

Monsenor Oscar Romero Charter Middle

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Kevin Myers, Principal

Principal, Monsenor Oscar Romero Charter Middle

About Our School

Welcome to Monsenor Oscar Romero Charter School! We are a public charter school in the Pico Union area of Downtown Los Angeles. Our mission is to provide an exceptional experience through authentic learning opportunities that will prepare our students for college and career. Our hallmarks and areas of expertise are project based learning, technology integration, service learning, and parent engagement.

As the Lead Administrator for Monseñor Oscar Romero Charter School, I would like to take this opportunity to welcome you to our school family and community. The educational focus of Monseñor Oscar Romero Charter School is to prepare students for success in high school and the university by providing authentic learning opportunities that help students to create and seize opportunities in their communities. We use our hallmarks (project based learning, service learning, technology integration, and parent engagement) to help our students learn the skills they need to be college ready, lifelong learners, and active citizens. To ensure that our kids are ready for all the things their futures hold, we use a mastery grading paradigm for instruction and grading. Our goal is that our kids will have a true understanding of their learning and their mastery of skills and content, allowing them to constantly push forward and progress.

At MORCS we are committed to your child's success and we are committed to the growth and development of your entire family. We offer events, trainings, and wrap around services that will benefit the entire family and will help our students find success. Each student is an individual with very specific needs, and our effort is to provide information, support, and resources that will meet the needs of all of our families. It is our goal to give all stakeholders from the community a voice in running our school because we believe that it takes a village to raise a child. We want children and families to be the executives of their own education, and we want them to feel a sense of ownership over their educational experience at MORCS.

It is our sincere desire and expressed hope that your experience at Monseñor Oscar Romero Charter School will be exceptional. We work every day to ensure that our families continue to grow stronger, and through them, our community will grow as well. Together, we can make a huge impact on our children and their futures. Welcome to the Monseñor Oscar Romero Charter School family!

Kevin Myers

Executive Administrator

Contact

*Monsenor Oscar Romero Charter Middle
1157 South Berendo St.
Los Angeles, CA 90006-3301*

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E-mail: mmyers@romerocharter.org*

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	YPI Charter Schools
Phone Number	818-726-8883
Superintendent	Yvette King-Berg
E-mail Address	ykingberg@ypics.org
Web Site	ypics.org

School Contact Information (School Year 2017-18)	
School Name	Monsenor Oscar Romero Charter Middle
Street	1157 South Berendo St.
City, State, Zip	Los Angeles, Ca, 90006-3301
Phone Number	213-413-9600
Principal	Kevin Myers, Principal
E-mail Address	mrmymers@romerocharter.org
Web Site	http://romerocharter.org
County-District-School (CDS) Code	19647330114959

Last updated: 1/26/2018

School Description and Mission Statement (School Year 2017-18)

Monseñor Oscar Romero Charter School (MORCS) provides for urban students in grades 6-8 for academic success and promotes active community participation. The Pico Union/Westlake was chosen as the site for the school because it is an underserved community, composed of immigrant families struggling to overcome the economic barriers that accompany poor educational resources and cultural isolation.

The commitment is to engage students to become education and as change agents to build and contribute to their community and to celebrate the richness of their cultures. Monseñor Oscar Romero Charter School uses a learning model that treats all students as gifted and talented, with an emphasis on effective education and collaborative inquiry.

The curriculum is based on research-based effective programs that include facilitation through culturally-enriched instructional strategies. All members of the school community are engaged in our school and play significant roles; as students, parents, teachers and staff. Through high expectations, a rigorous curriculum, a personalized learning environment which is grounded in the culture of students, and family-school-community partnerships, the school assists students to overcome these barriers and in turn empower them to succeed well beyond high school, and lifelong learning.

Rigorous Academics

At YPI Charter Schools we seek to ensure that our Citizen Scholars have the skills they need to be successful in their college educations and in their careers. We utilize our hallmarks to ensure our students have authentic learning opportunities that will help prepare them for the future. Through enhanced technology learning, project-based learning, service learning, and parent engagement we prepare our Citizen Scholars to be lifelong learners who are ready for college and for their careers.

