

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Goal 1 : Increase Student Achievement.

Basic Services will be provided to all students. (Conditions of learning)

- A. The quality of teachers has an impact on student success. Monseñor Oscar Romero Charter promotes student success by ensuring all teachers are fully credentialed, appropriately assigned, meet all other requirements for placement in the classroom.
- B. Pupils at Monseñor Oscar Romero Charter have 100% access to the standards-aligned instructional materials;
- C. School facilities are maintained in good repair.

State and/or Local Priorities addressed by this goal:

State Priorities:

- Priority 1 : Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7 : Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Metric/Indicator Verification of credential/certification using the Commission of Teacher Credentialing, and Monseñor Oscar Romero Charter Master Schedule		Human Resources, Administrator completed 100% compliance
19-20 100%		
Baseline 100%		
Metric/Indicator Retention of Teachers		Teacher turnover (50% core content teachers from 18-19 to 19-20). Retained 95% of teachers from 2019-20. Ensure teacher retention is increased.
19-20 <50%		
Baseline		

Expected	Actual
<p>Teacher turnover (50% core content teachers form 18-19 to 19-20).</p> <p>Metric/Indicator Professional Development</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>The LEA provides teachers 10 Professional Days and the opportunity for teachers, administrator and staffs to attend any workshop requested prior to the start of school each year. Additional professional development opportunities addressing standards based instruction are provided monthly throughout the school year. Provided students with access to CCSS standards-aligned instructional materials and a broad course of study. All students, including all unduplicated students and students with exceptional needs, will have access to standards-aligned materials and additional instructional materials as outlined in our charter</p>
<p>Metric/Indicator Evidence of Classroom Materials, Purchase Orders</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>Pupils at Monseñor Oscar Romero Charter have 100% access to the standards-aligned instructional materials;</p>
<p>Metric/Indicator School facilities are maintained in good repair.</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>Facility inspection documents reflect that the facilities are maintained and in good repair.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> Annual review of teacher credentials and other certifications- Monseñor Oscar Romero Charter will determine annually through a review of personnel data the percentage of fully 	<p>1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999 LCFF Supplemental and Concentration \$462,290</p>	<p>1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999 LCFF Supplemental and Concentration \$435,647</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>credentialed and appropriately assigned teachers. Annual review of faculty, staff, and vendor Department of Justice and TB clearance</p> <ul style="list-style-type: none"> • CCSS training will be embedded into professional development meetings. • Progress towards this goal will be measured through SARC report, documentation • The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher growth • CCSS ELD Strategies for EL students to access core curriculum/attain academic English • Implementation of Monseñor Oscar Romero Charter English Learner Plan • CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social Science • Effective use of multimedia and technology in the classroom • Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson International Baccalaureate (IB) Design, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text-Dependent Questions • Using CC SBAC interim assessments, SFA, Illuminate, SFA, Achieve 3000, and NWEA Assessment Program • Strategies for SWD to access core curriculum in the general classroom • Positive Behavior and Intensive Support (PBIS) and alternatives to suspension • Maintenance of database system to track teacher credentialing, medical clearances, and background clearances-Human Resources. • Wheststone Observation and Evaluation Process for teacher growth. 		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds were used as designated making adjustment due to COVID 19 requirements.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The COVID-19 pandemic has had a devastating impact on our community. The Charter School transitioned to a distance learning instructional format on March 16, 2020, following the guidance from the Los Angeles County Superintendent recommending school closures of all schools within Los Angeles County. Although the Charter School was physically closed, students continued to receive instruction remotely and were provided meals (breakfast, lunch, supper) throughout the physical school closure.

The extended closure impacted the ability of our students to access instruction and curriculum on-site and in person. The Charter School followed the recommendations from the California Department of Education for providing instruction and access to the curriculum in terms of pedagogy and practices, accessibility, infrastructure and devices, content, tools and resources, and operations. Teachers incorporated Universal Design for Learning (UDL) into their distance learning plans for synchronous and asynchronous instruction. Teachers planned and implemented synchronous lessons through a co-teaching format to provide small group support and designated ELD. The Charter School provided students opportunities to engage in Designated and Integrated ELD Daily. All certificated and classified staff worked in harmony to meet the needs of English learners, foster youth, and low-income students. The Charter School established a repository of web pages, web-based services, and other resources for teachers to support English learners, foster youth, and low-income students. Teachers plan for instruction to be delivered regardless of internet connectivity. Students could engage in instruction through Google Doc online sessions, conference calls, and asynchronous media platforms. Instruction was on a flexible schedule to allow for students to access content to meet their unique needs.

Successes for MORCS includes the following:

COVID-19 Achievement and Engagement Data

Aligned with CCSA's Portrait of the Movement findings on how charter schools effectively responded to the pandemic, CCSA believes that how your school responded to the COVID-19 pandemic is an important part of your data story, especially given the gap in state testing in 2019-20. Implement tri-annual iReady benchmark assessments in Math and ELA

Implement Aries SIS and Innovare SIP data dashboard to track student needs, leverage multiple data sources to determine progress on the multi-tiered system of support (MTSS), and track EL student progress toward RFEF and monitor and respond to SPED LRE status. Train teachers and administrators to use data to drive decision-making through monthly data conferences—adaptive technology to support student acceleration and intervention.

CCSS training will be embedded into professional development meetings.

- Progress towards this goal will be measured through SARC report, documentation
- Whetstone Observation and Evaluation Process for teacher growth
- CCSS ELD Strategies for EL students to access core curriculum/attain academic English

- Implementation of Monsenor Oscar Romero Charter English Learner Plan
 - CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social Science
 - Effective use of multimedia and technology in the classroom
 - Instructional Shifts for ELA/Math, Speaking/Listening
- Standards, CC Lesson International Baccalaureate (IB) Design, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text-Dependent Questions
- Using CC SBAC interim assessments, SFA, Illuminate, SFA, Achieve 3000, and NWEA Assessment Program
 - Strategies for SWD to access core curriculum in the general classroom
 - Positive Behavior and Intensive Support (PBIS) and alternatives to suspension
 - Maintenance of database system to track teacher credentialing, medical clearances, and background clearances-Human Resources.

Challenges

Academic Indicator Performance

MORCS received a red on the CA Dashboard in ELA & Math in 2019, a red in Math in 2018, and an orange in ELA in 2018, having performed below the state average in proficiency in both years on the academic indicators. If the CDE had not used ELPI in its track determinations, then MORCS would have been in the low track, as all students & subgroups performed below the state average on the academic indicators Distance from Standard (DFS) by Subgroup Under AB1505: A red arrow indicates that MORCS' subgroup average was below the state average for that subgroup on that indicator in a given year.

Verified Data for 2017-18 & 2018-19

MORCS switched from using the NWEA MAP Assessment to iReady in 2019-20. While the iReady data is strong and clearly demonstrates one year's growth, we saw LAUSD reject verified data from schools that did not have verified data for the entirety of the term during renewals last summer. Currently, in the petition, MORCS provided NWEA proficiency data. We recommend replacing this with growth data. When using NWEA, CCSA recommends the Conditional Growth Index (CGI), which is included in Summary Growth Reports. A positive CGI indicates at least one year of growth, on average. Social/Emotional Wellbeing

While many students struggled socially & emotionally during the pandemic, MORCS students reported a higher level of belonging and peer collaboration in November 2020 than in November 2019. This was also higher than the state average.

COVID-19 Aligned Vulnerabilities

Student Engagement

MORCS's enrollment declined by 11%, or 38 students (from 356 students in 2019 to 318 students in 2020) during the pandemic. This was largely driven by a decrease in the 6th-grade class, which had 116 students in 2019-20 and only 84 students in 2020-21. MORCS was able to maintain similar 7th & 8th-grade enrollment in 2020-21.

Goal 2

Increase meaningful and purposeful student-teacher engagement and student achievement

Implementation of state board adopted academic content and performance standards for all students are:
 English Language Arts=Common Core State Standards (CCSS) for English Language Arts
 Mathematics-CCSS for Mathematics
 English Language Development (ELD)
 Career Technical Education
 Health Education Content Standards
 History--Social Science
 Model School Library Standards
 Physical Education Model Content Standards
 Next Generation Science Standards
 Visual and Performing Arts
 World Language; and
 How the programs and services will enable English Learners to access the CCSS and the ELD standards for purpose of gaining academic content knowledge and English language proficiency.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Local Priorities: Conditions of Learning

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator English Language Arts</p>	<p>Use of SBAC 2018-2019 English Language Arts as DFS -73.7 points below standards (declining 4.7 points) no testing due to Pandemic and closed campus. CAASPP was not given to students during the 2019-2020 school year. Teachers used a variety of formative/summative assessments along with anecdotal records to measure student progress. Due to Pandemic alternative measures.</p>

Expected	Actual
<p>19-20 All: 22.19%</p> <p>EL: 0.00 Latino: 22.22 SED: 21.81 SWD: 2.56</p> <p>Baseline >10%</p>	
<p>Metric/Indicator Mathematics</p> <p>19-20 All: 10.98%</p> <p>EL: 0.00 Latino: 10.84 SED: 10.94 SWD: 2.56</p> <p>Baseline >5%</p>	<p>Use of SBAC Mathematics as DFS-119.8 point below standard (declined 11.5 Points)no testing due to Pandemic and closed campus. CAASPP was not given to students during the 2019-2020 school year. Teachers used a variety of formative/summative assessments along with anecdotal records to measure student progress.</p>
<p>Metric/Indicator English Language Development</p> <p>19-20 >8%</p> <p>Baseline >5%</p>	<p>The expected outcome is an overall increase of at least 10% of students who meet or exceed the standard on their subsequent CAASPP. CAASPP was not given to students during the 2019-2020 school year. Teachers used a variety of formative/summative assessments along with anecdotal records to measure student progress.</p>

Expected	Actual
<p>Metric/Indicator Career Technical Education</p> <p>19-20 >8%</p> <p>Baseline >5%</p>	<p>100% of students had access to Graphic Art and Design & film-making electives provided by industry specialist and LA Community college partnerships.</p>
<p>Metric/Indicator Health Education</p> <p>19-20 >8%</p> <p>Baseline >5%</p>	<p>100% of 8th grade students had access to a CCSS Health Course.</p>
<p>Metric/Indicator Physical Education</p> <p>19-20 >8%</p> <p>Baseline >5%</p>	<p>100% of students had access to a robust appropriate middle school PE program.</p>
<p>Metric/Indicator Next Generation Science</p> <p>19-20 All: 7.77%</p> <p>EL: 0.00 Latino: 7.77 SED: 8.25 SWD: 5.88</p> <p>Baseline >5%</p>	<p>100% of students had access to science courses based on the NGSS. All SBAC assessments were waived for the Spring 2020.</p>

Expected	Actual
<p>Metric/Indicator Visual and Performing Arts</p> <p>19-20 >8%</p> <p>Baseline >5%</p>	<p>100 % of students had access to a visual art elective.</p>
<p>Metric/Indicator Textbooks, materials</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>All students were provided textbooks or e-textbooks for all subject areas.</p>
<p>Metric/Indicator Professional Development-Curriculum design and implementation</p> <p>19-20 100%</p> <p>Baseline 100% Participation</p>	<p>Training provided for i-Ready Benchmark Assessment training and i-Ready Math implementation.</p>
<p>Metric/Indicator Use of technology, i-Ready and other assessments to guide instructional delivery.</p> <p>19-20 i-Ready results ELA: 13% Math: 6%</p> <p>Baseline CAASPP</p>	<p>Weekly and mini benchmarks, Triennial Benchmarks results- reviewed by staff to ensure schoolwide RtI, setting of goals and academic achievement. Formative assessment conducted daily during instruction via SFA, Blended Learning-independent station as well as teacher created exit slips-using checking for student understanding on a daily basis</p>

