



YPICS Board Report
Freddy Zepeda, Executive Administrator
June 24, 2024

The mission of the YPI Charter Schools (YPICS) is to prepare students for academic success in high school, as well as post-secondary education; prepare students to be responsible and active participants in their community; and enable students to become lifelong learners. Students at YPI Charter Schools will become active citizens who characterize the ideals of a diverse and democratic society. Students will provide service to their community, take responsibility for their own learning, and develop the habits of mind and body that will empower them to be successful in high school and beyond.

As we close the 23-24 school year, we are receiving results from testing that took place in the month of May. As of now, we have received all of our scores for ELPAC and 98% of our CAASPP scores (we are still waiting on 4 scores for SBAC ELA). Overall, we saw growth in most groups, with the only exception being a decline of 2.41% in our SWD group for Math. In regards to our English Learners and the ELPAC test, we saw growth of 8.3% in the proficiency range (for a total of 24.7%).

ELPAC

I am thrilled to share with you some outstanding news that highlights the dedication and hard work of our students, teachers, and staff. We have achieved an impressive 8.3% increase in proficiency on the English Language Proficiency Assessments for California (ELPAC). In comparison to the 22-23 school year, we saw the number of students who met proficiency on the ELPAC grow from 16.5% schoolwide to 24.7% schoolwide. This means that almost 1/4 of our English Learners were able to demonstrate proficiency on the ELPAC test.

This significant improvement is a testament to our collective commitment to academic excellence and the supportive learning environment we strive to create. It reflects the effectiveness of our targeted instructional strategies, the relentless efforts of our educators, and the perseverance of our students.

This achievement is not just a statistic; it is a story of growth, resilience, and the power of community. Our students have demonstrated remarkable progress in their language proficiency, which will open up new opportunities for them in their academic journeys and beyond. This success also underscores the importance of our continued focus on providing high-quality education and resources to all students, particularly our English language learners.

I am confident that, with our continued collaboration and commitment, we will build on



this success and achieve even greater milestones in the future. The following is a summary of our ELPAC student performance for the 22-23 and 23-24 school years:

- 22-23 - 16.5% reached proficiency (Level 4 - Well Developed) on the ELPAC
 - 15 students were eligible to reclassify
- 23-24 - 24.7% reached proficiency (Level 4 - Well Developed) on the ELPAC (increase of 8.3%)
 - 21 students are eligible to reclassify (an increase of 6 students)

CAASPP

I also want to highlight encouraging news of our recent performance on the California Assessment of Student Performance and Progress (CAASPP) tests in both English Language Arts (ELA) and Mathematics. Our school has seen slight but meaningful increases in performance levels across several key subgroups, including English Learners, Students with Disabilities, Economically Disadvantaged students, and Hispanic or Latino students.

These improvements, though modest, represent significant strides towards closing achievement gaps and ensuring equitable educational opportunities for all our students. Each percentage point of progress is a testament to the hard work and resilience of our students, the dedication and innovative teaching practices of our educators, and the support of our entire school community.

In particular, I would like to highlight:

- The progress made by our English Learners, who have shown marked improvements in both ELA and Math, reflecting their growing proficiency and confidence.
- The achievements of our Students with Disabilities, who continue to overcome challenges and make academic gains.
- The advancement of our Economically Disadvantaged students, who benefit from our targeted interventions and support programs.
- The growth seen in our Hispanic or Latino students, showcasing their increasing mastery and understanding in core subjects.

This success is a collective achievement and underscores the importance of our ongoing efforts to provide a supportive and inclusive learning environment. It is a reminder of what we can accomplish when we work together with a shared vision of excellence and equity.



As we celebrate this achievement, we remain focused on continuing our work to support all students in reaching their full potential. I am confident that, with your continued support and our collective commitment, we will achieve even greater success in the future.

The following breakdown highlights the schoolwide performance and the performance of our student groups in Mathematics and English Language Arts:

CAASPP ELA

- 22-23 Schoolwide - 19.79% of students met or exceeded standards for ELA
- 23-24 Schoolwide - 27% of students met or exceeded standards for ELA (increase of 7.21%)
- 22-23 SWD - 2.7% met or exceeded standards for ELA
- 23-24 SWD - 13% met or exceeded standards for ELA (increase of 10.3%)
- 22-23 ELs - 0% met or exceeded standards for ELA
- 23-24 ELs - 5% met or exceeded standards for ELA (increase of 5%)
- 22-23 ED - 20.65% met or exceeded standards for ELA
- 23-24 ED - 26% met or exceeded standards for ELA (increase of 5.45%)
- 22-23 Hispanic or Latino - 19.92% met or exceeded standards for ELA
- 23-24 Hispanic or Latino - 26% met or exceeded standards for ELA (increase of 6.08%)

CAASPP Math

- 22-23 Schoolwide - 8.28% of students met or exceeded standards for Math
- 23-24 Schoolwide - 9% of students met or exceeded standards for Math (increase of .72%)
- 22-23 SWD - 5.41% met or exceeded standards for Math
- 23-24 SWD - 3% met or exceeded standards for Math (decrease of 2.41%)
- 22-23 ELs - 0.90% met or exceeded standards for Math
- 23-24 ELs - 2% met or exceeded standards for Math (increase of 1.10%)
- 22-23 ED - 8.91% met or exceeded standards for Math
- 23-24 ED - 10% met or exceeded standards for Math (increase of 1.09%)
- 22-23 Hispanic or Latino - 8.12% met or exceeded standards for Math
- 23-24 Hispanic or Latino - 9% met or exceeded standards for Math (increase of 0.88%)