



YPICS Board Report
Freddy Zepeda, Executive Administrator
September 30, 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 embark on the 2024-2025 school year, I am pleased to report that our first eight weeks of school have been a resounding success. Our students have returned with enthusiasm, and the energy in our classrooms is exciting. Teachers are already hard at work, fostering environments where every student feels supported and inspired.

This year, our focus is on setting ambitious goals that will drive us toward excellence. We are committed to enhancing student achievement through targeted instructional strategies, strengthening our community partnerships, and ensuring that our school remains a safe and inclusive space for all. With a strong start and a clear vision, I am confident that we are on the path to making this one of our best years yet.

The following will outline the goals that we have set as a school for each of our departments:

Instruction

- iReady: 75% of students (including student groups) will meet their typical growth goal and will demonstrate improved placement as measured by their iReady diagnostic.
- 70% of students will grow by at least one ELPI level as measured on the ELPAC
- 20% of English Learners will meet the requirements to reclassify (Level 4 on ELPAC test; on grade level or one grade level below on iReady; letter grade of C or better in ELA or ELD class).
- CAASPP ELA: 35% of students will score in the Met or Exceeded standard range
- CAASPP Math: 15% of students will score in the Met or Exceeded standard range
- CAST: 12% of students will score in the Met or Exceeded standard range

Culture & Climate

- By the end of the school year, our school will score above 90% on the Tiered Fidelity Inventory
- Throughout the school year, we will average 0% suspensions and expulsions

Community Schools

- We will strengthen our partnerships with parents and community members by having at least 10% parent participation for workshops.
- We will collaborate with parents regarding events, workshops, and field trips, to ensure that they have a voice in our school



- We will continue collaborating with community based organizations to provide access to resources for families throughout the 24-25 school year

Operations

- By the end of the 24-25 school year we will reduce the Chronic Absenteeism rate to 15%.
- Throughout the school year we will maintain enrollment of 286 or more students

At MORCS, we are dedicated to fostering an environment that promotes academic excellence, student well-being, and community involvement. To achieve these aims, we have developed comprehensive plans and goals that address critical areas of student and school performance. These plans are designed to provide clear direction, measurable objectives, and actionable steps to ensure the success and growth of all our students. Below are links to our specific goals and plans:

- **[Chronic Absenteeism](#)**: Aiming to reduce chronic absenteeism by implementing early identification and intervention strategies.
- **Academic Achievement**: Setting high academic standards and providing the necessary support to ensure students meet their growth goals and excel in their studies.
 - **[iReady Growth](#)**: We strive to achieve significant growth in iReady scores for all students, with particular attention to supporting our subgroups.
 - **[CAASPP and CAST Growth](#)**: Our goal is to enhance performance on the CAASPP (California Assessment of Student Performance and Progress) and CAST (California Science Test) assessments. [Learn More](#)
 - **[ELPI Growth](#)**: We are dedicated to improving English Language Proficiency, aiming for substantial growth in ELPI levels for our English Learners. [Learn More](#)
 - **[ELPAC Performance for Reclassification](#)**: We work towards increasing the number of students meeting the criteria for reclassification through improved ELPAC performance. [Learn More](#)
- **[Suspensions and Expulsions](#)**: Committing to maintain a 0% suspension and expulsion rate through positive behavior interventions and restorative practices.
- **[Positive Behavioral Interventions and Supports \(PBIS\)](#)**: Enhancing school climate by promoting positive behavior and implementing tiered support systems.
- **[Parent Engagement](#)**: Increasing parent involvement through effective communication, engagement opportunities, and support services to build a strong school-community partnership.

These plans and goals are the cornerstone of our commitment to providing a safe, supportive, and academically challenging environment for every student. By focusing on these areas, we aim to create a thriving school community where students can excel academically, socially, and emotionally.