Expected	Actual
<p>Metric/Indicator Decrease the Number of long-term English Learners</p> <p>19-20 16.7% EL Reclassification (2019-20)4</p> <p>Baseline CAASPP</p>	<p>% of English Learners who progress in English Proficiency (Measured by ELPAC) 2018-2019. 52.8% increase % each year.</p>
<p>Metric/Indicator Monitor and provide services to Foster Care students</p> <p>19-20 5%</p> <p>Baseline CAASPP</p>	<p>All identified Foster Care Students were provided necessary supports to engage in a full course of study and in the life of the school.</p>
<p>Metric/Indicator Monitor and increase support for Students with Disability</p> <p>19-20 5%</p> <p>Baseline CAASPP</p>	<p>All students with IEPs were provided the necessary supports to engage in a full course of study and in the life of the school.</p>
<p>Metric/Indicator Use of technology in the classroom to support differentiated instruction</p> <p>19-20 5%</p> <p>Baseline CAASPP/ Proficiency</p>	<p>All teachers were provided adequate technology resources and training to deliver high quality distance learning to assist with differentiated instruction for students.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Professional Development, Counseling; support from Operations</p>	<p>1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999</p>	<p>1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> • Students will receive access to CCSS, English, ELD, Mathematics and NEXT Generation Science • Conduct ongoing review of standards-based curriculum and academic achievement data in order to (1) improve and refine comprehensive and consistent delivery of high quality standards-based program for all students, including ELs, low income students and foster youth (2) set internal baseline performance targets, and (3) design and deliver appropriate professional development. • Provide professional development on the CA Common Core implementation strategies for ELA, ELD and Mathematics, including lesson design and delivery with a focus on critical thinking, problem-solving and real-world applications. • Implement personalized intervention strategies and programs, including coaching, co-teaching model of small group instruction for English Learners and students with disabilities in order to meet individual academic needs of specific students. 	LCFF Supplemental and Concentration \$1771,670	LCFF Supplemental and Concentration \$152,580

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

School provided multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The Charter School developed a Task Force to respond to the needs of our community in the midst of the COVID-19 global pandemic. The Charter School sent out surveys and video recordings to staff, students and families to gather input on items to meet the unique needs of their children. Information sent to parents was translated into Spanish and made available on many platforms, including Google Docs, YouTube, Facebook, Instagram, and Twitter. Surveys were sent out to families through email and text messages to ensure families could access the content. In addition, staff was available at the Charter School for parents who preferred to meet in person following social distancing norms outside the building. Teachers, school counselors, and support staff created personalized websites for students to access. The Charter School has staff

fluent in Spanish and regularly communicates with families through phone calls, text messaging, and emails. Counselors and additional support staff were notified if a teacher, principal, or parent reports a student experiencing any forms of anxiety. Classified and certificated staff continued locating and resolving lists of “unreachable” students to assist them in distance learning. Charter School staff continue to assist with technology needs for students experiencing homelessness, including providing Chromebooks and WiFi Hotspots as needed to ensure full access to distance learning. In addition, MORCS provides resources to assist under-achieving students. These include school breakfast and lunch program, an after-school program, summer school opportunities to recover units and reduce summer learning loss, and a strong student services team to assist with academics, behavior, attendance, and social-emotional wellbeing.

Parents/caretakers, teachers, staff, SPED, admin, etc.).

- Targeted Mathematics instruction began implementation in 2019-20.
- Used i-Ready results to determine student Math levels (2019-20).
- Implemented practice i-Ready assessments twice a year (2019-20).
- After-school program assisted by providing intervention and accelerated support during Fall Break, Winter Break, and Spring Break, starting in 2019-20 and 2020-2021. The Pandemic ongoing learning opportunities were made available.

• Pandemic caused Distance Learning and small group instruction and intervention using accelerated learning strategies, differentiated instruction, and other research-based learning strategies.

• MORCS provided socio-emotional support, supplemental support systems, food, and concentrated support for families. To identify appropriate root causes for both English Language Arts and Mathematics performance about Mathematics Achievement, a formal and informal review of data to understand the factors contributing to the challenges experienced.

Mental Health and Well-Being of All: Teachers received professional development on trauma-informed teaching along with the tools and resources to move from a Learner Manager to a Learner Empowered.

Incorporated welcoming/inclusion activities; Created learning teams and expectations; Used groups to get students talking;

Set goals together;

Core Priorities of Trauma-Informed Distance Learning: Predictability, Flexibility, Connection, Empowerment

Goal 3

Goal 3: Knowing that parents serve a critical role in a students' success, Monseñor Oscar Romero Charter MS strives to increase parental involvement and engagement by providing parents with opportunities to be active and influential in their child's school life.

Parent involvement addresses:

- A. The school's efforts to seek parent input in making decisions for the school.
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: State Priorities: Parental Involvement (Engagement)

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Active participation in School Advisory Council</p> <p>19-20 > 75% Baseline > 75%</p>	<p>Parent members of the School Advisory Council (SAC) participated in 100% of the SAC meetings held.</p>
<p>Metric/Indicator Attend informational meetings</p> <p>19-20 > 75% Baseline > 75%</p>	<p>>75% of parents attended a school informational meeting.</p>

Expected	Actual	
<p>Metric/Indicator Provide parent access to opportunities for participation and input on decision-making</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>Parent members of the School Advisory Council (SAC) participated in 100% of the SAC meetings held. Meetings were held in person prior to the pandemic and online through the end of the 19-20 school year. Parents were also engaged in both the Fall and Spring formal surveys and throughout the year to gather input and their perspective regarding school reopening plans through informal surveys.</p>	
<p>Metric/Indicator At least 85% of parents will attend at least one school event each year 95% will attend parent-teacher conference.</p> <p>19-20 At least 85%</p> <p>Baseline At least 85%</p>	<p>85% of parent participated in at least one school event during the 2019-20 school year.</p>	
<p>Metric/Indicator 95% will attend parent-teacher conference</p> <p>19-20 95%</p> <p>Baseline 95%</p>	<p>95% of parent participated in one or both parent conferences held during the 2019-20 school year.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>School will provide multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations.</p> <ul style="list-style-type: none"> 97% of our students are socio-economically disadvantaged. The median household income is about \$26,000, one of the lowest measured in Los Angeles and in the nation. 23% of families in the neighborhood are single-parent families. 	<p>1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration \$101,355</p>	<p>1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration \$94,741</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Because of all of these factors, our students come to school with a great diversity of needs: financially, educationally, and socioemotionally.</p> <ul style="list-style-type: none"> 64.6% of residents in Pico Union are foreign born, mainly coming from El Salvador, Mexico, Guatemala, Honduras, and Nicaragua. Consequently, a large percentage of our student populations are English Learners (29%). <p>In addition, 67.5% of our students who participate in our Special Education program are also English Learners. As a result, nearly a third of our students struggle with comprehending the language of the test. This makes it challenging for our students who are English Learners to perform at a high level in statewide assessments.</p> <ul style="list-style-type: none"> Many of our families do not have the academic background to successfully provide support for our students at home. In Pico Union, only 34% of residents who are 25 and older have a high-school diploma and 6.7% of residents have a 4-year degree. The majority of our parents are foreign born, mostly from Central America (El Salvador and Guatemala), and did not have the privilege to complete school in their native country. 		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The Charter School's continuity of instruction offered students the full curriculum, including ELA, Math, ELD, Social Studies, Science, Art, and PE. The Charter School provided all students with Chromebooks and provided students with internet access with a Mobile WiFi Hotspot. Students will keep these devices (Chromebooks and Mobile WiFi Hotspot) throughout the summer of the 2020-21 school year. The Chromebooks were the awareness of school personnel, parents, guardians, caregiver, community partners, and local businesses of the effects of chronic absenteeism, truancy, and other challenges associated with poor attendance.

Identify and address factors contributing to chronic absenteeism.

Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions

Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism

- Program Coordinator will monitor student attendance and communicate with families.
- Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.
- School will implement Social-emotional Curriculum SWPBIS Training and the Responsive Classroom approach to teaching.
- Teachers will be trained in the schoolwide Behavior Support Plan and implement the positive behavior supports;
 - Administrators will work with teachers and families to manage student behavior issues and concerns.
 - Alternatives to Suspension will be considered before administering consequences.
- School will use the Family Support Team process that mirrors the School Support Team model.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The Charter School took on a “triage” approach to screen student need, apply appropriate tiered instruction, monitor student achievement, and revise the application of instruction as needed. Based on the analysis of summative and formative assessments, The Charter School provided targeted intervention and acceleration. Targeted instruction was provided to students at their level and address student-specific needs, focusing on skills needed to master grade-level content in language arts, mathematics, and English language development. This accelerated instruction took place during the instructional day and enabled a wide range of services from general education teachers, special education teachers, support staff, and administration. This strategic instructional program required a multi-tiered instructional delivery model to respond to our children’s individual needs.

Goal 4

Goal 4: Monsen~or Oscar Romero Charter MS prioritizes student achievement as measured by CAASPP Smarter Balanced, CDE determined measures, English Learner testing.
 Pupil Achievement as measure by all of the following
 Statewide assessments
 Completing Courses that satisfy University or California State University entrance requirements/study that aligned with State Board approved career technical educational standards and framework.
 English Learners who make progress toward English proficiency
 The English learner reclassification rate
 College preparedness

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities: Pupil Outcomes

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Statewide assessments</p> <p>19-20 > 11%</p> <p>Baseline Increase English Language Arts and Mathematics SBAC results</p> <p>Metric/Indicator Build understanding and expertise through research-based professional development</p> <p>19-20 100%</p> <p>Baseline 100%</p> <p>Metric/Indicator English Language Arts- Proficiency</p>	<p>No SBAC Results for 19-20 due to Pandemic.</p> <p>Due to the pandemic the Charter School had to shift the PD focus toward providing weekly professional development for teachers and staff to ensure that they would be able to provide high quality distance learning</p> <p>CAASPP was not given to students during the 2019- 2020 school year. Teachers used a variety of formative/summative</p>

Expected	Actual	
<p>19-20 10 points Baseline CAASPP</p>	<p>assessments along with anecdotal records to measure student progress.</p>	
<p>Metric/Indicator CAASPP 19-20 10 points Baseline CAASPP</p>	<p>CAASPP was not given to students during the 2019- 2020 school year. Teachers used a variety of formative/summative assessments along with anecdotal records to measure student progress</p>	
<p>Metric/Indicator EL Proficiency 19-20 5 points Baseline CAASPP/ELPAC</p>	<p>CAASPP was not given to students during the 2019- 2020 school year. Instead, teachers used various formative/summative assessments and anecdotal records to measure student progress. Teachers planned and implemented synchronous lessons to provide small group support and designated ELD. Students were provided opportunities to engage in Designated and Integrated ELD Daily.</p>	
<p>Metric/Indicator EL Reclassification 19-20 5% Baseline CAASPP/ELPAC</p>	<p>CAASPP was not given to students during the 2019- 2020 school year. Teachers used a variety of formative/summative assessments along with anecdotal records to measure student progress. Teachers worked collaborative to meet the needs of our reclassified students and English language learners.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Monsen~or Oscar Romero Charter provided highly qualified educational support personnel: RSP teachers, Psychologist, Counselor, Speech Pathologist, Administrative Team who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data.</p>	<p>1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration \$57, 110</p>	<p>1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration \$49,871</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The school provided technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Profile, SST meetings, and other assessments and protocols. Intervention services for students including counseling, emotional social support, after school tutoring and enrichment are also part of the plan.</p> <p>To build understanding and expertise above the needs of English Learners and research based practices, and to use the LCAP planning process to focus upon implementation and supporting those approaches</p> <p>All ELS have full access to the curriculum, and the school assures meaningful movement and tracking towards English proficiency with a focus on closing gaps in academic achievement in all content standards.</p> <ul style="list-style-type: none"> Continue professional development activities focused on new Mathematics adoption, i-Ready data driven instruction, tailored resources for teacher-led instruction and personalized online lessons for student. Further supporting the growth of administrator and educational leaders in the Relay program. EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week. Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments 		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds were used as designated making adjustment due to COVID 19 requirements.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Continuation of professional development focused on student work analysis, improvement in classroom formative assessments will take place, as well as ongoing professional development focused on mathematics.

