

Monseñor Oscar Romero Charter School 2023–24 Annual Plan to Improve Student Achievement

Executive Administrator		Site Leadership Team				
Mr. Freddy Zepeda		Mrs. Brown (CoSCC), Mr Cruz (CoSCC), Mr. Duran (Col), Mrs. Gamez (CoO), Ms. Vargas (CoCS)				
Historical Data	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cumulative Enrollment (Source: Ed-Data)	367	358	373	328	308	277
Unduplicated Pupil Count (Source: Ed-Data)	325	322	341	301	284	265
Free/Reduced (Source: Ed-Data)	322	318	335	297	274	247
English Learners (Source: Ed-Data)	96	91	104	106	118	110 (CDE)
Chronic Absenteeism (Source: Ed-Data)	7.6%	6.8%	n/a	52.9%	20.1%	24.8%
Suspensions (Source: Ed-Data)	15%	12%	1.6%	0%	2.3%	0.7%
Expulsions (Source: Ed-Data)	0.3%	0%	0%	0%	0%	0%
ELPAC Proficiency	19.79%	11.96%	n/a	11.58%	18.42%	14.55%
Redesignated Fluent English Proficient (Source: Ed-Data)	11.3%	16.67%	4.4%	3.85%	0%	7.5%
English/Language Arts	20.96%	22.19%	n/a	n/a	23.84%	19.79%
Mathematics	13.34%	10.98%	n/a	n/a	10.25%	8.28%
Science		7.77%	n/a	n/a	9.73%	12.94%

NOTE: Data fields for 2022-23 have been updated to reflect CDE information.

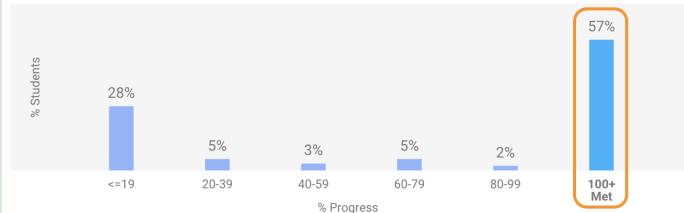
Overview Statement/Description of School Performance Trend

The historical data for MORCS highlights many of the challenges that we’ve been faced with in the last 5-6 years. Our cumulative enrollment was increasing steadily until 2020-2021, which was our first full school year during the pandemic. The years that followed have seen a decline in our enrollment. Our Chronic Absenteeism rate was declining until our first full school year during the pandemic, and we were able to improve for the 2021-22 school year. Additionally, our suspensions and expulsions have seen a decrease, with our rate dropping more than 12% since the 2017-2018 school year. In regards to our scores in ELA, Math, and Science, we’ve been able to maintain our ELA scores above the 20% range, increase our Science scores, but have seen a decline in Math. Our English Learner population has also increased significantly, with our ELL population hovering around the 35-40% range in the last few years. The data that is presented in the table above is all indicative that we have been experiencing challenges, but have been able to historically hold steady. As we move forward during the 2023-2024 school year, our team is committed to putting systems in place to improve our outcomes. As a team, we have looked at our present levels of performance, attendance data, and culture and climate, to help us brainstorm approaches that will fit the needs of our school. The following tables will further outline the analysis and improvement actions that our team will be implementing to help empower our teachers to support our students in meeting their goals and targets.