Support for All Learners

One value and belief that is very important to us is that all kids have the ability to learn and should have the support they need to be successful in school. The needs of every child are different, and YPICS is dedicated to ensuring that all students have equitable access to learning opportunities. Through project-based learning and an inclusive program, all students work together in general education classrooms to access the rigorous learning required by the California Standard which will push them to their highest potential. We dedicate time during professional development to analyze student data and outcomes to determine the best ways to support all learners. We leverage our partnerships and experience in the community to build programs that foster responsibility, creativity, cultural connections, active citizenship, and college readiness.

Wrap Around Services to Support the Whole Learner

We ask all of our Citizen Scholars to follow three basic behaviors at YPICS: Be Safe, Be Responsible, Be Respectful. Safety is first in the line because if a student does not feel safe and secure, less (if any) learning will take place. Our schools place tremendous importance on serving the "whole child," meaning academics are only part of what we pour into our kids. Our positive support plan includes counseling, incentives, celebrations, trips, and even administrators shaving their heads, all with the goal of making our schools places where students can be safe and happy and are therefore poised to learn. Once our Scholars feel safe and comfortable in their own skin, we push them to become citizens who are outwardly focused, looking to serve their community as change agents who seek out opportunities to positively impact others.

Teaching Excellence

Out of all the stakeholders who impact a child's education, none are more valuable than parents and teachers. We work with our teachers to build excellence and expertise in their fields. Constant feedback, support and reflection are provided to teachers through consistent professional development, professional learning communities, and through intentional and meaningful observations. To provide a structure for teacher growth, we employ the Marzano model of teaching and learning through our annual study of The Art and Science of Teaching and through observations using the iObservation platform. Using these tools, teachers can set professional goals, consult and conference with colleagues, and track their progress and growth over time. We are dedicated to teacher expertise and excellence because we know their growth will ultimately impact student learning and growth.

Excellence in Leadership

We believe that students and teachers thrive in an environment where they are supported. The administrative leadership team is dedicated to supporting our students and teachers with resources from our own experiences and through support from community partners. Using practices and structures outlined in Leverage Leadership by Paul Bambrick-Santoyo, we consistently reflect and refocus to ensure that the priorities of the organization are present in the classrooms and in the day to day work of our team. Our number one goal is support for all teachers and all learners.

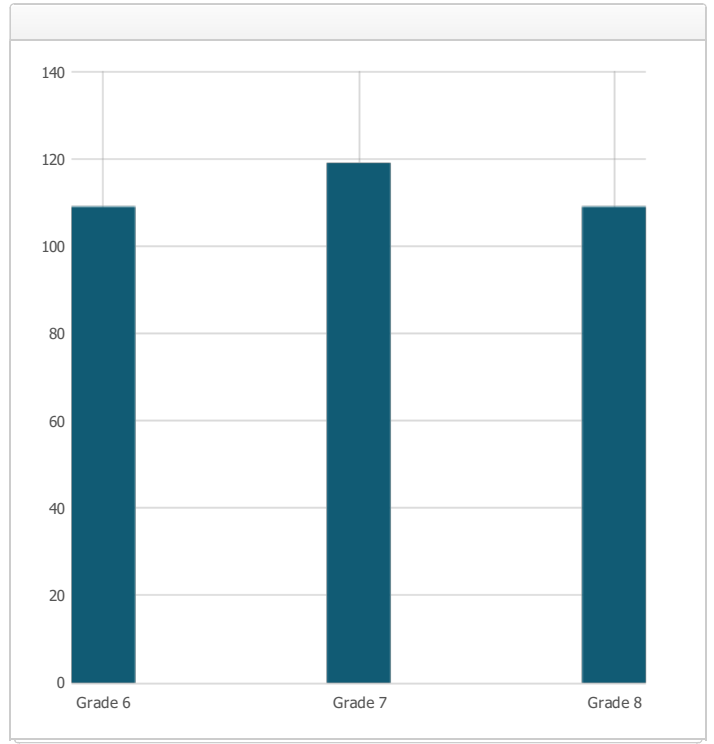
Sustainable Growth

At YPI Charter Schools, we strive to build leaders in our school community. This effort is consistent for all stakeholders: parents, students, teachers, and staff. Our desire is to create a community where all members take responsibility for their own learning and growth; this ownership will cultivate motivation, learning and growth for all stakeholders and will in turn ignite consistent and sustainable growth in our community.