Goal 5

Priority Goal 5: Pupil Engagement as measured by all of the following:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities: Pupil Engagement

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Monitor attendance monitoring</p> <p>19-20 95%</p> <p>Baseline 95%</p>	<p>The Charter School monitored attendance daily through documented phone calls, remind messages, and home-visits.</p>
<p>Metric/Indicator Provide PD on primary cause of lower academic achievement</p> <p>19-20 95%</p> <p>Baseline 95%</p>	<p>Completed during YPICS Total Professional Development Days.</p>
<p>Metric/Indicator Provide information on the affects other students and have a negative effects on the achievement of other students in the classroom</p> <p>19-20</p>	<p>Every student received Social-Emotional Learning Training through the Advisory Period.</p>

Expected	Actual	
100%		
Baseline 100%		

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Raise the awareness of school personnel, parents, guardians, caregiver, community partners, and local businesses of the effects of chronic absenteeism, truancy, and other challenges associated with poor attendance</p> <p>Identify and address factors contributing to chronic absenteeism.</p> <p>Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions</p> <p>Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism</p>	<p>1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration \$32,500</p>	<p>1000-1999, 2000-2999, 3000-3999 LCFF Supplemental and Concentration \$33,188</p>
<ul style="list-style-type: none"> Program Coordinator will monitor student attendance and communicate with families. Parent outreach and communications will stress the importance of attendance and arriving at school on time each day. School will implement Social-emotional curriculum SWPBIS Training and the Responsive Classroom approach to teaching. Teachers will be trained in the schoolwide Behavior Support Plan and implement the positive behavior supports; Administrators will work with teachers and families to manage student behavior issues and concerns. Alternatives to Suspension will be considered before administering consequences. School will use the Family Support Team process that mirrors the School Support Team model. 		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds were used as designated making adjustment due to COVID 19 requirements.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Continuation of professional development focused on student work analysis, improvement in classroom formative assessments will take place, as well as ongoing professional development focused on mathematics. Targeting sub-groups English Learners, Students with Disabilities, Foster Care and Homeless students.

Goal 6

Priority 6: School Climate

- A. Pupil Suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents and teachers on the sense of safety and school connectedness.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 3: Parental Involvement (Engagement)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)
- Local Priorities: School Climate

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Monitor attendance monitoring</p> <p>19-20 95%</p> <p>Baseline 95%</p>	<p>95% Attendance Manager will monitor student attendance and communicate with families.</p>
<p>Metric/Indicator Provide PD on primary cause of lower academic achievement</p> <p>19-20 95%</p> <p>Baseline 95%</p>	<p>95% of teacher and staff participation on PD on review of i-Ready and other assessments correlating socio-emotional behavior and implementing accelerated initiatives. will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports;</p>

Expected	Actual	
<p>Metric/Indicator Provide information on the affects other students and have a negative effects on the achievement of other students in the classroom</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>100% Use of the MTSS process to engage students to be independent learners. Providing students with tools to set individual goals for student academic achievement.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Raise the awareness of school personnel, parents, guardians, caregiver, community partners and local businesses of effects of chronic absenteeism, truancy, and other challenges associated with poor attendance</p>	<p>1000-1999, 2000-2999, 3000-3999, 5000-5999 LCFF Supplemental and Concentration \$47,600</p>	<p>1000-1999, 2000-2999, 3000-3999, 5000-5999 LCFF Supplemental and Concentration \$35,652</p>
<p>Identify and address factors contributing to chronic absenteeism</p>		
<p>Ensure that pupils with attendance problems are identified as early as possible to provide applicable services and interventions</p>		
<p>Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism</p>		
<p>Provide multi-tiered system of support</p>		
<p>School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement</p>		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds were used as designated making adjustment due to COVID 19 requirements.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Due to the Pandemic creating a climate of learning was key to student academic success. Ensuring that a consistent environment to promote student learning was in place and offered students access to additional teacher, administration and staff support as needed. Addressing the social-emotional areas of need on an ongoing basis.

Goal 7

Priority 7: Course access addresses the extent to which pupils have access to and are enrolled in:
 Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).
 Programs and services developed and provided to unduplicated pupils; and
 Programs and services developed and provided to individuals with exceptional needs.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)

Local Priorities: State Priorities: Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Broad course of study including courses described in EC sections 51210 and 51220(a)-(i). Programs and services developed and provided to unduplicated pupils; and Programs and services developed and provided to individuals with exceptional needs. Metric/Method for Measuring: Student Transcripts</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>100% All students will have access to Broad Course of Study. As evidence in the master schedule students are provided opportunities for acceleration intervention classes, remediation, and support in lesson pacing.</p>
<p>Metric/Indicator Positive Behavior Interventions and Supports (PBIS) implementation</p> <p>19-20 100%</p>	<p>100% School implemented social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.</p>

Expected	Actual
Baseline 100%	
Metric/Indicator Multi-tiered System of Support (MTSS)	>95% Use of Multi-tier schoolwide program (MTSS)
19-20 95%	
Baseline 95%	
Metric/Indicator Equity and access to all course offerings Enrollment/ Transcripts	100% student transcripts verify participation in course offerings.
19-20 100%	
Baseline 100%	
Metric/Indicator Response to Instruction and Intervention	100% of students were provided with a framework and resources that aligns Response to Instruction and Intervention with the State standards and the systems necessary for academic behavior, and social success.
19-20 100%	
Baseline 100%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content).	1000-1999, 3000-3999 LCFF Supplemental and Concentration \$11,000	1000-1999, 3000-3999 LCFF Supplemental and Concentration \$11,381

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The Charter School's continuity of instruction offered students the full curriculum, including ELA, Math, ELD, Social Studies, Science, Art, and PE. The Charter School provided all students with Chromebooks and provided students in need of internet access with a Mobile Wi-Fi Hotspot. Students will keep these devices (Chromebooks and Mobile Wi-Fi Hotspot) throughout the summer of the 2021-22 school year. The Chromebooks were the awareness of school personnel, parents, guardians, caregiver, community partners, and local businesses of the effects of chronic absenteeism, truancy, and other challenges associated with poor attendance.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Success included an evaluation and analysis of the effectiveness of strategies implemented to reduce absenteeism and socio-emotional needs. The 2019-2020 school year was one that we will always remember. Our children witnessed the best and worst of humanity through the COVID-19 global pandemic and the impact of racial injustice on the nation. Stakeholders of our Social Emotional Support System Subgroup felt it was critical for our students to receive Anti-Bias & Anti-Racist Education woven into their daily instruction. Staff participated in a Professional Development Training focused on Anti-Bias & Anti-Racist Education (ABAR). An ABAR Team has been created and will continue to provide resources and trainings throughout the school year. Mental Health and Well-Being of All: Teachers received professional development on trauma informed teaching along with the tools and resources to move from a Learner Manager to a Learner Empowered. Incorporated welcoming/inclusion activities; Created learning teams and expectations; Used groups to get students talking; Set goals together; Core Priorities of Trauma-Informed Distance Learning: Predictability, Flexibility, Connection, Empowerment

Goal 8

Priority 8: Pupil Outcomes addresses

Priority 8: Pupil Outcomes addresses

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: State Priorities: Priority 8: Pupil Outcomes addresses

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Multi-Tiered System of Support</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>Implement Aries SIS and Innovare SIP data dashboard to track student needs, leverage multiple data sources to determine progress on the multi-tiered system of support (MTSS), and track EL student progress toward RFEP and monitor and respond to SPED LRE status.</p>
<p>Metric/Indicator Professional Development Support</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>Trained teachers and administrators to use data to drive decision-making through monthly data conferences—adaptive technology to support student acceleration and intervention.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Provide Professional Development to teachers, administrators and staff to ensure the highest educational mastery of English Language and access to high-quality, innovative and research-based language programs.</p>	<p>1000-1999, 3000-3999 LCFF Supplemental and Concentration \$10,000</p>	<p>1000-1999, 3000-3999 LCFF Supplemental and Concentration \$10,965</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide Career Pathways, Project based learning leadership College and Career Indicators		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds were used as designated making adjustment due to COVID 19 requirements.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Teachers, school counselors, and support staff created personalized websites for students to access. The Charter School has staff fluent in Spanish and regularly communicates with families through phone calls, text messaging, and emails. Counselors and additional support staff were notified if a teacher, principal, or parent reports a student experiencing any forms of anxiety. Classified and certificated staff continued locating and resolving lists of “unreachable” students to provide assistance and engage them in distance learning. Charter School staff continue to assist with technology needs for students experiencing homelessness, including providing Chromebooks and WiFi Hotspots as needed to ensure full access to distance learning. All students had access to virtual visits to colleges and universities, opportunities to set goals and examine and select CTE offerings.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Maintenance and Operations Expense: Ensure healthy hygiene practices, cleaning, disinfecting, ventilation, check for signs and symptoms, and healthy operations of the facility.	111,615	103,822	No
Parent Coordinator, Coordinator of Operations, and 10% Coordinator of Instruction : Instructional Supports and Social Emotional Supports and systems are communicated with families.	174,188	174,188	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Federal funds offset some of the expenses for maintenance and operations.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The Charter School staff, students, and community have done an exceptional job awakening the creativity within our students and instilling a love of learning. In addition, we are proud of the amazing work of our teachers working tirelessly amidst this global pandemic.

MORCS success is as followed:

Verified Data: ELA & Math Growth (2019-20 & 2020-21)

MORCS used iReady internal assessments during the 2019-20 and 2020-21 school years, which the State Board approved of

Education as “verified data.” Despite challenges from the pandemic, at both the school- and grade levels, MORCS students had measurable increases in student achievement, clearly demonstrating at least one year of progress in 2019-20 and 2020-21 academic years. On average, MORCS students had over a year of typical growth in ELA (129%) and a year of growth in Math (100%) from Fall to Spring 2020- 21. From Fall to Spring 2019-20, MORCS students had over a year of typical growth in ELA (129%) & Math (127%). It is also worth noting that 8th-grade students had nearly two years of typical growth (194%) in ELA and 164% progress in Math in 2019-20, which suggests that students who had been at MORCS for longer experienced more growth.

Verified Data: Math & ELA Proficiency (2019-20 & 2020-21)

In 2019-20, 22% of MORCS students were on or above grade level in iReady Math, and in 2020-21, the average Math proficiency rate increased to 26% in Math. Given that iReady and SBAC are strongly correlated (.89 in Math), this suggests that despite the pandemic, MORCS students would have improved on state tests in Math in these years (ERIA, 2020). In ELA, scores improved slightly from 2019 levels. In addition, 8th graders had the highest proficiency rates in ELA in 2020 and 2021, suggesting that additional time at MORCS improved students’ literacy skills.

English Learner Progress

MORCS serves a higher proportion of English learners than its surrounding district and the state (33% compared to 19% in LAUSD and 18% in the state) in 2019-20. In addition, English learners at MORCS progressed faster than the district and the state, with 53% of EL students making progress towards English language proficiency in 2018-19. Within that grouping, over half (51%) of MORCS EL students progressed by at least one ELP level compared to 43% at the state level and 42% of LAUSD ELs.