I. English/Language Arts

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline																					
<p>Increase number/percentage of students meeting standards in ELA through consistently impactful grade-level instruction</p> <table><tr><td></td><td></td><td>2022-23</td></tr><tr><td></td><td>Met/exceed</td><td>DFS</td></tr><tr><td>School</td><td>19.79%</td><td>-81.1</td></tr><tr><td>SWD</td><td>2.7%</td><td>-139</td></tr><tr><td>SED</td><td>20.85%</td><td>-78.9</td></tr><tr><td>EL</td><td>0%</td><td>-119.2</td></tr><tr><td>Hispanic</td><td>19.92%</td><td>-81.4</td></tr></table> <p>(Source: CA Dashboard; CDE CAASPP Website)</p>			2022-23		Met/exceed	DFS	School	19.79%	-81.1	SWD	2.7%	-139	SED	20.85%	-78.9	EL	0%	-119.2	Hispanic	19.92%	-81.4	By June 2024, 25% of students will meet GL proficiency as measured by CAASPP ELA.	<ul style="list-style-type: none">Strategic placement in ELA support classes. Students who are not performing at grade level will be considered for placement in ELA support classes where they will focus on developing core skills in ELA.Grade Level action plans and commitments - GLs reviewed performance data of current students and created plans so that GL teachers of all contents can contribute to supporting students as they develop their skills in ELA.ELA team is receiving Relay strategy PDs throughout the school year to support instruction.Throughout the year, teachers will receive coaching and will engage in	ELA Teachers	CAASPP ELA	June 2024
		2022-23																								
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		observation/feedback to support with rigor.			
Update: February 2024	<div>Per our iReady Diagnostic reports, we currently have 18% of students who are performing at the early on grade level to mid or above grade level range. This is showing us positive progress towards our goal of 25% of students performing at grade level on the CAASPP. We have increased our efforts to improve in the area of writing and use resources like NoRedInk and iReady My Path to continue promoting positive growth in the area of English Language Arts.</div> <div><div>Current Placement Distribution</div><div><div><div>7%</div><div>11%</div><div>20%</div><div>10%</div><div>52%</div></div><div><div><div></div><div>Mid or Above Grade Level</div><div>(From 3%)</div></div><div><div></div><div>Early On Grade Level</div><div>(From 6%)</div></div><div><div></div><div>One Grade Level Below</div><div>(From 13%)</div></div><div><div></div><div>Two Grade Levels Below</div><div>(From 10%)</div></div><div><div></div><div>Three or More Grade Levels Below</div><div>(From 67%)</div></div></div></div></div>				
Increase number of students meeting iReady Typical Growth Goal	By June 2024, 55% of students will meet their typical growth goal as measured by iReady diagnostic.	<ul style="list-style-type: none">iReady Goal Setting and progress monitoring - teachers conference with students monthly to discuss their progress in iReady and monitor progress towards meeting typical growth goals.Strategic placement in ELA support classes. Students who are not performing at grade level will be considered for placement in ELA support classes where they will focus on developing core skills in ELA.GL action plans and commitments - GLs reviewed performance data of current students and created plans so that GL teachers of all contents can contribute to	ELA Teachers	iReady Diagnostic	June 2024

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		supporting students as they develop their skills in ELA.																																
Update: February 2024	<p>Schoolwide, we have exceeded this goal for as of December 2023. Currently, 57% of our students have met their typical growth goal as measured by the iReady diagnostic. We will be adjusting this goal to 65% and will continue our efforts by providing explicit instruction in target areas as identified by the iReady diagnostic. As grade levels, 6th grade is currently at 51% of students meeting their typical growth goal, 7th grade is at 54%, and 8th grade is at 65%. Our grade level teams met to discuss their current performance levels in January 2024 and will continue working towards their goals, while our 8th grade team (the only group who exceed their goal) will strive for a new target of 75%. Overall, we are excited that the growth in reading is positive at this time in the school year and will hope to continue seeing further growth in the coming months.</p> <div><div><p>Distribution of Progress to Annual Typical Growth</p><p>Typical Growth</p><table><caption>Distribution of Progress to Annual Typical Growth</caption><tr><th>% Progress</th><th>% Students</th></tr><tr><td>≤19</td><td>28%</td></tr><tr><td>20-39</td><td>5%</td></tr><tr><td>40-59</td><td>3%</td></tr><tr><td>60-79</td><td>5%</td></tr><tr><td>80-99</td><td>2%</td></tr><tr><td>100+ Met</td><td>57%</td></tr></table></div><div><p>Grade</p><table><thead><tr><th colspan="3">Annual Typical Growth ⓘ</th></tr><tr><th></th><th>Progress (Median) ⬆</th><th>% Met ⬆</th></tr></thead><tbody><tr><td>Grade 6</td><td><div><div></div></div> 106%</td><td>51%</td></tr><tr><td>Grade 7</td><td><div><div></div></div> 118%</td><td>54%</td></tr><tr><td>Grade 8</td><td><div><div></div></div> 150%</td><td>65%</td></tr></tbody></table></div></div>					% Progress	% Students	≤19	28%	20-39	5%	40-59	3%	60-79	5%	80-99	2%	100+ Met	57%	Annual Typical Growth ⓘ				Progress (Median) ⬆	% Met ⬆	Grade 6	<div><div></div></div> 106%	51%	Grade 7	<div><div></div></div> 118%	54%	Grade 8	<div><div></div></div> 150%	65%
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II. English Language Development

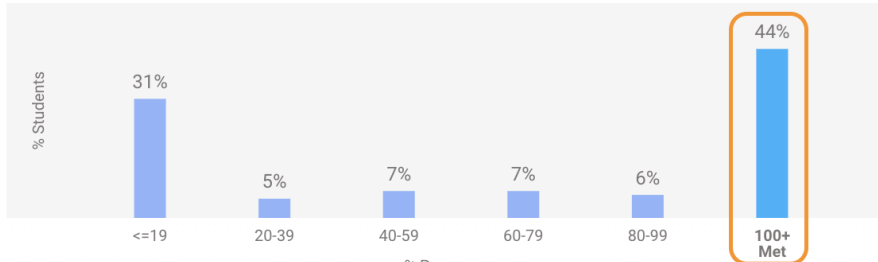
Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline
<p>Improve the number/percentage of English Learners demonstrating growth in English language acquisition and redesignation rates</p> <div> <div>2022-23</div> <div>45.1%</div> </div>	By June 2024, 20% of EL students will meet reclassification criteria and be eligible to designate as RFEP.	<ul style="list-style-type: none"> ELD lessons focused on Reading, Writing, Speaking and Listening to prepare students for ELPAC. Pull out supports during PE class (once per week) for students who are high-need ELs (by ELD specialist) 	ELD teacher, ELA teachers	ELPAC, Reading Inventory iReady Diagnostic ELA Grades	June 2024