Last updated: 1/26/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 6	109
Grade 7	119
Grade 8	109
Total Enrollment	337



Last updated: 1/26/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.3 %
American Indian or Alaska Native	0.0 %
Asian	0.3 %
Filipino	0.0 %
Hispanic or Latino	99.4 %
Native Hawaiian or Pacific Islander	0.0 %
White	0.0 %
Two or More Races	0.0 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	94.4 %
English Learners	34.1 %
Students with Disabilities	13.4 %
Foster Youth	1.2 %

Last updated: 1/26/2018

A. Conditions of Learning

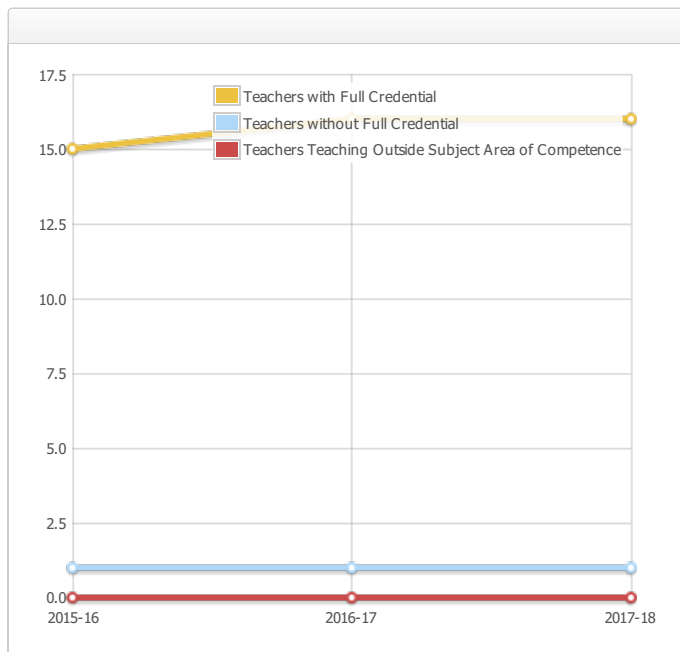
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

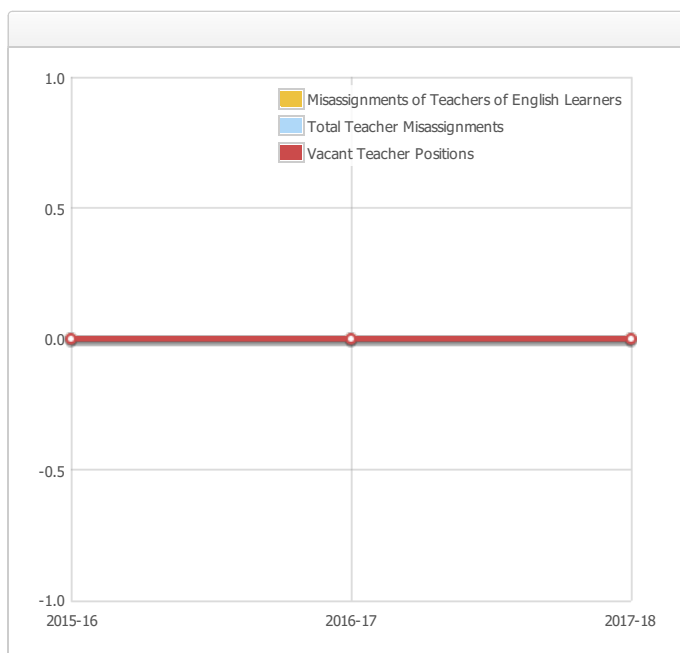
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	15	16	16	39
Without Full Credential	1	1	1	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/26/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/26/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: January 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	For reading language arts, we use several different resources. We have grade level novels (3 per grade level) that teachers use to teach language, reading, and writing skills. Each student has a copy of each book. We also provide access to all students on Achieve3000, an online program focused on expository reading and analysis. Finally, we use the Success for All Reading Edge program for reading/writing instruction for all students.	Yes	0.0 %
Mathematics	For mathematics, we use the Success for All Power Teaching Math program for all grade levels. We also provide each student with an account on ALEKS, which is a supplemental program for learning in math (ALEKS was adopted in 2010).	Yes	0.0 %
Science	We recently moved to an integrated model for middle school science under NGSS. All teachers and students have access to individual online accounts for Pearson Interactive Science.	Yes	0.0 %
History-Social Science	For History and Social Studies, we utilize the TCI History Alive resources for all grade levels. Each student has access both at school and at home.	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/26/2018