Technology in the classroom

Technology in the classroom including, but is not limited to i-Ready in ELA, Mathematics, SFA, Achieve3000, and other programs. As noted in Monsenor Oscar Romero School, 2019-20 LCAP, our goal is to provide our students with Chromebooks 1 to 1 ratio. With increased access to computers in every classroom, more time is devoted to online tools designed to precisely target reading and writing standards. Programs such as open-source programs such as i-Ready, Achieve3000, SFA, and licensed software as presented above Monsenor Oscar Romero School students’ innovative ways of reaching standard mastery.

The cooperative learning process is designed to ensure that English Language students can progress faster than in a non-collaborative environment. Groups are strategically selected for mixed ability, allowing leaders to assist students who struggle. The group work process allows for processing time (wait time). It removes the pressure while maintaining accountability by preparing all group members to be the possible “random reporter” responsible for communicating the groups’ findings to the class. The preparation time allows EL students to safely rehearse their response rather than not respond or participate in the process entirely, as often happens in the non-collaborative classroom. Teachers are also trained through Professional Development and coaching to support EL and whole-class learning by using SDAIE strategies, as defined in the Monsenor Oscar Romero School English Learner Plan.

COVID-19 Aligned Strengths

Community Engagement/Support

MORCS supported its surrounding community, which experienced some of the highest death rates in California during the pandemic,

by providing safety updates & information, as well as distributing food each week (INSERT # meals), connecting families with counseling services, and providing financial assistance to those who lost a family member due to COVID.

Student Engagement

- MORCS launched online learning at the very beginning of the week following campus shutdowns in March 2020.
- In November 2020, MORCS students reported a higher level of engagement than in the prior year and a higher level than the CA average.
- In November 2020, MORCS staff reported a higher level of engagement (4.33 out of 5) than in the prior year and a higher level than the CA average.

Digital Divide

MORCS rapidly eliminated the digital divide by distributing hot spots & Chromebooks to students in need in March 2020. As a result, families with at-home technology access increased from 61% in March 2020 to 99% in April 2020.

Social/Emotional Wellbeing

While many students struggled socially & emotionally during the pandemic, MORCS students reported a higher level of belonging and peer collaboration in November 2020 than in November 2019. This was also higher than the state average.

COVID-19 Aligned Vulnerabilities

Student Engagement

MORCS's enrollment declined by 11%, or 38 students (from 356 students in 2019 to 318 students in 2020) during the pandemic. This was largely driven by a decrease in the 6th-grade class, which had 116 students in 2019-20 and only 84 students in 2020-21. However, MORCS was able to maintain similar 7th & 8th-grade enrollment in 2020-21.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Program Coordinator (Attendance), School Climate and Coordinator (Attendance & PBIS): Assist with continuity of learning to prevent learning loss.	118,635	118,635	Yes
Salaries & Benefits for Core Staff:	1,184,467	1,184,467	No
Professional Development: Learning Platforms (Google Classroom, Nearpod, Peardeck, Cassify, Flip Grid, iReady Math & ELA) Essential Standards, Standards Based Grading, Assessments, Distance Learning, Flipped Classroom, Student Engagement, and Technology support.	35,028	39,713	No
Instructional Materials: Tools and Resources for Distance Learning and Hybrid Educational Model	82,250	65,136	No
Technology: ChromeBooks and Digital Devices for Distance Learning and Hybrid Educational Model	108,160	213,897	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Federal funds offset some of the expenses for instructional materials and technology.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

The Charter School's continuity of instruction offered students the full curriculum, including ELA, Math, ELD, Social Studies, Science, Art, and PE. In addition, the Charter School was able to provide all students with Chromebooks and provided students in need of internet access with a Mobile WiFi Hotspot. Students will keep these devices (Chromebooks, MAC Computers (teachers), and Mobile WiFi Hotspot) throughout the summer of the 2021-22 school year. The Chromebooks were distributed and monitored by staff, providing technical assistance as needed and ensuring access to all students.

The Charter School continued to provide professional development for all certificated teachers and classified staff to implement a flexible remote learning instructional model. The Charter School provided staff with training on a wide range of distance learning tools and resources to engage students. Teachers were required to ensure students receive at least 4 hours of instruction to count for a full day worth of instruction. All students are expected to participate in at least four hours of synchronous instruction four days a week and one day a week of asynchronous instruction.

All staff roles and responsibilities have shifted to online instruction to mirror what in-person instruction would look like. Out of the classroom, the support staff is charged with supporting and engaging families to access digital content and troubleshoot access issues. In addition, out of the classroom support staff participate in passing out essential instructional supplies and school meals. Monsenor Oscar Romero Charter School (MORC), a Youth Policy Institute Charter School (YPICS), transitioned to a distance. Learning instructional format on March 16, 2020. following the guidance from the Los Angeles County Superintendent recommending school closures for all schools within Los Angeles County. Although the YPI Charter Schools were physically closed, scholars continued to receive instruction remotely and were provided meals throughout the physical school closure. The COVID-19 Pandemic has had major impacts on our community, physically, socio-emotionally, and economically. Parents reported job losses, the increased need for child-care, food instability, and lack of access to technology and the internet, death the loss of family members. Essential workers reported experiencing higher levels of stress. Additionally, some of our families are experiencing homelessness. The Charter School has an enrollment of 356 students. The Charter School's enrollment and demographic student subgroup population consists of 29% English Learners, 99.2% Hispanic or Latino, 96% Socially Disadvantaged, 9% SPED, and Following the closure of school facilities in March,

Monsenor Oscar Romero has continued to conduct all classes and course offerings via Distance Learning. As a result, Monsenor Oscar Romero scholars have access to the following:

Technology: Chrome Books. Additional devices (desktops, laptops, Chromebooks) were distributed/loaned to families to support distance learning and instructional access to teachers, services, and resources. The school assisted families with Wi-Fi connections. All families had access. MORC aging technology fleet is now five to six years old. The school had to order additional Chrome Books to replace those no longer in service as the school continues to communicate with families. Enrollment documents, TDAP, attendance, meal program, in the two-way conversations that the school is having, it has learned of additional families needs, such as the increased needs to access to hotspots. The Charter School works swiftly to resolve any technology needs or gaps.

School Meals: With the high number of Free/Reduced Meals 94.08%, we partnered with a local charter school less than 1/2 miles away to provide meals to our students, siblings, and families. Beginning August 1, 2020, the Charter School began to provide meals for the week to families on Tuesdays, from 3:30 pm-6:00 pm.

Teachers and staff receive training in research-based education practices to raise student achievement. These training are conducted through staff leaders, outside educational professionals, and sending staff to external professional development programs. These include programs and strategies such as "Teach Like a Champion," "Data-Driven Instruction," "Getting Better," and the Success for All Program. In addition, Monsenor Oscar Romero School utilizes various assessment tools in evaluating student achievement of stated objectives across all disciplines. The assessments used are teachers' assessments of student work and mastery of applicable standards and other learning objectives, student work portfolios, teacher observation, and conferencing with students.



Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Staff and Additional Resources to Assist with Pupil Learning Loss for Distance Learning and Hybrid Education Model: 50% Coordinator of School Services; Tutors; Specialists; Stipends; LSC Instructional Support; Instructional Materials (4000s) Chromebooks	212,614	212,614	Yes
Summer School (Extended Learning)	14,676	14,676	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The Charter School staff was provided regular reminders to refer families/students to homeless services when identified. Classified and certificated staff continue to locate and resolve a list of "unreachable" scholars to provide assistance and engage them in distance learning or to connect their families to social services resources. The Charter School delivers high-quality educational opportunities to students through distance learning for all grades/students served by the Charter School. The Charter School provided all students and those identified as English Learners, foster youth, and low-income students and students with IEPs, the same access to instructional opportunities as general education students. In addition, Charter School has provided professional development for all certificated and classified teachers to implement a flexible remote learning instructional model.

The Charter School provided teachers with training on a range of distance learning tools and resources to engage students. Teachers engaged in weekly collaborative sessions to share best practices and integrated Social Emotional Learning (SEL) into their daily synchronous instruction.

Teachers plan for instruction to be delivered regardless of internet connectivity. Scholars were able to engage in instruction through online sessions, conference calls, and asynchronous media platforms. Internal data shows that 20% of scholars performing at the lowest band moved up a band and that 17% more of scholars were performing at the highest bands on the iReady Assessments. Scholars who struggled during the semester were invited to participate in Summer School, which was held immediately at the close of the school year to accommodate student learning loss.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The Charter School successfully developed a School Culture and Climate Committee. Under the direction and support of the Director of School Culture and Climate, this team helped monitor and support pupils and staff's mental health and social well-being during the school year. Additionally, the school has a Counselor to provide social-emotional support to families and students. On February 7, 2020, YPICS provided all staff a Professional Development Day on Trauma-Informed Instruction. On August 3, 2020, and August 7, 2020, the Charter School held the first Mental Health and Social-Emotional Well-Being training of the school year.

All staff continued to receive professional development on trauma-informed teaching with tools and resources to move from a Learner Manager to a Learner Empowered.

Low-Income Pupils, English Learners, Foster Youth

Incorporate welcoming/inclusion activities;

- Create learning teams and expectations;
- Continue to use SFA Collaborative group and learning practices to support students in discussing/talking in-class activities;
- Set goals together;
- Core Priorities of Trauma-Informed Distance Learning;
- Predictability
- Flexibility
- Connection
- Empowerment

Youth Mental Health First Aid (YMHFA), our administration, teachers, and staff Charter School teams identify, understand, and respond to signs of mental illness and substance use disorders in youth. This professional development training will give adults the skills they need to reach out and initial support to the Charter Schools' scholars (ages 10-14) who may be developing a mental health or substance use problem and help connect them to the appropriate care. All YPICS staff participated in the YMHFA course, which is ideally designed for adults who work with young people, ages 6-18: teachers, nurses, counselors, coaches, secretaries, campus monitors, yard supervisors, registrars, lunch staff, bus drivers, leaders of faith communities, law enforcement, parents, youth employers, and other caring citizens.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The Charter School has staff fluent in Spanish and regularly communicates with families through phone calls, text messaging, and emails. Counselors and additional support staff are notified if a teacher, Executive Administrator, Coordinator, or parent reports a

student experiencing any forms of anxiety. Classified and certificated staff continued locating and resolving lists of “unreachable” students to assist them in distance learning. Charter School staff continued to assist with technology needs for students experiencing homelessness, including providing Chromebooks and WiFi Hotspots as needed to ensure full access to distance learning. Teachers effectively employed online instructional tools such as iReady, Achieve 3000, SFA, Khan Academy, Kahoot, Quizizz, padlet, Google Jam, Google Docs, Screencastify, and many more resources to keep students engaged in learning. Within the last ten weeks, teachers are proficient at utilizing NearPod and Peardeck to enhance the interactive nature of their lessons to increase engagement and the ability to assess student progress towards mastering daily learning objectives continually. In addition, Peardeck was used to collect real-time formative assessment data for the remainder of the school year. Continue to monitor attendance as follows:

1. Attendance Manager/Teachers monitor student attendance and communicate with families.
2. Parent outreach and communications stressed the importance of attendance and arriving at their virtual school on time each day.
3. School implemented Social, emotional curriculum SWPBIS Training and the Responsive Classroom approach to teaching.
4. Teachers are trained in the Schoolwide Behavior Support Plan and implement the positive behavior supports; Administrators will continue to work with teachers and families to manage student behavior issues and concerns.
5. School used the Family Support Team process that mirrors the School Support Team model.