Academic Achievement Updates

iReady Diagnostic 1

- iReady Reading Diagnostic - Upon completing our first round of iReady Reading diagnostics, our students performed as follows:
 - 6th grade - 8% at or above grade level, 45% 3 or more grade levels below
 - 7th grade - 13% at or above grade level, 54% 3 or more grade levels below
 - 8th grade - 22% at or above grade level, 59% 3 or more grade levels below

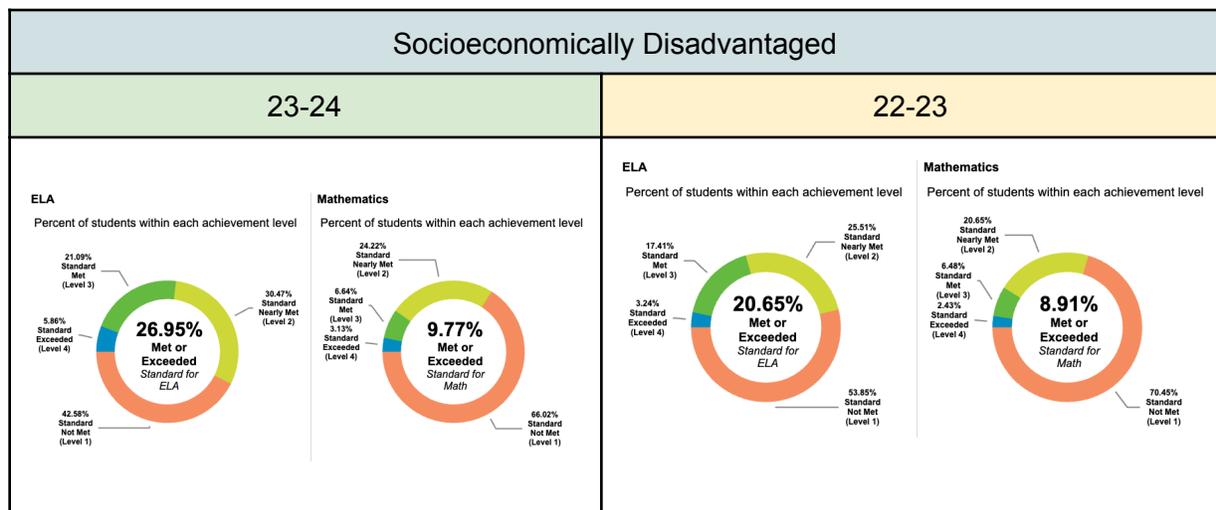
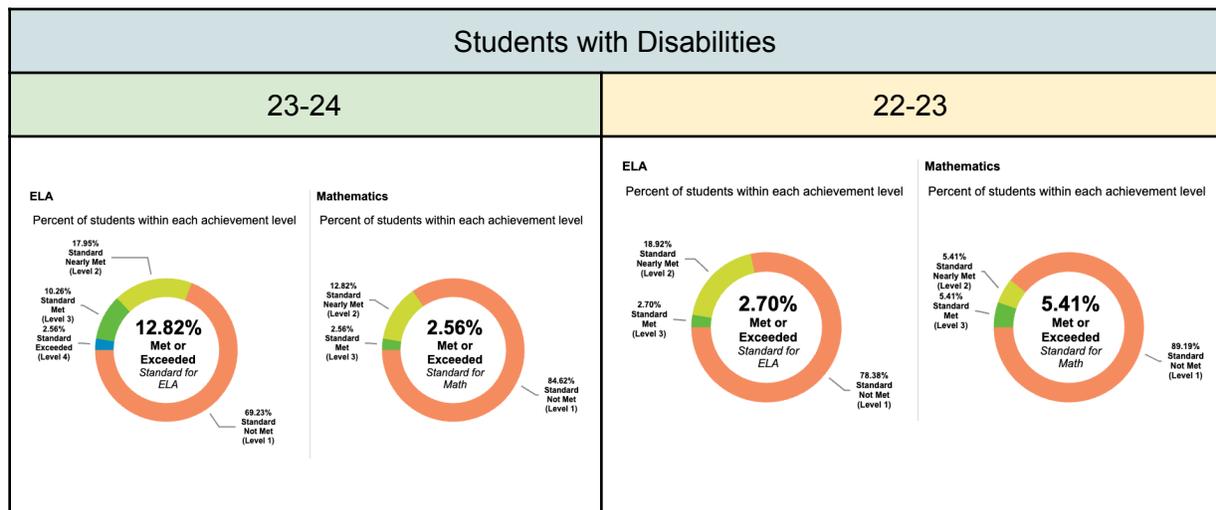
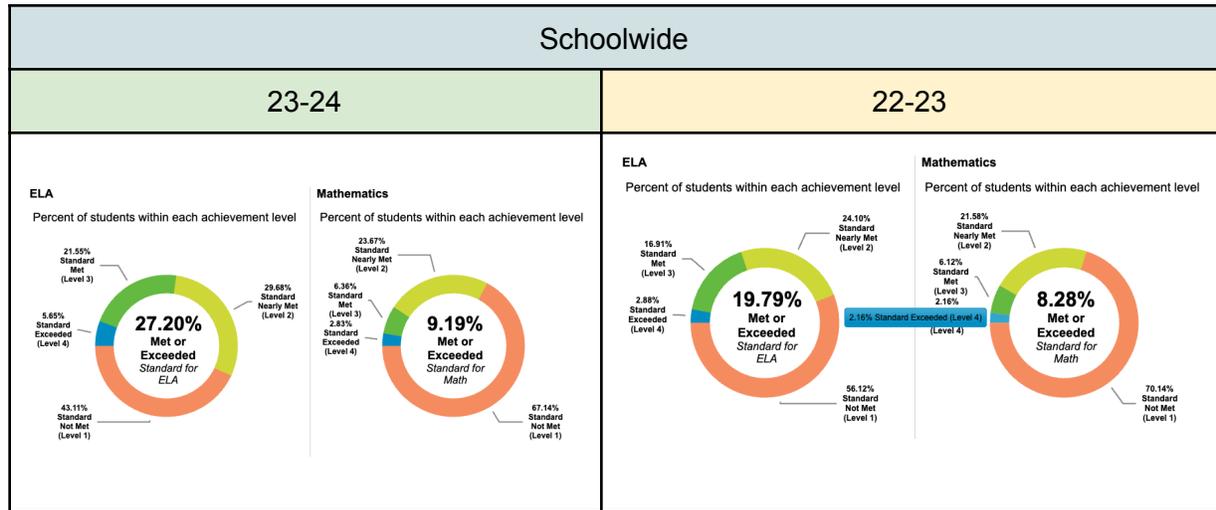
Grade	Overall Grade-Level Placement	100%	90%	80%	70%	60%	Students Assessed/Total
Grade 6		1%	7%	27%	21%	45%	101/102
Grade 7		5%	8%	16%	16%	54%	85/87
Grade 8		13%	9%	12%	6%	59%	108/108