School Facility Conditions and Planned Improvements

MORCS partners with our district placement school (Berendo Middle School, via prop 39) to maintain cleanliness and safety of our school. Whenever repairs are needed, MORCS administration uses the LAUSD Principal's corner to request repairs through the district. We also have our own cleaning crew that we pay to clean the classrooms daily and to do deeper cleans during student breaks. We have also been working with the Prop 39 energy efficiency and Green Economy to ensure that we have an energy efficient building. Currently there are two issues: 1) we have is a classroom with a thermostat that cannot be controlled to accurately regulate room temperature and a repair request has been placed with the district. Additionally, we termites in the Jaffe building we occupy; this is also known by the district school and a request has been submitted to address.

Last updated: 1/26/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	As stated before, the Jaffe building has termites that flare up occasionally.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2017

Overall Rating	Good
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Last updated: 1/26/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	29%	25%	39%	40%	48%	48%
Mathematics (grades 3-8 and 11)	21%	17%	29%	30%	36%	37%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/26/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	336	334	99.40%	24.92%
Male	161	159	98.76%	19.62%
Female	175	175	100.00%	29.71%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	333	331	99.40%	24.85%
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	316	314	99.37%	24.28%
English Learners	220	218	99.09%	12.44%
Students with Disabilities	42	42	100.00%	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/26/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	336	332	98.81%	17.47%
Male	161	157	97.52%	19.75%
Female	175	175	100.00%	15.43%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	333	329	98.80%	17.33%
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	316	312	98.73%	16.67%
English Learners	220	216	98.18%	--
Students with Disabilities	42	40	95.24%	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/26/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	78.0%	63.0%	46.0%	46.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/26/2018

Career Technical Education Programs (School Year 2016-17)

To address college and career readiness, MORCS classes incorporate projects into everyday instruction and we challenge kids to be innovative and resourceful by using the broad range of technological resources available at our school. In terms of technology, our school is currently operating with 1 to 1 resources so kids have access to current technology in all classrooms. Our science classes have an engineering focus and we strive to make connections to everyday life and the real world through our daily lessons. Additionally, our kids meet with an advisory teacher each day and discuss both college readiness and career options.

Last updated: 1/26/2018

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 1/26/2018

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
7	28.3%	18.3%	15.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/26/2018

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

Parents have ample opportunity to engage in all areas at MORCS, and we encourage parents to participate in all school initiatives. Our school calendar has always included weekly trainings and opportunities for parents to come to the school and engage with administration, parent coordinator, and trainers from various school staff members. Our goal is to engage our parents as partners, not as mere participants or bystanders in their child's education. To accomplish this, we have opportunities for parents to engage beyond meetings in the parent center. Each month parents participate in Parent Advisory meetings, School Advisory Council meetings, parent leadership meetings. We are also focused on training our parents on the same topics and initiatives our staff are trained on so they can provide feedback as we implement. We encourage our parents to come for observational rounds to provide feedback from a parent's lens on what is going on in our classrooms. We have many events throughout the year when parents can come and engage with their kids in academic topics and activities. One example of this was our Maker Madness event that provided families projects they could work on together. All projects were based on Engineering concepts, and the goal of the evening was to help parents and students understand the skills and practices within the field of engineering. Another example is our annual CASA project, a service learning project our kids participate in through a partnership with UnidosUS. The parents participate all along the way to help kids identify issues within the community they would like to address and then the kids develop projects that help educate others and address those community needs. Finally, we partner frequently with CCSA to help our parents engage in advocacy work for their school, the charter school movement, and in political movements in the state.