Further, teachers use Google tools, including Google, meet, Google classroom, etc. Each week teachers have had access to office hours and mini PDs by Ryan Bradford, YPICS Director of Technology. Additionally, teachers support colleagues through Monday, grade level, and content teacher planning meetings for the week. Vashon Nutt, YPICS Director of Special Education, has supported the SPED Teams to hold virtual IEPs. Instructional Aides push in support during Google meets and throughout the day to help students with homework help. Office staff and supervision aides call home daily to follow up with families of students that have missed a class period or are absent for the day. The purpose is to check in with the student and to see if the family is in need. Students were provided face-to-face instruction with teachers Tuesday-Friday from 9:00-2:30 PM daily. Students engaged in PBL and other independent learning activities on Mondays. Think Together, YPICS after-school provider created virtual afterschool support between 3-6. And, all YPICS students have access throughout the day to Luminarias Counseling Services. Luminarias also provides counseling services to families.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The Charter School provide nutritionally adequate meals for all scholars regardless if they are in-person or attending remotely. In-person meals are served at the Charter School during school hours. During distance-learning meals will be served for the week on Tuesdays, between 2:00pm-4:30pm as requested by parents in the parent survey/After School Nutrition.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	Student Activities (5877) to engage and connect students with hands on projects, field trips, and assemblies in a Distance Learning and/or Hybrid Educational Model	4854	4265	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Student Activities to engage and connect students with hands on projects, field trips, and assemblies in a Distance Learning and/or Hybrid Educational Model

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

The Charter School will continue to implement a “triage” approach to ensure the needs of students are met systematicall. The Charter School is looking at ways to celebrate the learning and creativity that was developed during the physical closure of school. Our approach is to build on what students learned and scaffold learning to maximize student achievement.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

There were no substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement. 2019-2020 LCAP and the 2020-2021 Learning Continuity and Attendance Plan informed the development of the 21-22 through 23-24 LCAP in various ways. Specifically, how do we continue to increase student academic achievement? Analysis, surveys, and student results indicate that The Charter School must institute conceptual changes to support student learning, parent engagement, and most teacher training needs. The following outcomes were critical in the development of the LCAP.

Among the outcomes that influence the 21-22 through 12-14 LCAP include the following:

- Provide administrators, teachers, staff, students, and parents with socio-emotional support.
- The need to accelerate learning-grade level standards as we teach.
- Hire a Teacher to provide acceleration to English Learners or EI/SPED students
- Use of the Multi-Tier Process
- Project-Based Learning
- Provide students with technology and internet access
- Cultivate and enrich stakeholder relationships
- All YPICS staff participated in Professional Development Training on August 7, 2020, focused on Anti-Bias & Anti-Racist Education (ABAR). The YPICS Academic Team will serve as ABAR Team members to ensure that culturally relevant and responsive materials that are anti-racist and bias are selected for use within YPICS. In addition, the Academic Team continued to provide resources and training throughout the year on ABAR, conflict resolution skills, classroom management, self-care strategies, emotionally safe classrooms, and student engagement strategies.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness
- To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source			
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual	
All Funding Sources	893,525.00	824,025.00	
LCFF Supplemental and Concentration	893,525.00	824,025.00	

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	893,525.00	824,025.00
1000-1999, 2000-2999, 3000-3999	190,965.00	177,800.00
1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999	633,960.00	588,227.00
1000-1999, 2000-2999, 3000-3999, 5000-5999	47,600.00	35,652.00
1000-1999, 3000-3999	21,000.00	22,346.00
	0.00	0.00
	0.00	0.00
	0.00	0.00
	0.00	0.00
	0.00	0.00
	0.00	0.00
	0.00	0.00
	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	893,525.00	824,025.00
1000-1999, 2000-2999, 3000-3999	LCFF Supplemental and Concentration	190,965.00	177,800.00
1000-1999, 2000-2999, 3000-3999, 4000-4999, 5000-5999	LCFF Supplemental and Concentration	633,960.00	588,227.00
1000-1999, 2000-2999, 3000-3999, 5000-5999	LCFF Supplemental and Concentration	47,600.00	35,652.00
1000-1999, 3000-3999	LCFF Supplemental and Concentration	21,000.00	22,346.00
		0.00	0.00
		0.00	0.00
		0.00	0.00
		0.00	0.00
		0.00	0.00
		0.00	0.00
		0.00	0.00
		0.00	0.00
		0.00	0.00
		0.00	0.00
		0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	462,290.00	435,647.00
Goal 2	171,670.00	152,580.00
Goal 3	101,355.00	94,741.00
Goal 4	57,110.00	49,871.00
Goal 5	32,500.00	33,188.00
Goal 6	47,600.00	35,652.00
Goal 7	11,000.00	11,381.00
Goal 8	10,000.00	10,965.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$285,803.00	\$278,010.00
Distance Learning Program	\$1,528,540.00	\$1,621,848.00
Pupil Learning Loss	\$227,290.00	\$227,290.00
Additional Actions and Plan Requirements	\$4,854.00	\$4,265.00
All Expenditures in Learning Continuity and Attendance Plan	\$2,046,487.00	\$2,131,413.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$111,615.00	\$103,822.00
Distance Learning Program	\$1,409,905.00	\$1,503,213.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$1,521,520.00	\$1,607,035.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$174,188.00	\$174,188.00
Distance Learning Program	\$118,635.00	\$118,635.00
Pupil Learning Loss	\$227,290.00	\$227,290.00
Additional Actions and Plan Requirements	\$4,854.00	\$4,265.00
All Expenditures in Learning Continuity and Attendance Plan	\$524,967.00	\$524,378.00

Monseñor Oscar Romero School and Student Performance Data

School and Student Performance Data

**Student Enrollment
Enrollment By Student Group**

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	%	%	%			
African American	0.3%	%	0.29%	1		1
Asian	0.3%	0.30%	0.29%	1	1	1
Filipino	%	0.30%	%		1	
Hispanic/Latino	99.4%	98.81%	98.83%	335	331	338
Pacific Islander	%	%	%			
White	%	0.60%	0.58%		2	2
Multiple/No Response	%	%	%			
	Total Enrollment			337	335	342

**Student Enrollment
Enrollment By Grade Level**

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 6	109	114	119
Grade 7	119	103	118
Grade 8	109	118	105
Total Enrollment	337	335	342

Conclusions based on this data:

1.

For Grade 6 there has been consistent growth each year. In Grade 7 Student Enrollment in 16-17 was 119 with a drop to 103 students in 17-18 and in 18-19 it increased to 118 students. In Grade 8 16-17 had a student enrollment of 108, increased to 118 in 17-18 and decreased to 105 in 18-19, Sixth graders maintained student enrollment, 7th graders maintained from 119 in 16-17 to 118 in 17-18.

Student Enrollment by Student Groups remains the same as the community is predominately Hispanic/Latino.

**Student Enrollment
English Learner (EL) Enrollment**

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	115	96	91	34.1%	28.7%	26.6%
Fluent English Proficient (FEP)	206	217	218	61.1%	64.8%	63.7%
Reclassified Fluent English Proficient	21	13	16	18.4%	11.3%	16.7%

<http://tpd.ypics.org> MORCS provides services to ELs. High-quality professional development is offered to train teachers to support our ELs and literacy across our program. MORCS uses Title III funds to provide all certificated staff with PD days to meet the needs of our English language learners. The Charter School has committed its resources to ensure that all students learn to listen, speak, read, and write English. The school provides a designated ELD Instructional program (Success For All) for every EL student to meet the linguistic and academic goals at their grade level and language learning needs. Professional Development for all certificated staff is aligned with the four interrelated principles at the foundation of the California EL Roadmap.

1. Assets-Oriented and Needs-Responsive School

- a. The languages and cultures ELs bring to their education are assets for their learning and contribute to learning communities.
- b. The needs of long-term ELs are vastly different from new arrivals.
- c. School climate is affirming, inclusive, and safe
- d. MORCS values and builds active family, school, and community partnerships
- e. MORCS developed a collaborative framework for identifying ELs with disabilities and use valid assessment practices

2. Intellectual Quality of Instruction and Meaningful Access

- a. Language development occurs in and through subject matter learning and is integrated across the curriculum, including integrated ELD and designated ELD (per the ELA/ELD Framework.
- b. Students are provided a rigorous, intellectually vibrant, standards-based curriculum
- c. Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same high expectations.
- d. ELs are provided access to the full curriculum.
- e. Students' home language is understood as a means to access subject matter content.
- f. Rigorous instructional materials support high levels of intellectual engagement.
- g. ELs are provided choices of research-based language support/development programs

3. System Conditions that Support Effectiveness

- a. Leaders maintain a systemic focus on continuous improvement and progress.
- b. The school system invests adequate resources in supporting the conditions required to address EL needs.
- c. A method of culturally and linguistically valid and reliable assessment supports instruction, continuous improvement, and accountability.

4. Alignment and Articulation Within and Across Systems

- a. EL educational approaches and programs are designed for continuity, alignment, and articulation across grade levels.
- b. Schools plan schedules and resources to provide extra time in school.
- c. EL educational approaches and programs are designed to be consistent across schools.

Monseñor Oscar Romero will continue to support our students through a multi-faceted approach to language development. SFA will be provided to ELs to support their acquisition to English. This includes new programs to be used as supplemental technology programs; such as, i-Ready that will provide individualized learning paths appropriate to each child's academic level. We will also continue to maintain our ELA/ELD Director of Instruction who will provide support and resources to teachers so that they can more effectively meet the needs of our EL students as they work through the rigorous CCSS. BCCS, with the assistance of the Parent Coordinator/Director of Operations, will also provide parent education workshops focusing on how parents can help support their ELs at home. In conjunction with ELD, it is essential to provide our students with culturally responsive teaching that seeks to understand and offer materials that represent a wide array of cultures and experiences so that students see themselves in their learning experiences and build confidence in their possibilities as learners. Access through technology and expertise will develop and scaffold student learning connecting them to experiences outside of their community-universal access.

Monseñor Oscar Romero monitors EL students through a robust formal and informal process. EL Snapshots and shared them with teachers, parents, and students. Each snapshot includes an EL profile that outlines goals and supports, student academic profiles (ELPAC scores, iReady levels, grades), and a follow-up section to reflect on the student's growth for the academic year. The goal was to mirror our practice with IEP Snapshots, placing emphasis on classroom supports and accommodations on domain-specific objectives. This practice has continued through our 20-21 school year. Students are measured by their growth on the State's English language assessments (EL PAC) and various other mechanisms during designated and integrated ELD. The measures include the following:

- Teacher observations, including but not limited to a review of the student's curriculum mastery and comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age. Examples may include one of the following:

- o Local Assessments
- o i-Ready Assessments (Reading)
- o Publisher Assessments
- o Smarter Balance Summative Assessment Results

· Teachers monitor the progress of EL students towards reclassification in a variety of ways.

- o Discuss action steps for those students not meeting benchmarks
- o Suggested intervention
- o Implementation of intervention and acceleration
- o Notification to teachers and parents regarding intervention
- o Annual monitoring of intervention and program effectiveness
- o Provide appropriate and additional education services when needed and annually evaluate the effectiveness of such services (after-school tutoring, homework help, support in math, etc.)

- Support of instructional program includes Counselor, Parent Coordinator, and other support professionals.
- Added Counselor to support student educational program and college and career assisting students to pursue their college preparation and goals.