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline									
(Source: CA Dashboard English Learner Progress Indicator) <table><tr><td>2022-23</td></tr><tr><td>7.5%</td></tr><tr><td>9 of 119</td></tr></table> (Source: Local Reclassification Data/ CA Dashboard Enrollment)	2022-23	7.5%	9 of 119		<ul style="list-style-type: none">Practice ELPAC questions administered in ELD class throughout the school year to expose students to rigor of ELPAC test.									
2022-23														
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% of students meeting iReady Typical Growth Goal	By June 2024, 55% of EL students will meet their typical growth goal as measured by iReady diagnostic.	<ul style="list-style-type: none">iReady Goal Setting and progress monitoring - teachers conference with students monthly to discuss their progress in iReady and monitor progress towards meeting typical growth goals.	ELA Teachers	iReady Diagnostic	June 2024									
Update: February 2024	As of December 2023, 56% of our ELs have met their typical growth goal. Our team has adjusted our goal and will strive to have 65% of our ELs meet their typical growth goal by April 2024. <div><table><tr><td colspan="3">Annual Typical Growth ⓘ</td></tr><tr><td>All ▾ ⌵ ⌶</td><td>Progress (Median) ⌵</td><td>% Met ⌵</td></tr><tr><td>Yes - English Learner</td><td><div><div></div>124%</div></td><td>56%</td></tr></table></div>					Annual Typical Growth ⓘ			All ▾ ⌵ ⌶	Progress (Median) ⌵	% Met ⌵	Yes - English Learner	<div><div></div>124%</div>	56%
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III. Mathematics

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal (based on Data Analysis)	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline			
Increase number/percentage of students meeting standards in mathematics through consistently impactful grade-level instruction <table><tr><td></td><td></td><td>2022-23</td></tr></table>			2022-23	By June 2024, 20% of students will meet GL proficiency as measured by CAASPP Math.	<ul style="list-style-type: none">Strategic placement in Math support classes. Students who are not performing at grade level will be considered for placement in Math support classes where they will focus on developing core skills in Math.	Math Teachers	CAASPP Math	June 2024
		2022-23						

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal (based on Data Analysis)	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline																		
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SED	8.91%	-125.4																					
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Update: February 2024	<p>At the start of the school year, only 6% of students were performing at the early on grade level or mid or above grade level range in their iReady diagnostic. As of December 2023, this number has increased to 11%. Our team has continued their efforts to provide additional support to students in their Math Support classes so that they are able to fill gaps in learning. In addition, our team has started to use the Ironbox Math program to help students develop their general understanding of foundational math skills in an effort to help them increase their level of mastery of grade level math.</p> <div><p>Overall Placement</p><p>Students Assessed/Total: 279/279</p><table><thead><tr><th>Placement Category</th><th>Percentage</th><th>Number of Students</th></tr></thead><tbody><tr><td>Mid or Above Grade Level</td><td>2%</td><td>5</td></tr><tr><td>Early On Grade Level</td><td>9%</td><td>26</td></tr><tr><td>One Grade Level Below</td><td>28%</td><td>78</td></tr><tr><td>Two Grade Levels Below</td><td>15%</td><td>43</td></tr><tr><td>Three or More Grade Levels Below</td><td>46%</td><td>127</td></tr></tbody></table></div>					Placement Category	Percentage	Number of Students	Mid or Above Grade Level	2%	5	Early On Grade Level	9%	26	One Grade Level Below	28%	78	Two Grade Levels Below	15%	43	Three or More Grade Levels Below	46%	127
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Increase number of students meeting iReady Typical Growth Goal	By June 2024, 55% of students will meet their typical growth goal as measured by iReady diagnostic.	<ul style="list-style-type: none">iReady Goal Setting and progress monitoring - teachers conference with students monthly to discuss their progress in iReady and monitor progress towards meeting typical growth goals.Strategic placement in Math support classes. Students who are not performing at grade level will be	Math Teachers	iReady Diagnostic	June 2024																		