State Priority: Pupil Engagement

Last updated: 1/26/2018

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

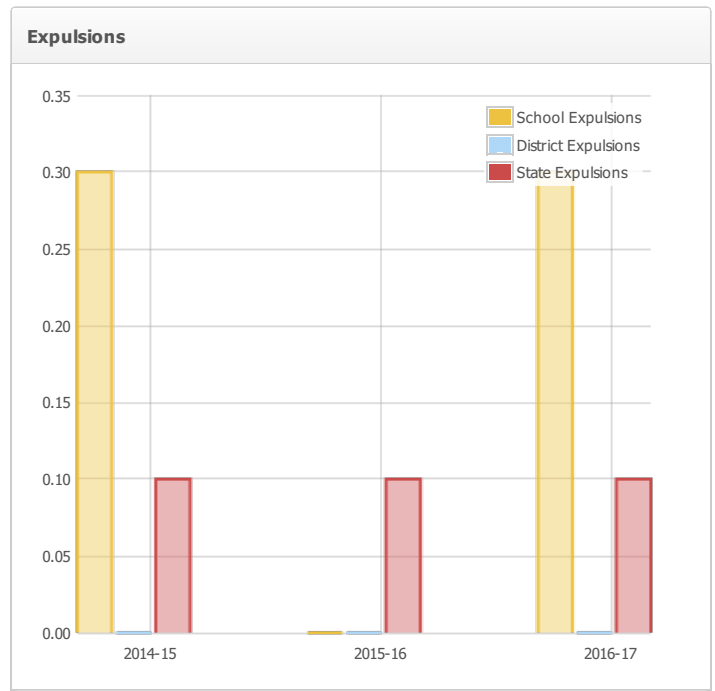
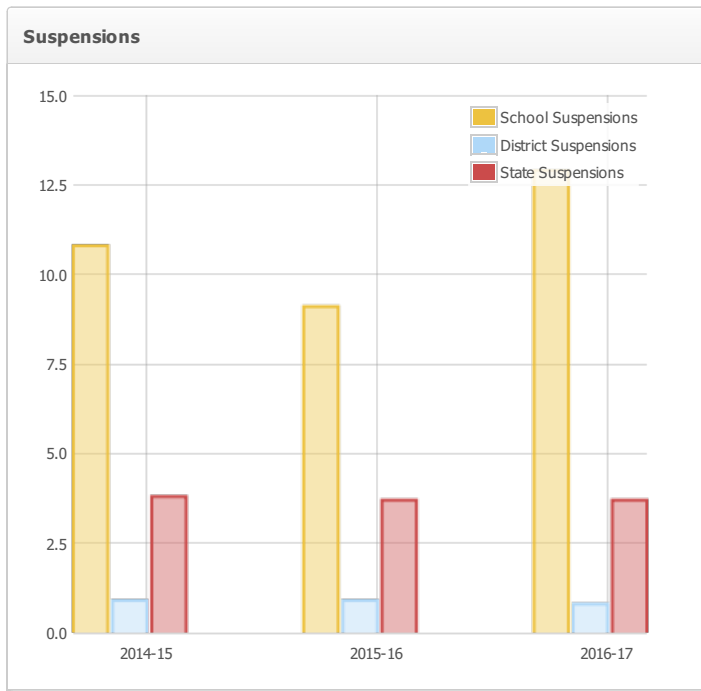
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	10.8%	9.1%	12.9%	0.9%	0.9%	0.8%	3.8%	3.7%	3.7%
Expulsions	0.3%	0.0%	0.3%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/26/2018

School Safety Plan (School Year 2017-18)