**CAASPP Results
English Language Arts/Literacy (All Students)**

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	Scores 17-18	18-19	16-17	Tested 17-18	18-19
Grade 6	109	116	118	108	115	118	107	115	118	99.1	99.1	100
Grade 7	120	107	119	119	106	119	119	106	119	99.2	99.1	100
Grade 8	107	116	103	107	116	101	107	113	101	100	100	98.1
All	336	339	340	334	337	338	333	334	338	99.4	99.4	99.4

Grades

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
					Exceeded				16-17 17-18 18-19		Met			Met	
Grade 6	2455.	2461.	2465.	1.87	2.61	3.39	11.21	19.13	22.03	39.25	27.83	31.36	47.66	50.43	43.22
Grade 7	2507. 2	2468. 7	2472. 4	5.88	0.94	5.88	26.89	16.98	15.13	28.57	28.30	21.01	38.66	53.77	57.98

Grade 8	5 2515.	5 2507.	8 2485.	8.41	2.65	2.97	19.63	20.35	16.83	37.38	36.28	25.74	34.58	40.71	54.46
All Grades	⁹ N/A	⁷ N/A	³ N/A	5.41	2.10	4.14	19.52	18.86	18.05	34.83	30.84	26.04	40.24	48.20	51.78

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	5.61	6.96	4.24	33.64	33.04	38.98	60.75	60.00	56.78
Grade 7	9.24	3.77	5.04	46.22	39.62	31.93	44.54	56.60	63.03
Grade 8	14.95	9.73	4.95	37.38	35.40	38.61	47.66	54.87	56.44
All Grades	9.91	6.89	4.73	39.34	35.93	36.39	50.75	57.19	58.88

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	4.67	6.09	11.02	39.25	33.04	49.15	56.07	60.87	39.83
Grade 7	13.56	2.83	5.88	51.69	51.89	41.18	34.75	45.28	52.94
Grade 8	9.43	2.94	7.92	51.89	45.10	43.56	38.68	51.96	48.51
All Grades	9.37	4.02	8.28	47.73	43.03	44.67	42.90	52.94	47.04

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	1.87	4.35	5.93	64.49	62.61	58.47	33.64	33.04	35.59

Grade 7	5.08	1.89	5.04	59.32	56.60	57.14	35.59	41.51	37.82
Grade 8	4.67	4.42	2.97	65.42	67.26	57.43	29.91	28.32	39.60
All Grades	3.92	3.59	4.73	62.95	62.28	57.69	33.13	34.13	37.57

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	9.35	16.52	4.24	42.06	46.96	53.39	48.60	36.52	42.37
Grade 7	21.19	8.49	9.24	44.92	46.23	42.86	33.90	45.28	47.90
Grade 8	17.76	13.27	8.91	42.99	50.44	43.56	39.25	36.28	47.52
All Grades	16.27	12.87	7.40	43.37	47.90	46.75	40.36	39.22	45.86

Conclusions based on this data:

1.

Monseñor Oscar Romero has shown a SBAC 2018-2019 English Language Arts as -73.7 points below standards (declining 4.7 points), English Learner Progress shows a 52.8% making progress towards English language proficiency. Internal data on i-Ready reflects student growth. MORCS will access for student need, provide differentiated instruction, monitor student achievement, and revise application of teaching as needed. Targeted intervention and acceleration will be provided based on the analysis of formative & summative data.

Source: iReady February 2021

Reading: The i-Ready data shows 11% of students scoring at proficient in Reading, an increase of 14% in June of 2020. A decrease of 7% was realized in August of 2020 and today an increase of 6% as of January 2021. Mathematics: The i-Ready data shows 6% of students scoring at proficient in Reading, an increase of 19% or a 13% increase in June of 2020. A decrease of 8% was realized in August of 2020 and today an increase of 17% or an increase of 6% as of January 2021

Students in 7th and 8th grade demonstrated far stronger median typical and stretch growth levels than 6th-grade students. While the % of students who met typical growth ranged from 36-61% at each grade level, the median growth measures were clearly above 100% at 7th and 8th grade, demonstrating that overall academic progress is going well for these grade levels! Further analysis of the starkly lower growth scores in 6th grade is necessary. The testing window has just concluded, and our instructional team is scheduled to analyze this data to determine root causes and next actions aimed at supporting high-need students and strengthening our instructional program.

**CAASPP Results
Mathematics (All Students)**

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	Scores 17-18	18-19	16-17	Tested 17-18	18-19
Grade 6	109	116	118	107	114	118	107	114	118	98.2	98.3	100
Grade 7	120	107	119	119	103	119	119	103	119	99.2	96.3	100

Grade 8	107	116	103	106	114	100	106	113	100	99.1	98.3	97.1
All	336	339	340	332	331	337	332	330	337	98.8	97.6	99.1

Grades

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
					Exceeded				16-17 17-18 18-19		Met			Met	
Grade 6	2438.	2447.	2450.	1.87	5.26	3.39	7.48	8.77	15.25	27.10	21.93	27.97	63.55	64.04	53.39
Grade 7	8 2474.	1 2437.	9 2446.	2.52	0.97	2.52	13.45	6.80	8.40	33.61	25.24	21.85	50.42	66.99	67.23
Grade 8	0 2509.	4 2486.	1 2441.	14.15	7.08	1.00	13.21	10.62	1.00	25.47	20.35	25.00	47.17	61.95	73.00
All Grades	⁷ N/A	⁷ N/A	⁴ N/A	6.02	4.55	2.37	11.45	8.79	8.61	28.92	22.42	24.93	53.61	64.24	64.09

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2.80	7.96	4.24	22.43	16.81	31.36	74.77	75.22	64.41
Grade 7	8.40	2.91	5.88	28.57	20.39	21.01	63.03	76.70	73.11
Grade 8	19.81	9.82	1.00	23.58	22.32	17.00	56.60	67.86	82.00

All Grades	10.24	7.01	3.86	25.00	19.82	23.44	64.76	73.17	72.70
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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2.80	3.51	6.78	33.64	34.21	36.44	63.55	62.28	56.78
Grade 7	5.04	0.97	4.20	49.58	25.24	31.09	45.38	73.79	64.71
Grade 8	16.04	8.85	1.00	30.19	43.36	31.00	53.77	47.79	68.00
All Grades	7.83	4.55	4.15	38.25	34.55	32.94	53.92	60.91	62.91

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	5.61	3.51	5.08	26.17	28.95	37.29	68.22	67.54	57.63
Grade 7	4.20	0.97	5.04	48.74	42.72	42.86	47.06	56.31	52.10
Grade 8	15.09	6.19	2.00	51.89	39.82	40.00	33.02	53.98	58.00
All Grades	8.13	3.64	4.15	42.47	36.97	40.06	49.40	59.39	55.79

Conclusions based on this data:

1.

<p>Monseñor Oscar Romero has shown a SBAC Mathematics as -119.8 point below standard (declined 11.5 Points), English Learner Progress shows a 52.8% making progress towards English language proficiency. Internal data on i-Ready reflects student growth. MORCS will access for student need, provide differentiated instruction, monitor student achievement, and revise application of teaching as needed. Targeted intervention and acceleration will be provided based on the analysis of formative & summative data.</p>
<p>Based on April's Math diagnostic scores, the median of MORCS student growth scores is 100%, which means that on average students met expectations in terms of annual reading growth! Since the median is 100% in April, presumably students will see above 100% growth before the end of the school year in June.</p>
<p>Math growth metrics are more modest than those in Reading. However, there is still much to be encouraged by. In particular, high levels of success are observed at the 8th-grade level, with 150% Median progress towards Annual Typical growth. The median growth scores in math show a trend of increasing as grade levels go up and the percentage of students who met their annual typical growth. As before, our team is scheduled to take a deep dive into this data to determine the reason for this trend and the next steps to address the data.</p>

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1510.3	1509.7	1518.9	1526.8	1501.0	1492.1	35	33
Grade 7	1490.3	1527.7	1475.6	1540.8	1504.6	1514.3	33	25
Grade 8	1502.7	1530.1	1509.0	1539.5	1496.0	1520.3	28	34

All Grades								96	92
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Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	9.09	34.29	33.33	*	39.39	*	18.18	35	33
7	*	8.00	36.36	44.00	*	32.00	33.33	16.00	33	25
8	*	17.65	*	38.24	*	32.35	*	11.76	28	34
All Grades	19.79	11.96	32.29	38.04	22.92	34.78	25.00	15.22	96	92

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	45.71	36.36	*	39.39	*	12.12	*	12.12	35	33
7	33.33	32.00	*	52.00	*	4.00	33.33	12.00	33	25
8	57.14	38.24	*	32.35	*	17.65	*	11.76	28	34

All Grades	44.79	35.87	25.00	40.22	*	11.96	22.92	11.96	96	92
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Written Language										
Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		0.00	*	0.00	34.29	33.33	54.29	66.67	35	33
7	*	0.00	*	4.00	36.36	64.00	39.39	32.00	33	25
8	*	2.94	*	23.53	*	50.00	*	23.53	28	34
All Grades	*	1.09	17.71	9.78	33.33	47.83	42.71	41.30	96	92

Listening Domain									
Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
6	31.43	9.09	37.14	45.45	31.43	45.45	35	33	
7	*	4.00	60.61	60.00	*	36.00	33	25	
8	*	8.82	57.14	58.82	*	32.35	28	34	
All Grades	26.04	7.61	51.04	54.35	22.92	38.04	96	92	

Speaking Domain									
Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
6	85.71	78.79	*	15.15	*	6.06	35	33	

7	54.55	84.00	*	8.00	*	8.00	33	25
8	64.29	64.71	*	23.53	*	11.76	28	34
All Grades	68.75	75.00	15.63	16.30	15.63	8.70	96	92

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	0.00	*	18.18	77.14	81.82	35	33
7	*	0.00	*	32.00	66.67	68.00	33	25
8	*	8.82	*	32.35	64.29	58.82	28	34
All Grades	*	3.26	22.92	27.17	69.79	69.57	96	92

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	3.03	80.00	72.73	*	24.24	35	33
7	*	0.00	75.76	84.00	*	16.00	33	25
8	*	2.94	64.29	85.29	*	11.76	28	34
All Grades	*	2.17	73.96	80.43	17.71	17.39	96	92

Conclusions based on this data:

1.

More English Learners and students with IEPs are two or more grade levels behind in Reading and Math when compared with English-speaking students, by order of about 40%. As the data shows, both English Learners' modest levels of growth were achieved in Reading and Math and students with IEPs from August 2020 to April 2021. Much work remains to effectively support our English Learner and resource student populations in increasing their academic achievement. For now, we are celebrating the small increases from each diagnostic to the next. 1. Continue professional development activities initiated in the 2019-2020 school year focused on CCSS, ELD for ELs, and additional support for SPED sub-groups.

2. EL students will continue to support gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.
3. Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment, and progress monitoring with ELD Profile and retell assessments. 4. Monsenor Oscar Romero Charter will continue to incorporate an ELD program that will target students who are struggling with the development of their English Language skills that will include the following goals: Ongoing measurement of each EL student's progress toward English language proficiency through the use of ELD monitoring templates. Use of SFA to assist EL students.

Ongoing professional development in sheltered instruction for all subject area teachers, primarily using the SDAIE model. Opportunities for ELD level 1 and 2 students to receive additional instructional support during the Reading and Block. Further receiving support with the use of selected computer assisted-learning

MORCS' English Learners Reclassification of 11.3% in the school year 2017-2018, the Los Angeles Unified School District (6-8) 20.1% and for the State of California (6-8) 14.6% For the 2018-2019 MORCS realized a reclassification of 16.7%, Los Angeles Unified School District (6-8) realized 22.8% an increase of 2.7%. The State of California (6-8) realized a 13.8% decrease of .8%. For the 2019-2020 MORCS realized a reclassification of 4.4%, Los Angeles Unified School District (6-8) realized 15.5 %, a decrease of 7%. The State of California (6-8) realized 13.8% maintaining the same level...

Hispanic or Latino Students scored 20.79% in English Language Arts and 13.34% in Mathematics. In the school year 2017-2018. In 2018-2019 an increase of 1.43% in English Language Arts of 22.22%. In Mathematics, a decrease of 2.27% of 10.84%. English Learners scored 2.11% in English Language Arts and 1.09% in Mathematics. In the school year 2017-2018. In 2018-2019 a decrease in both English Language Arts and Mathematics of 0%. The change of English Language to a 4. Economically Disadvantaged scored 21.84% in English Language Arts and 13.97% in Mathematics. In the school year 2017-2018. In 2018-2019 Economically Disadvantaged realized a decrease of .3% in English Language Arts of 21.84%. In Mathematics, this subgroup showed a decrease of 3.03% of 10.94%.