- iReady Math Diagnostic - Upon completing our first round of iReady Math diagnostics, our students performed as follows:
 - 6th grade - 11% at or above grade level, 48% 3 or more grade levels below
 - 7th grade - 7% at or above grade level, 45% 3 or more grade levels below
 - 8th grade - 13% at or above grade level, 52% 3 or more grade levels below

Grade	Overall Grade-Level Placement	100%	90%	80%	70%	60%	Students Assessed/Total
Grade 6		2%	9%	24%	17%	48%	100/102
Grade 7		1%	6%	26%	22%	45%	87/87
Grade 8		6%	7%	26%	9%	52%	108/108



SBAC Performance - Comparing 22-23 to 23-24

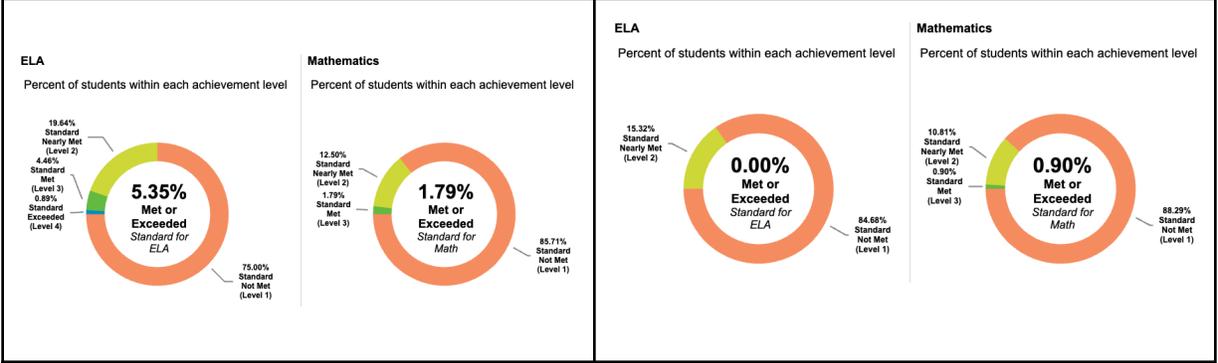




English Learners

23-24

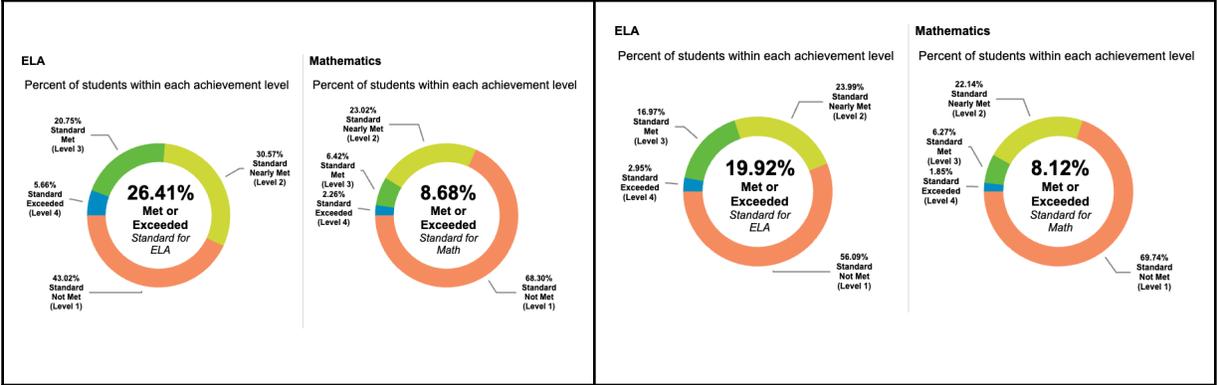
22-23



Latino or Hispanic

23-24

22-23

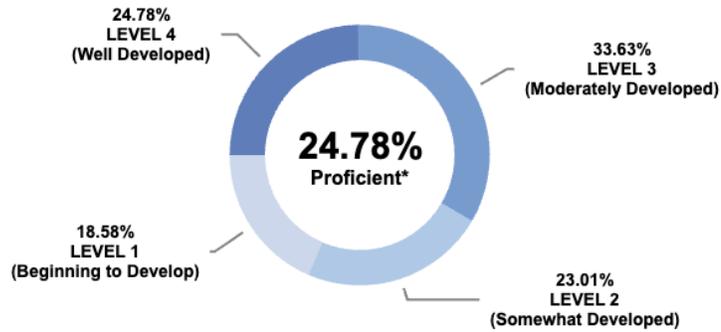




ELPAC MORCS 23-24

English Language Proficiency for Summative ELPAC

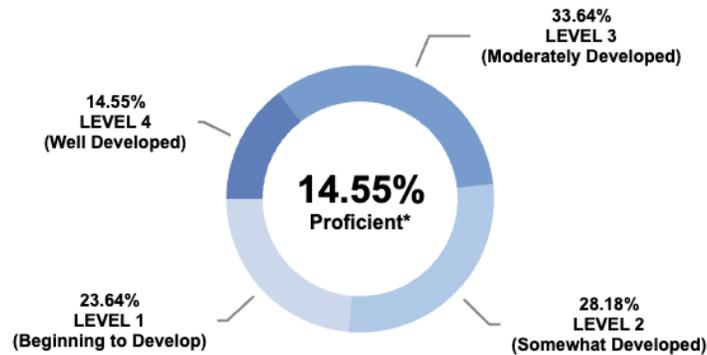
Percent of students within each performance level



ELPAC MORCS 22-23

English Language Proficiency for Summative ELPAC

Percent of students within each performance level





ELPAC Performance Level Over Time (8th grade)

Percentage of Students at Each Performance Level