Monsenor Oscar Romero Charter School follows the established standards of health and safety as commonly practiced in California public schools according to the California Education Code and California Health and Safety Code, including Education Codes 44237, 45125.1, and 45122.1. All city, county, and state building codes are also followed. We have 2 campus supervision aids who monitor our students and ensure that our school is safe throughout the day. The school also has an intrusion alarm with sensors in all classrooms, offices and supply areas. The result is a campus that is secure 24-hours a day, 7-days a week. Students are supervised at all times by certificated teachers and/or by paraprofessionals. We have a specific supervision plan that ensures students are supervised in all parts of the school throughout the day. All of our staff members are first aid and CPR certified. All employees are fingerprinted and cleared through the Department of Justice as required by Education Code 44237, and have a current TB test on file. As per our Prop 39 agreement with LAUSD, MORCS collaborates with Berendo Middle School to participate as part of their campus' overall safety plan.

Last updated: 1/26/2018

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2004-2005
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	N/A	642
Percent of Schools Currently in Program Improvement	N/A	69.0%

Last updated: 1/26/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
6	25.0	2	4	1	34.0	0	4	2	30.0	0	4	2
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/26/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.0	0	15	0	27.0	1	15	0	23.0	7	13	0
Mathematics	27.0	0	9	0	27.0	0	9	0	28.0	1	8	0
Science	27.0	0	8	0	27.0	0	8	0	29.0	0	8	0
Social Science	27.0	0	11	0	27.0	0	8	0	29.0	0	8	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/26/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	2.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	1.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	4.0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/26/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	\$3047.0	\$7870.0	--
District	N/A	N/A	\$0.0	\$73658.0
Percent Difference – School Site and District	N/A	N/A	200.0%	-200.0%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	18.0%	-200.0%

Note: Cells with N/A values do not require data.

Last updated: 1/26/2018

Types of Services Funded (Fiscal Year 2016-17)

At Monsenor Oscar Romero Charter School, we believe in teaching the whole child, which means that in addition to a comprehensive academic program, we also put a lot of resources and effort into wrap around services for the child and the family. Our academic program is a fully inclusive program that includes support for all students. We have two resource teachers and two aids who work with our population of students with special needs. We have a team of academic tutors who work with an academic coordinator to provide support to students in all classrooms. These tutors also focus on supporting English Learners (ELs) to develop the language skills they need to be successful in their core content classes. We provide tutoring and academic support through a team of teachers and through our after school program. To get our kids engaged in their communities, we implement the CASA service learning project designed by UnidosUS. This project encourages students to identify and discuss assets and deficits in their communities and then develop plans to address the community needs. This project engages the students in real world action, making their academic learning more meaningful. As a part of this project and all other daily academic activities, we utilize technology. We have a 1 to 1 technology model and we encourage our teachers to use technology on a daily basis. We also focus on providing quality professional development and support to our teachers because we know that if we build great teachers, our kids will be successful. We partner with the Success for All Foundation to implement two of their research proven programs: Reading Edge and Power Teaching Math, both of which align with the California State Standards and support learners at all levels.

To address the non-academic needs of our kids, we have a lot of programs and resources in place. We have a full time school social worker and several counselors available to meet student social emotional needs. These positions are available because of our participation in the School Transformation Grant. We also have a leadership program, a sports program, and many after school clubs (including Anime, art, drama, peer mediation, and engineering). We also have an after school program where students can participate in enrichment programs, collaborative teambuilding games, and academic/homework help. We love to build our students and families up through engagement in their community and with partnerships like UnidosUS and CCSA, we are able to provide a lot of training for our parents and offer many programs that will help build our community.