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Update: February 2024	<p>As of December 2023, our schoolwide progress of students meeting their typical growth goals in Mathematics is at 44%. Our goal in this area is progressing as outlined, and we hope to be able to achieve our goal of 55% of students meeting their typical growth goal by April 2024. Our team will continue to provide supports in Math Support classes, grade level Math classes, and we are also using our advisory block once per week to provide students with additional time to work on their iReady path to help us close any gaps.</p> <div><p>Distribution of Progress to Annual Typical Growth</p><table><thead><tr><th>% Progress</th><th>% Students</th></tr></thead><tbody><tr><td><=19</td><td>31%</td></tr><tr><td>20-39</td><td>5%</td></tr><tr><td>40-59</td><td>7%</td></tr><tr><td>60-79</td><td>7%</td></tr><tr><td>80-99</td><td>6%</td></tr><tr><td>100+ Met</td><td>44%</td></tr></tbody></table></div>					% Progress	% Students	<=19	31%	20-39	5%	40-59	7%	60-79	7%	80-99	6%	100+ Met	44%
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IV. Science

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline
Continue to build on the prior year's increase in grade 8 science instruction	By June 2024, 15%% of students will meet GL	<ul style="list-style-type: none"> continued implementation of high rigor lessons and activities using curriculum (Mosa Mack and STILE Science) 	Science Teachers	CAST	June 2024

Analysis of Data <i>(What does the data tell us needs to improve?)</i>			Measurable Improvement Goal (based on Data Analysis)	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline
	2022-23		proficiency as measured by CAST.	<ul style="list-style-type: none">Practice of CAST release questions throughout the school year			
	Met/exceed	Nearly met					
School	12.94%	60%					
SWD	n/a	n/a					
SED	14.86%	59.46%%					
EL	0%	0%					
Hispanic	13.09%	59.52%					
(Source: CDE CAASPP Website)							
Update: February 2024			This plan is partially implemented. We will be exploring CAST release questions and practice tests in the month of March.				

V. School Culture & Climate

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline												
Decrease student suspensions by improving culture/climate <table><tr><td></td><td>2022-23</td></tr><tr><td>All</td><td>0.7%</td></tr><tr><td>Hispanic</td><td>0.7%</td></tr><tr><td>SED</td><td>0.7%</td></tr><tr><td>EL</td><td>1.7%</td></tr><tr><td>SWD</td><td>0%</td></tr></table> (Source: CA Dashboard; DataQuest)		2022-23	All	0.7%	Hispanic	0.7%	SED	0.7%	EL	1.7%	SWD	0%	By June 2024, MORCS will maintain a suspension rate of 0%.	<ul style="list-style-type: none">Continued implementation of PBIS tiered support systemContinued implementation of restorative practices	SCC, Administrative team	Suspensions	June 2024
	2022-23																
All	0.7%																
Hispanic	0.7%																
SED	0.7%																
EL	1.7%																
SWD	0%																
Update: February 2024	We recently had our first suspension of the school year. We were unable to maintain our suspension rate at 0%. We have continued strong implementation of PBIS tiered systems of support and have consistently implemented restorative practices throughout the school year. We will continue our implementation of PBIS tiered systems of support to ensure that the needs of our students are being met.																

VI. Chronic Absenteeism:

Analysis of Data <i>(What does the data tell us needs to improve?)</i>	Measurable Improvement Goal <i>(based on Data Analysis)</i>	Improvement Action(s) <i>(Changes we will implement to address the identified areas of improvement)</i>	Responsible Team Member(s)	Progress Monitoring Data Indicator(s)	Timeline												
% of students at chronic absentee range <table><tr><td></td><td>2022-23</td></tr><tr><td>All</td><td>24.8%</td></tr><tr><td>Hispanic</td><td>24.7%</td></tr><tr><td>SED</td><td>25.1%</td></tr><tr><td>EL</td><td>24.6%</td></tr><tr><td>SWD</td><td>28.9%</td></tr></table> (Source: CA Dashboard; DataQuest)		2022-23	All	24.8%	Hispanic	24.7%	SED	25.1%	EL	24.6%	SWD	28.9%	By June 2024, MORCS will maintain a chronic absentee rate of <8%	<ul style="list-style-type: none">monthly review of chronic absenteeism reportsupport plans for students who fall under chronic absenteeism (meet with families, establish attendance goals, monitor attendance, home visits)	Operations	Chronic Absentee report	2024
	2022-23																
All	24.8%																
Hispanic	24.7%																
SED	25.1%																
EL	24.6%																
SWD	28.9%																
Update: February 2024	<p>This goal is in progress. We have continued to have meetings with families of students who are currently falling in the chronic absenteeism range. We have also started to utilize our Youth Mentor to support with students who are at the chronic absenteeism range to help them develop positive relationships and communicate the importance of attendance.</p> <p>Currently, our chronic absenteeism rate is at 27.3%. We hope to be able to decrease this percentage with improved attendance in the coming months.</p>																