

Monseñor Oscar Romero Charter School

Data Update Dec 2023

Chronic Absenteeism

MORCS 2023 Chronic Absenteeism

	CA Eligible Enrollment	CA Count	CA Percentage
Latino	283	70	24.7%
English Learners	118	29	24.6%
Students with Disabilities	38	11	28.9%
Socioeconomically Disadvantaged	263	66	25.1%
School Student Groups	27	8	29.6%
Monseñor Oscar Romero Charter	290	72	24.8%
LAUSD	553,525	170,294	30.8%
LA County	1,344,649	359,698	26.8%
State	5,958,889	1,486,302	24.9%



English Learner Data

MORCS English Learners 2022-23

	EL (0-3 years)	At-Risk (4-5 years)	LTEL (6+ years)	EL Not At- Risk	Total
6th	5.1%	1.3%	19.2%	20.5%	46.2%
7th	6.1%	3.7%	15.9%	28%	53.7%
8th	11.8%	0%	14.5%	13.2%	39.5%
Monseñor Oscar Romero Charter	7.6%	1.7%	16.5%	20.8%	46.6%
LAUSD	24.7%	7.1%	7.3%	7.7%	46.8%
County	23.5%	6.5%	8.9%	9.8%	48.8%
State	24.8%	7.1%	11.1%	11.6%	54.5%



MORCS English Proficiency 2022-23 ELPAC

	Level 1 Beginning	Level 2 Somewhat	Level 3 Moderately	Level 4 Well Developed
EL – Enrolled less than 12 months	*	*	*	*
Enrolled 12 months or more	19.19%	30.30%	35.35%	15.15%
LTEL – Long-Term English Learners	8.33%	33.33%	47.22%	11.11%
EL /SED	19.57%	30.43%	33.70%	16.30%
EL +Disability	23.08%	50%	19.23%	7.69%
At Risk of LTEL	*	*	*	*
MORCS – All English Learners	23.64%	28.18%	33.64%	14.55%



2023 CAASPP Data

MORCS 2022-23 CAASPP

	ELA (Met/Exceeded)	MATH (Met/Exceeded)	SCIENCE (Met/Exceeded)
MORCS – Socioeconomically Disadvantaged	20.65%	8.91%	14.86%
MORCS - English Learners	0%	0.90%	0%
MORCS – Students with Disabilities	2.7%	5.41%	*
MORCS – Schoolwide	19.79%	8.28%	12.94%
State	46.66% **	34.62% **	30.18% **

NOTE:

* Data suppressed because fewer than 11 students tested

** Data is aggregated to include grades 3-8 and 11 statewide





State Dashboard



2023 Local Indicators – All “Standard Met”

**Basics: Teachers,
Instructional Materials,
Facilities**

STANDARD MET

**Implementation of
Academic Standards**

STANDARD MET

**Parent and Family
Engagement**

STANDARD MET

Local Climate Survey

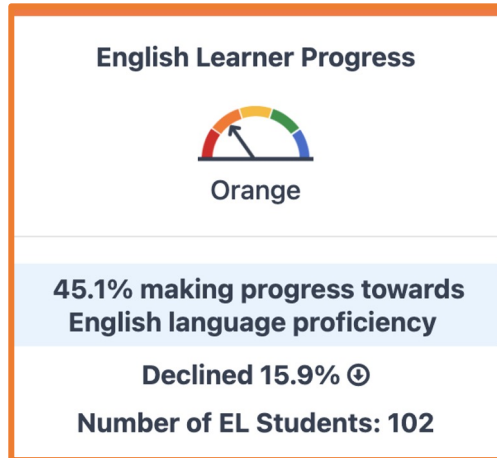
STANDARD MET

**Access to a Broad
Course of Study**

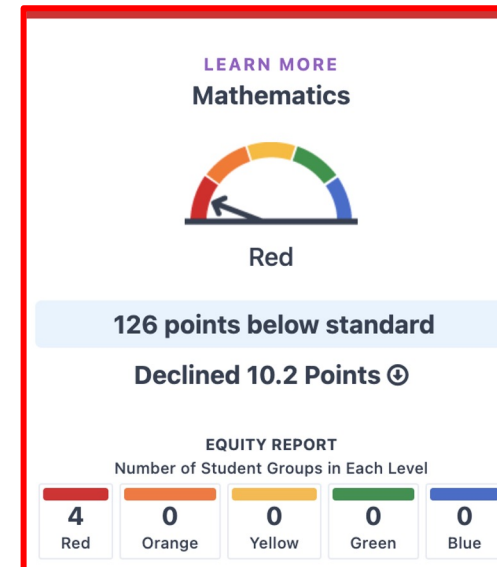
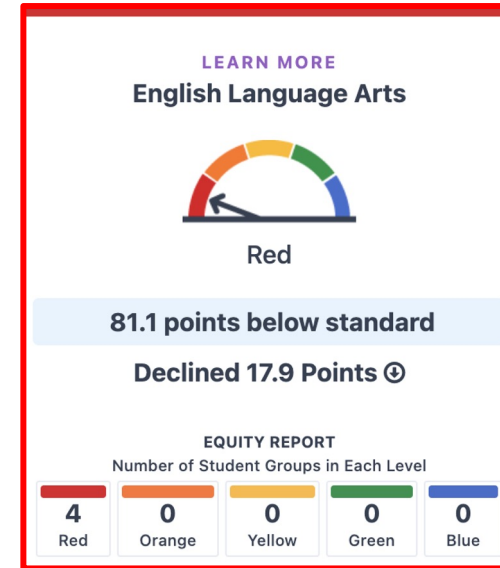
STANDARD MET



2023 Academic Indicators



There was a decline in the number of ELs making progress towards EL Proficiency. 33.64% of our students scored at the level 3 range, 1 level below the proficiency range.