Last updated: 1/26/2018

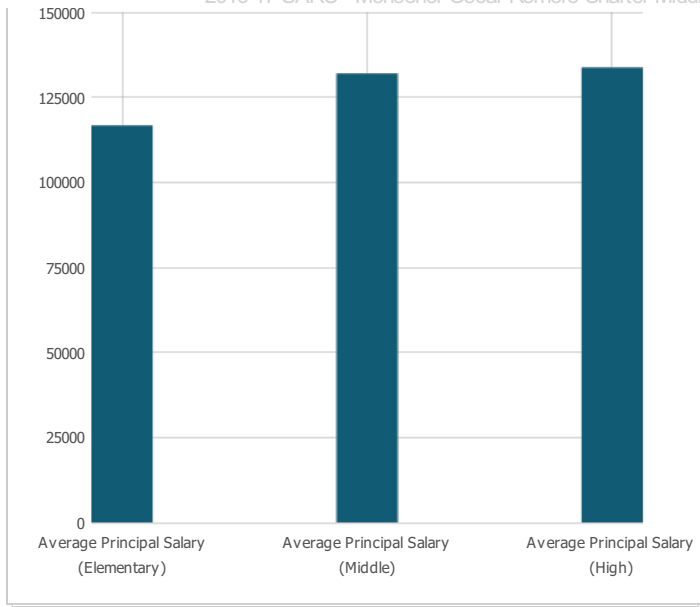
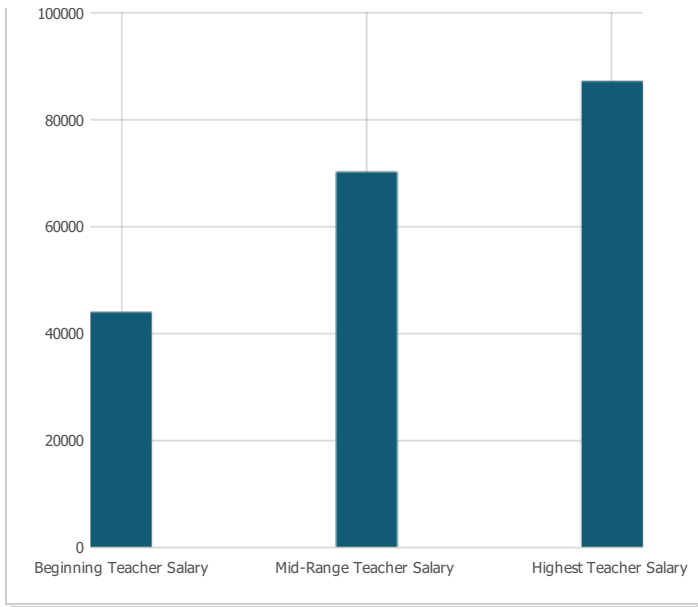
Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,808
Mid-Range Teacher Salary	\$70,141	\$73,555
Highest Teacher Salary	\$87,085	\$95,850
Average Principal Salary (Elementary)	\$116,684	\$120,448
Average Principal Salary (Middle)	\$131,969	\$125,592
Average Principal Salary (High)	\$133,725	\$138,175
Superintendent Salary	\$350,000	\$264,457
Percent of Budget for Teacher Salaries	32.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/26/2018

Professional Development

Professional development is a primary focus for our school because we believe that investing in our teachers and staff will help us reach all of our kids. Our school schedule has shortened days every Monday; students are released at 2pm instead of 3:50pm and our team has PD from 2:10 to 4:10pm. Additionally, we schedule one pupil free day each month to provide extended time for our team to dig into data, reflection, and relevant pedagogy. We typically have approximately 30 Monday professional development meetings and 5 full day meetings, and 5 half day meetings. On the full days, all schools from YPICS come together to reflect, learn, and share best practices. During our full and half day TPDs, our teachers are provided a conference-style day in which our team has a buffet of sessions from which they can select to create their own schedule for the day. Our professional development plan and focus are determined each semester based on classroom observations and student outcomes. Using multiple sets of data, we meet as a team prior to each semester to review our outcomes and to reflect on our successes and areas of need. Using this information, we generate a plan of attack for each semester. This plan always includes a plan for professional development.

During our current semester (January through June 2018) we are focused on several items: 1) strategies for EL/LTEL success 2) Project Based Learning, 3) At Risk Populations and their needs, and 4) schoolwide positive behavior and intervention support plan. In addition to professional learning series on these topics, we also provide time for teachers to reflect and collaborate on their practice and opportunities for teachers to share best practices. For this time, we utilize National School Reform Faculty protocols to help teachers analyze their plans, student work, and their outcome data to perpetually improve their professional practices.

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