Overall Performance

Performance Level	Grade 6 (2021–22)	Grade 7 (2022–23)	Grade 8 (2023–24)
Level 4 ¹ Percentage of students by grade for level	16.28%	11.36%	31.11%
Level 3 ¹ Percentage of students by grade for level	48.84%	31.82%	33.33%
Level 2 ¹ Percentage of students by grade for level	16.28%	31.82%	22.22%
Level 1 ¹ Percentage of students by grade for level	18.60%	25.00%	13.33%

ELPAC Performance Level Over Time (7th grade)

Percentage of Students at Each Performance Level

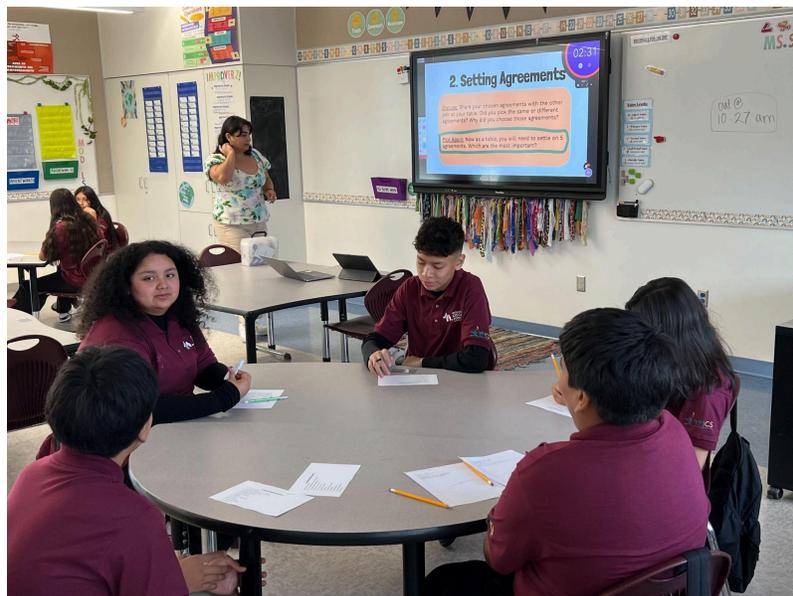
Overall Performance

Performance Level	Grade 5 (2021–22)	Grade 6 (2022–23)	Grade 7 (2023–24)
Level 4 ¹ Percentage of students by grade for level	N/A	8.11%	25.64%
Level 3 ¹ Percentage of students by grade for level	N/A	35.14%	23.08%
Level 2 ¹ Percentage of students by grade for level	N/A	32.43%	28.21%
Level 1 ¹ Percentage of students by grade for level	N/A	24.32%	23.08%



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CHARTER SCHOOL

Lastly, I am including some pictures from our first day of school. We had a strong start, and will strive to go from good to great for the 24-25 school year.





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