Math and ELA also saw a decline. For the 23-24 school year, we are placing emphasis on Math and English supports to make sure that we are closing learning gaps in both subjects.




CURRENT IREADY DATA (Reading)

Overall Placement

Students Assessed/Total: 260/278



 Mid or Above Grade Level

9 Students

 Early On Grade Level


16 Students

 One Grade Level Below









32 Students

 Two Grade Levels Below

27 Students

 Three or More Grade Levels Below

176 Students

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 6		3%	6%	21%	15%	55%	66/70
Grade 7		4%	8%	10%	11%	68%	93/103
Grade 8		3%	5%	9%	7%	76%	101/105



CURRENT IREADY DATA (Math)

Overall Placement

Students Assessed/Total: **264/278**



Mid or Above Grade Level

1 Student

Early On Grade Level

16 Students

One Grade Level Below

52 Students

Two Grade Levels Below

52 Students

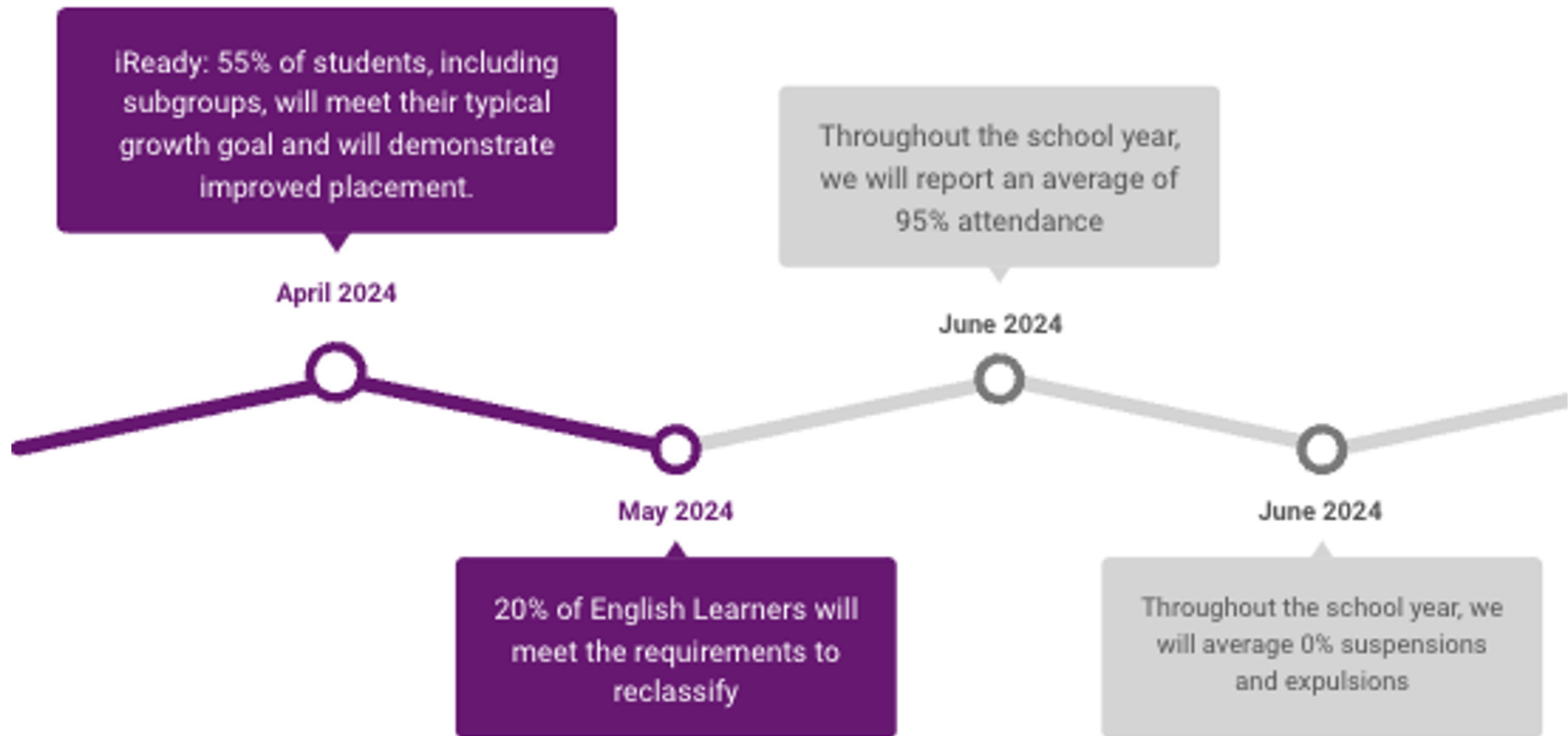
Three or More Grade Levels Below

143 Students

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 6		0%	5%	29%	26%	41%	66/70
Grade 7		1%	7%	20%	20%	51%	98/103
Grade 8		0%	6%	13%	15%	66%	100/105



Improving outcomes: School Goals



MORCS Response to 2023 Data

- Performance Task - students are engaging practice performance tasks throughout the school year.
- Talking about Data - at the start of the school year, teachers engaged in a data talk (CAASPP, iReady, ELPAC) and set goals as a grade level. Most grade levels focused on setting goals around developing academic language, which led to one of our PD goals structured around supporting the development of academic language.
- Teachers are engaging in professional development targeting EL supports. At the moment, teachers have completed 3 modules focused on developing academic language.