Student Population

2018-19 Student Population

<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Total Enrollment</td> </tr> <tr> <td style="text-align: center;">342</td> </tr> </table> <p>This is the total number of students enrolled.</p>	Total Enrollment	342	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Socioeconomically Disadvantaged</td> </tr> <tr> <td style="text-align: center;">95.3</td> </tr> </table> <p>This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a</p>	Socioeconomically Disadvantaged	95.3	<p>high school diploma.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">English Learners</td> </tr> <tr> <td style="text-align: center;">26.6</td> </tr> </table> <p>This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in</p>	English Learners	26.6	<p>both the English Language and in their academic courses.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Foster Youth</td> </tr> <tr> <td style="text-align: center;">0.9</td> </tr> </table> <p>This is the percent of students whose well-being is the responsibility of a court.</p>	Foster Youth	0.9
Total Enrollment											
342											
Socioeconomically Disadvantaged											
95.3											
English Learners											
26.6											
Foster Youth											
0.9											

2018-19 Enrollment for All Students/Student Group

Student Group	Total	Percentage
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English Learners 91 26.6 **Foster Youth** 3 0.9 **Socioeconomically Disadvantaged** 326 95.3
Students with Disabilities 40 11.7

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
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African American 1 0.3 **Asian** 1 0.3 **Hispanic** 338 98.8 **White** 2 0.6

Conclusions based on this data:



1.

Hispanic or Latino Students scored 20.79% in English Language Arts and 13.34% in Mathematics. In the school year 2017-2018. In 2018-2019 an increase of 1.43% in English Language Arts of 22.22%. In Mathematics a decrease of 2.27% of 10.84%. English Learners scored 2.11% in English Language Arts and 1.09% in Mathematics. In the school year 2017-2018. In 2018-2019 an decrease in both English Language Arts and Mathematics of 0%. The change of English Language to a 4. Economically Disadvantaged scored 21.84% in English Language Arts and 13.97% in Mathematics. In the school year 2017-2018. In 2018-2019 Economically Disadvantaged realized an decrease of .3% in English Language Arts of 21.84%. In Mathematics this subgroup showed a decrease of 3.03% of 10.94%.


School and Student Performance Data

Overall Performance


2019 Fall Dashboard Overall Performance for All Students

Academic Performance
English Language Arts  Red
Mathematics  Red

Conclusions based on this data:

Academic Engagement
Chronic Absenteeism  Green

Conditions & Climate

Suspension Rate  Yellow

1.

Our MORCS team conducted a root cause analysis of our ELA scores being 73.7 points distant from the standard schoolwide and by greater margins for our subgroups. The MORCS team expressed interest in using Newsela as a resource for informational text. Newsela provides access to relevant leveled articles and allows students to practice reading comprehension and writing skills through the built-in quiz and writing features. Diagnostic reports give us access to view current student levels of performance in reading. Additionally, teachers can view students by instructional groups and receive guidance on differentiated instruction, instructional priorities, and recommendations for teacher-led instruction. Starting in 2019-2020, the Instructional Leadership Team (LIT) has provided a higher level of academic support to all teachers. This support includes weekly lesson plan reviews and feedback, weekly classroom walkthroughs and feedback, weekly coaching meetings based on student data and teacher observations. Our team also conducted a root cause analysis of our Math scores being 119.8 distant from the standard schoolwide and by greater margins for our subgroups. Since 2019, School Tutoring has been offered to support students who are struggling academically. Also, in 2019, we implemented a Math Support instructional block to provide targeted support for students who have demonstrated low proficiency scores on i-Ready.

In 2020, Saturday School was offered to high-need students and interested students to provide additional instructional time and Art enrichment for students. In 2019, a Math competition club was created to create an enrichment opportunity for students to celebrate their love of math and further practice and apply math concepts.

MORCS Academic Aides provide support to students during class and after school. Academic Aides place to focus on the four domains (reading, writing, speaking, listening) and support students in all core classes. Academic Aides collaborate with grade levels to calibrate what support will look like during class to ensure student success. Additionally, Academic Aides focus specifically on our at-risk population and provide support after school in small group settings.

The EL Academic Aides also create EL snapshots and share them with teachers. Each snapshot includes an individualized EL profile that outlines goals and supports, their academic profiles (ELPAC scores, i-Ready levels, grades), and a follow-up section to reflect on the student's growth for the academic year. The goal was to mirror our practice with IEP Snapshots, emphasizing classroom supports and accommodations on domain-specific objectives. This practice has continued through our 20-21 school year.

When lesson planning, teachers must create bite-sized learning objectives to help them measure and monitor student progress in a more precise manner. Teachers use a know/show chart to unpack a standard and state what it requires students to know and how they will need to show or demonstrate mastery. Essentially, teachers go through a process that allows them to micromanage how they choose to collect data throughout their lessons to drive their instruction. The know/show process is part of our weekly lesson planning and is a required field in our weekly lesson plan template.

These practices have allowed teachers to identify learning gaps for all students, including our at-risk students, and plan re-teaching or accommodations accordingly.

More English Learners and students with IEPs are two or more grade levels behind in Reading and Math compared with English-speaking students, by approximately 40%. As the data shows, both the school's English Learners' modest levels of growth were achieved in Reading and Math and students with IEPs from August 2020 to April 2021. Much work remains to effectively support our English Learner and resource student populations in increasing their academic achievement. For now, the school is celebrating the small increases from each diagnostic to the next.

While distance learning has been challenging for most students, we have seen some levels of success. Particularly those with behavioral challenges have reduced the amount of acting out behavior that might have taken place in the face-to-face classroom setting. Students with special needs have also benefited from connecting with a teacher individually during office hours. They can ask questions, seek feedback, and get support without the stigma that comes with not grasping concepts they feel are difficult readily.

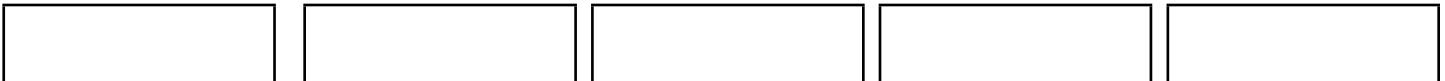
Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



provides number of student groups in each color.

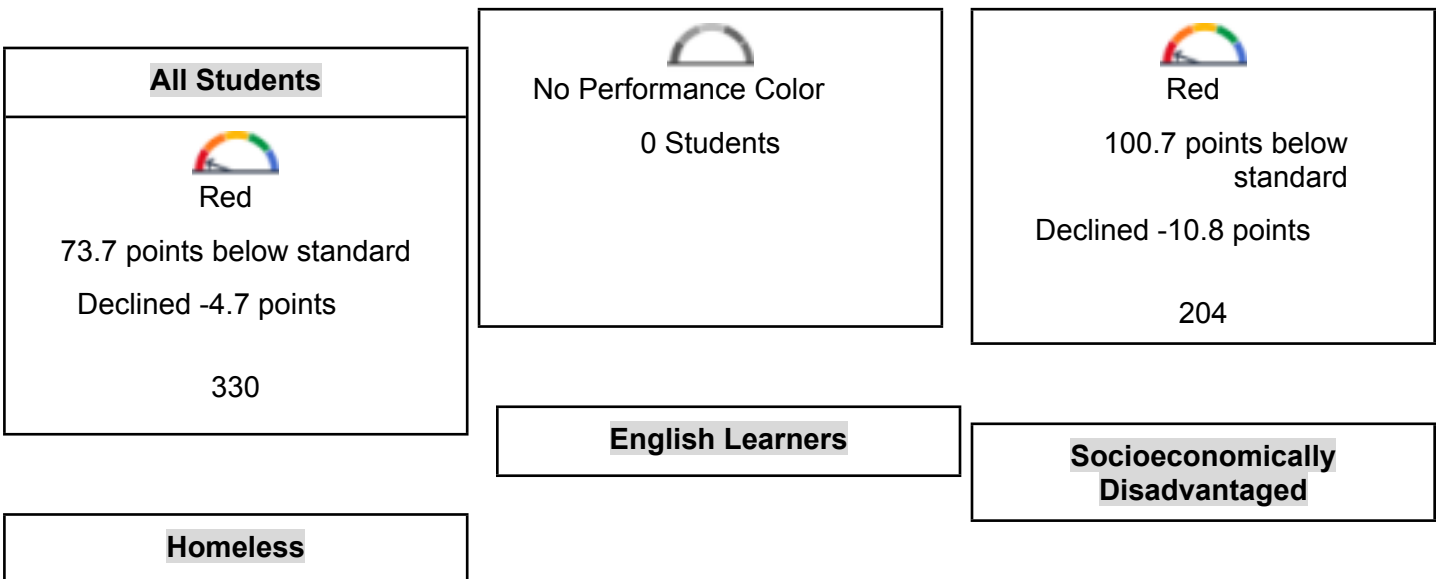
2019 Fall Dashboard English Language Arts Equity Report






4 0 0 0 0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group



 Red 74.1 points below standard Declined -5.1 points 317	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Students with Disabilities  Red 133 points below standard Declined -13.6 points 39
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2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American No Performance Color 0 Students	American Indian No Performance Color 0 Students	Asian No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Filipino No Performance Color 0 Students
Hispanic Red 73.9 points below standard Declined - 4.4 points 327	Two or More Races No Performance Color 0 Students	Pacific Islander No Performance Color 0 Students	White No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner
140.2 points below standard Declined -9.7 points 83

Conclusions based on this data:

Reclassified English Learners
73.6 points below standard Declined -7.6 points 121

English Only
85 points below standard Declined -3.5 points 30

1.

The schoolwide Dashboard ELA Indicator color is red. Monsen~or Oscar Romero's 2019 Average DFS was -73.7%, which is lower than the State 2019 Average DFS at -2.5%. Language Arts: scores declining for the past 2 years (net -8%). Due to the Pandemic not score on the CAASPP were realized. Math scores declining for the past 2 years (net -8%) for 2020-2021 are in progress. Mathematics: The CAASPP data shows 2017-2018, 13.34% of students scoring proficient in English Language Arts. Due to the Pandemic not score on the CAASPP were realized. Scores for 2020-2021

English Language Arts Data Comparisons for English Learners

**Academic Performance
Mathematics**

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Perform
Red Orange Yellow Green Blue This section

provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

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4 0 0 0 0

This section provides a view of Student Assessment Results and other aspects of this school's performance,

specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

<p>All Students</p> <p>Red</p> <p>119.8 points below standard</p> <p>Declined -11.5 points</p> <p>329</p>	<p>Red</p> <p>147.7 points below standard</p> <p>Declined Significantly -</p> <p>18.4 points 202</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>120.3 points below standard</p> <p>Declined -12.2 points</p> <p>316</p>	<p>Students with Disabilities</p> <p>Red</p> <p>197.1 points below standard</p> <p>Declined Significantly -</p> <p>28.6 points 39</p>
<p>English Learners</p>		

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<p>African American</p>	<p>Red</p> <p>120.3 points below standard Declined -</p> <p>11.8 points</p> <p>326</p>	<p>Two or More Races</p>	<p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Hispanic</p>		<p>Asian</p>	
<p>American Indian</p>		<p>Pacific Islander</p>	

Filipino	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
White	

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Conclusions based on this data:	English Only
199.9 points below standard Declined Significantly - 31.1 points 81	Reclassified English Learners 112.7 points below standard Declined -5.5 points 121	121 points below standard Increased ++3 points 30

1.

