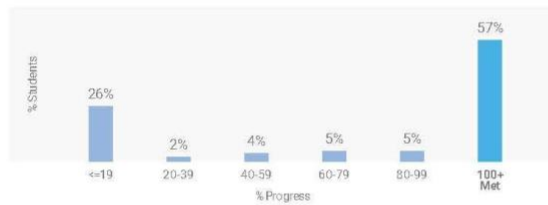
136%

50%   100%
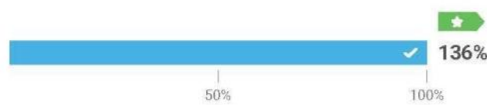
The median percent progress towards Typical Growth for this school is 136%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.
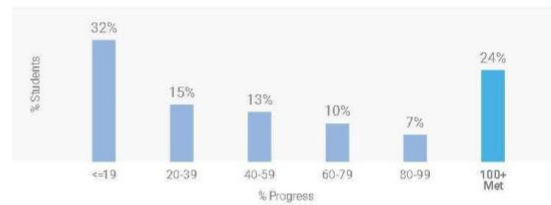
Learn More About Growth ⏵

Current Placement Distribution

10%	13%	20%	16%	41%

● Mid or Above Grade Level   ● Early On Grade Level   ● One Grade Level Below   ● Two Grade Levels Below   ● Three or More Grade Levels Below

(From 5%)   (From 9%)   (From 17%)   (From 10%)   (From 60%)

Distribution of Progress to Annual Typical Growth

% Progress	% Students
<=19	26%
20-39	2%
40-59	4%
60-79	5%
80-99	5%
100+ Met	57%

Distribution of Progress to Annual Stretch Growth®

% Progress	% Students
<=19	32%
20-39	15%
40-59	13%
60-79	10%
80-99	7%
100+ Met	24%

Choose to Show Results By
Grade

Showing 3 of 3

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	118%	57%	46%	22%	59%	86/89
Grade 7	95%	50%	35%	21%	46%	84/85
Grade 8	164%	63%	52%	27%	65%	112/113

	Math	Reading
	Annual Typical Growth Percent Met	Annual Typical Growth Percent Met
All Students	60%	57%
Socioeconomically Disadvantaged Students	60%	57%
Latino Students	60%	57%
English Learners	55%	53%
Students with Disabilities	52%	68%

4. Were the assessments administered as intended, consistent with the test publishers' administration and test security procedures?

    If the assessments were not administered as intended, please share the facts and how they will be addressed moving forward.

    The assessments were administered as intended throughout the school year. We were able to follow test security procedures similar to those that we take when administering the CAASPP and ELPAC tests. There were no unusual events throughout our testing sessions.

5. If verified data is not submitted, please explain why.

    Verified data was submitted, N/A.

Special Education Questions

1. Describe the systems that the charter school uses to monitor special education compliance, specifically related to IEP timelines, services, accommodations and/or modifications for students with disabilities (SWD), and how have these systems changed throughout the school year in response to real world circumstances?

    a. The school uses Welligent reports to monitor special education compliance. The director of special education uses the 300 report to monitor and guide service delivery of RSP supports and the provision of related services. The 200 report is used to track IEP meeting timelines. The IEP calendar report is used as a guideline when scheduling IEP meetings. The special education teachers and paraprofessionals create IEP snapshots that overview the most important IEP details. Each teacher receives a snapshot at the beginning of each school year and revisions as IEPs happen throughout the school year. The Director of Special Education also used a special education dashboard to monitor special eductioin compliance.

2. Describe the special education professional development and trainings provided to charter school staff to ensure students are educated in accordance with their IEPs.

   - Special Education 101: What Everyone Needs to Know About Special Education.
   - Accommodations vs. Modifications
   - The ABCs of Behavior
   - MTSS Overview
   - Behavior de-escalation strategies

3. Describe how the charter school uses District resources (e.g., trainings, bulletins, etc.) and applications (e.g., MyPLN, COP Resource Hub, etc.) to ensure quality IEP development/implementation and to build staff capacity.

   At the beginning of each school year, all teachers are required to get an LAUSD SSO to complete the suicide prevention training. In addition, they are made aware of the various training opportunities offered through MyPLN. Staff is aware of relevant training opportunities offered through Charter Operated Programs. Our staff has taken advantage of paraprofessional training, Welligent / Woodcock-Johnson IV training, and IEP Oral Interpretation training.