



YPICS Board Report
Freddy Zepeda, Executive Administrator
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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.

At Monseñor Oscar Romero Charter School, our mission to support student growth academically, socially, and emotionally continues to guide our efforts as we move through the school year. This month's board report highlights key areas of progress and reflection as we review recent data and our ongoing work to meet the needs of all students.

In **academics**, the results from our December **iReady diagnostic assessments** in Reading and Math showcase promising growth across grade levels and student subgroups. These results reflect the dedication of our educators and the impact of targeted supports in helping students achieve their goals.

In **attendance**, we've made strides toward reaching our daily attendance goal of 95%, with notable improvements in November and December. However, challenges since the winter break have required us to double down on efforts to re-engage families and students. Through celebrations and proactive communication, we are committed to increasing our average daily attendance rate in the coming months.

In **culture and climate**, we are closely monitoring student-reported emotion levels using **Sown to Grow** to ensure we address their social and emotional needs. Following the winter break and disruptions caused by fires in Los Angeles County, we observed an increase in students reporting feelings of "not so good" or "awful." In response, our team implemented strategies to create a more positive school environment, which has already led to a decrease in negative emotion levels.

These updates demonstrate the collective efforts of our staff, students, and families in advancing our mission. While there is still work to be done, we are encouraged by the progress made and remain steadfast in our commitment to supporting the success and well-being of every student.



Academics

At Monseñor Oscar Romero Charter School, we are pleased to share the results of our December iReady diagnostic assessments, which reflect encouraging growth in both Reading and Math. These results demonstrate the effectiveness of our targeted interventions and the dedication of our teaching team to improving student outcomes.

Reading Highlights:

- **6th Grade:** 40% of students have met their typical growth goals.
- **7th Grade:** 35% of students have met their typical growth goals.
- **8th Grade:** 40% of students have met their typical growth goals.
- **English Learners:** 37% have met their typical growth goals.
- **Students with Disabilities:** 47% have met their typical growth goals.

Math Highlights:

- **6th Grade:** 34% of students have met their typical growth goals.
- **7th Grade:** 31% of students have met their typical growth goals.
- **8th Grade:** 32% of students have met their typical growth goals.
- **English Learners:** 39% have met their typical growth goals.
- **Students with Disabilities:** 31% have met their typical growth goals.

As a school, we remain committed to providing the systems and supports necessary to ensure continued student growth as measured by the iReady diagnostic. This includes maintaining a strong focus on identifying and addressing learning gaps through our support classes, tailored interventions, and effective instructional strategies.

One of our immediate steps has been refining student placement in support classes based on the latest diagnostic results. By moving students into or out of these classes as needed, we aim to ensure that every learner receives the most appropriate support to meet their unique needs.

We are encouraged by these mid-year results and look forward to continuing to build on this progress.

Attendance

At MORCS, we continue to prioritize daily attendance as a key factor in student success, with a goal of achieving a 95% daily attendance rate.

In November and December, we were encouraged by notable improvements in attendance, with our school exceeding the 95% daily attendance goal multiple times. However, since returning from winter



break, we have observed a decline, with attendance ranging from a low of 85.2% on Friday, January 17, 2025, to a high of 91.5% on Tuesday, January 14, 2025.

Our operations team has been actively engaging with families to emphasize the importance of regular attendance, while our MTSS team monitors and supports Tier 2 and Tier 3 students who require additional assistance. Through these efforts, we are addressing barriers to attendance by providing students and families with the resources they need to ensure they can attend school consistently.

To celebrate and reinforce positive attendance habits, on Friday, January 17, we hosted a Churro and Hot Chocolate Celebration for students with perfect attendance in November and December. A total of 79 students earned the opportunity to participate in this event, recognizing their commitment to being present every day.

As of today, our average daily attendance stands at 93%. While this is a solid foundation, we are determined to meet our 95% goal before the end of the school year. Through ongoing outreach, celebrations of success, and targeted support, we are confident that we can improve attendance and keep our students on track for academic achievement.

Culture and Climate

Our culture and climate team has worked tirelessly to foster a positive school culture and climate where students feel supported emotionally and socially. Using Sown to Grow, we track student-reported emotion levels weekly to identify trends and provide timely interventions.

The emotion levels students can select include: Awesome, Good, Okay, Not so Good, and Awful. Since returning from winter break, we have observed a significant shift in student-reported feelings, particularly during our first week back after the three-day closure due to the fires in Los Angeles County.

During that week, we recorded the highest levels of "not so good" and "awful" emotions reported all year:

- **26.92%** of students indicated they were feeling "Not so Good."
- **11.54%** of students reported feeling "Awful."

We recognize that these feelings may have been influenced by the fires and the disruptions caused by the closures. In response, our culture and climate team worked diligently to create a more positive and engaging environment during recess and lunch by introducing games and encouraging participation in fun activities. These efforts aimed to help students redirect their emotions and build a sense of connection and joy during their unstructured time.

This week, we are encouraged to see a decrease in the "not so good" and "awful" categories, with emotion levels returning to a distribution more reflective of trends throughout the school year. We will continue to monitor student emotion levels closely and adjust our supports and programming as needed to ensure every student feels valued, safe, and supported.