<p>The schoolwide Dashboard Math Indicator color is red. Monsenor Oscar Romero's 2019 Average DFS was -119.8%, which is lower than the State's 2019 Average DFS at -33.5%. Math scores declining for past 2 years (net -11.5%) further Math data on SBAC indicates that a stronger implementation plan, racial justice and equity issues, and addressing student attitudes toward Mathematics</p>
<p>Analysis support the results were due to the following:</p> <ul style="list-style-type: none"> . Administrative/teacher turnover (8th-grade math) . Need for fidelity to SFA curriculum (ELA and Math) . Chronic behavior issues disrupting instruction . Local Elementary schools reporting lower CAASPP proficiency.
<p>Consistent usage of ALEKS in all math classrooms, using ALEKS competitions to set clear goals and to encourage students. Consistent after school tutoring for ELA and Math. For 2019-20, adopt new math curriculum and train teacher in implementation.</p>

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
<p>No Performance Color</p> <p>52.8 making progress towards English language proficiency</p> <p>Number of EL Students: 89</p> <p>Performance Level: Medium</p>

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17	25	2	45

Conclusions based on this data:

- 1.

All numerically significant subgroups have “Status/Distance From Standard (DFS)” scores are below the statewide averages in ELA, as follows: English Learners at -100.7 vs. -45.1 points; Latino at -73.9 vs. -26.6 points; Socioeconomically Disadvantaged at -74.1 vs. -30.1 points; and Students with Disabilities at -133.0 vs. -88.1 points. English Learner progress shows 52.8% are making progress towards English language proficiency, performance level is Medium. Fall 2019 Dashboard on Student English Language Acquisition results 17% decrease of one ELPI level. 25% maintained ELPI Level 1, and 2% maintained ELPI Level 4. Progress at least one ELPI level is 45% moving towards English language proficiency.

Created English Learner Snapshots for each EL student. Set individual goals and supports collaboratively with students, parents, teachers, and tutors. Tutors coach and support individual students and track progress.

A11: The school reclassifies English Learners at 4.4%, which is at a rate lower than the state average at 13.8%. The school’s leadership has noted in response to the high At-Risk rate:

- Academic Aides providing support to students during class and after school.
- Success for All classes to give us the opportunity to focus on closing gaps that students have in reading and writing.
- Unpacking standards and creating bite-sized learning outcomes.

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:
color.

Lowest
Performance Red Orange Yellow Green Blue This Highest
Performance

section provides number of student groups in each

2019 Fall Dashboard College/Career Equity Report

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This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	Homeless	English Learners
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**Socioeconomically
Disadvantaged**

Foster Youth

Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017

**Prepared
Approaching Prepared
Not Prepared**

MORCS' Career Ready Practices are taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through our educational program of study.

The alignment matrices include the subjects of Common Core English language arts and mathematics standards; history/social studies standards, and Next Generation Science Core Ideas. Pathway Standards include CTC's 15 industry sectors contain multiple pathways. In order to be identified and listed for an industry sector, each pathway had to meet the following criteria: • unique to an industry sector • has an occupational focus • consistent in size and scope • composed of similar functions • inclusive of all aspects of the industry • includes 8–12 pathway-specific standards • demonstrates sequence potential

- reasonable and appropriate for high school
- leads to high-skill, high-wage, or high-demand jobs
- sustainable and viable over the next 10 years

<https://www.cde.ca.gov/ci/ct/sf/documents/infocomtech.pdf>

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Perform
Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

0 0 2 2 0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

Green
6.8
Declined -0.8
351

No Performance Color
Less than 11 Students -
Data Not Displayed for
Privacy
0

Yellow
10.6
Declined -3.4
94

English Learners

Socioeconomically Disadvantaged

Homeless

<p style="text-align: center;">Green 6.9 Declined -0.7 335</p>	Foster Youth	Students with Disabilities
	<p style="text-align: center;">No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3</p>	<p style="text-align: center;">Yellow 12.2 Declined -2.4 41</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p style="text-align: center;">No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	<p style="text-align: center;">No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0</p>	<p style="text-align: center;">No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	<p style="text-align: center;">No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0</p>

Hispanic	Two or More Races	Pacific Islander	White
<p style="text-align: center;">Green 6.9 Declined -0.8 347</p>	<p style="text-align: center;">No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0</p>	<p style="text-align: center;">No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0</p>	<p style="text-align: center;">No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2</p>

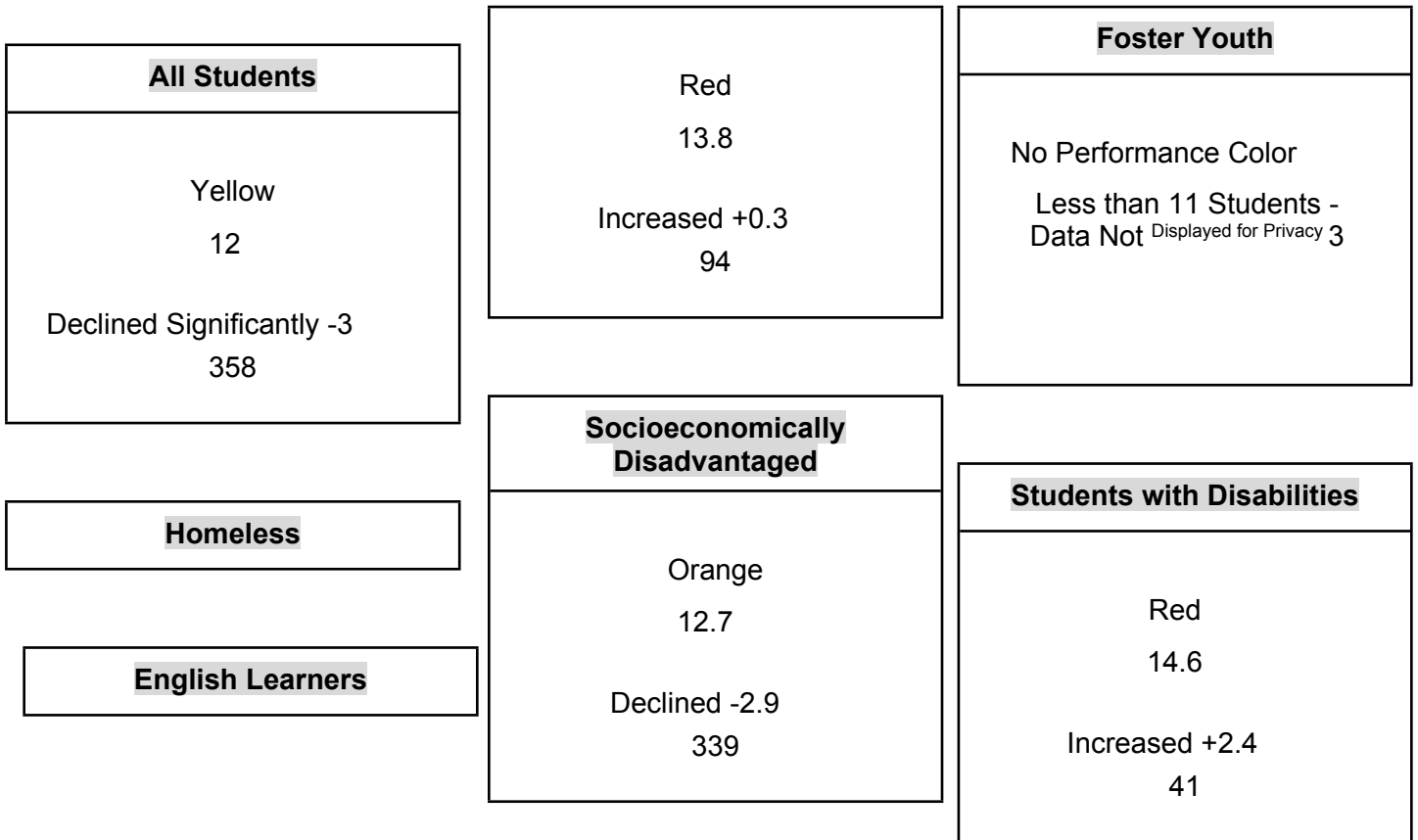
Conclusions based on this data:

1.

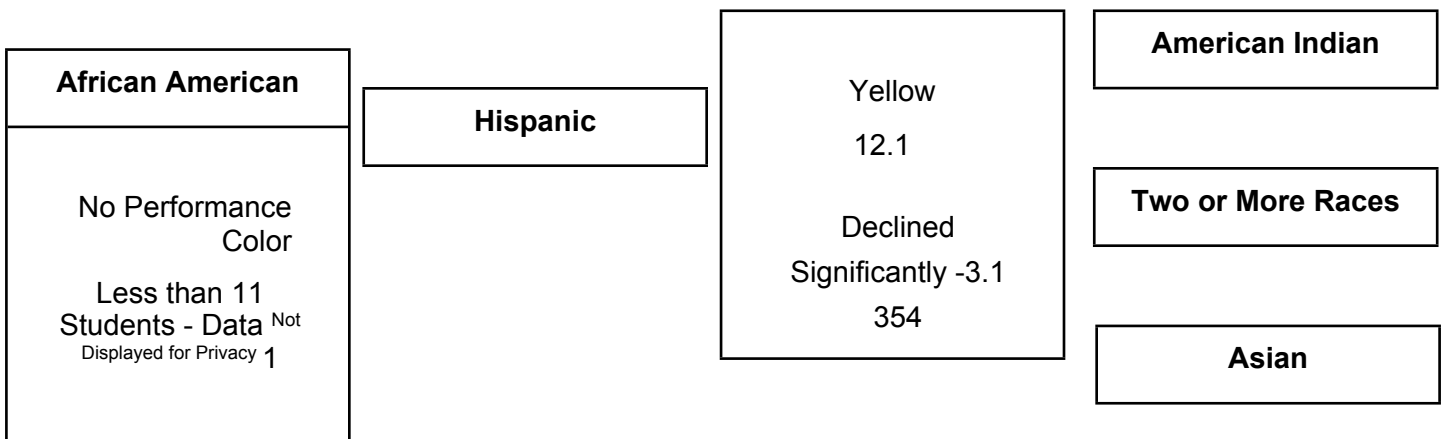
The Performance Colors indicate 2 students in Yellow and 2 in Green. All student results reflect a decline -.08 or 6.8. English Learners are the population that had the largest decline of -3.4 Yellow 10.6.

The schoolwide Dashboard Chronic Absenteeism Indicator color is green. Monsenor Oscar Romero's 2019 Chronic Absenteeism Percentage was 6.0%, which was lower than the State at 10.1%.

2019 Fall Dashboard Suspension Rate for All Students/Student Group



2019 Fall Dashboard Suspension Rate by Race/Ethnicity



No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Pacific Islander	White	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
	Filipino		

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

	2018	2019
2017	15	12

Conclusions based on this data:

1.

The schoolwide Dashboard Suspension Rate Indicator color is yellow. Monsenor Oscar Romero's percentage of students suspended at least once was 12.0%, which was higher than the State's at 3.4%. The school's leadership has noted the following:

- Hiring a New Executive Administrator and Coordinator of Culture and Climate.
- Hiring of Coordinator of Student Services and School Culture and Climate Manager.
- Student behavior management trainings with Restorative Practices as well as full PD days dedicated to training staff on providing student with socio- emotional supports.
- Positive Behavior Support Systems Team meets and monitors the highest need students in terms of behavioral intervention and socioemotional support.
- Student Success and Progress teams of staff and family members to assist students in improving poor academic, behavioral and attendance metrics. relationships among students and teachers is a critical area for the school.

Suspension rate increased for English Learners increase .3%, and Students with Disabilities 2.4% .A decline of 2.9% for Social Economically Disadvantaged and Hispanic has declined 3.1%. Using the Multi-Tiered process schoolwide is in place, with additional support and intervention provided through social emotional counseling. Key is making sure that suspended students are offered educational opportunities while on suspension.