

Monsenor Oscar Romero Charter Middle

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 at <https://dq.cde.ca.gov/dataquest/> 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.



Rene Quon, Executive Administrator

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 Monsenor Oscar Romero Charter School, I would like to take this opportunity to welcome you to our school family and community. The educational focus of Monsenor 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 Monsenor 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 Monsenor Oscar Romero Charter School family!

Rene Quon
Executive Administrator

Contact

*Monsenor Oscar Romero Charter Middle
2670 W. 11th Street
Los Angeles, CA 90006-3301*

*Phone: 213-413-9600
E-mail: rquon@romerocharter.org*

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
E-mail Address	austin.beutner@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2018—19)	
School Name	Monsenor Oscar Romero Charter Middle
Street	2670 W. 11th Street
City, State, Zip	Los Angeles, Ca, 90006-3301
Phone Number	213-413-9600
Principal	Rene Quon, Executive Administrator
E-mail Address	rquon@romerocharter.org
Web Site	http://morcs.ypics.org
County-District-School (CDS) Code	19647330114959

Last updated: 1/31/2019

School Description and Mission Statement (School Year 2018—19)

Monsenor 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.

MORCS is committed to engaging students to become change agents, to build and contribute to their community, and to celebrate the richness of their cultures. Monsenor 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 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 effective learning cannot take place when a child does not feel safe and secure. 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.

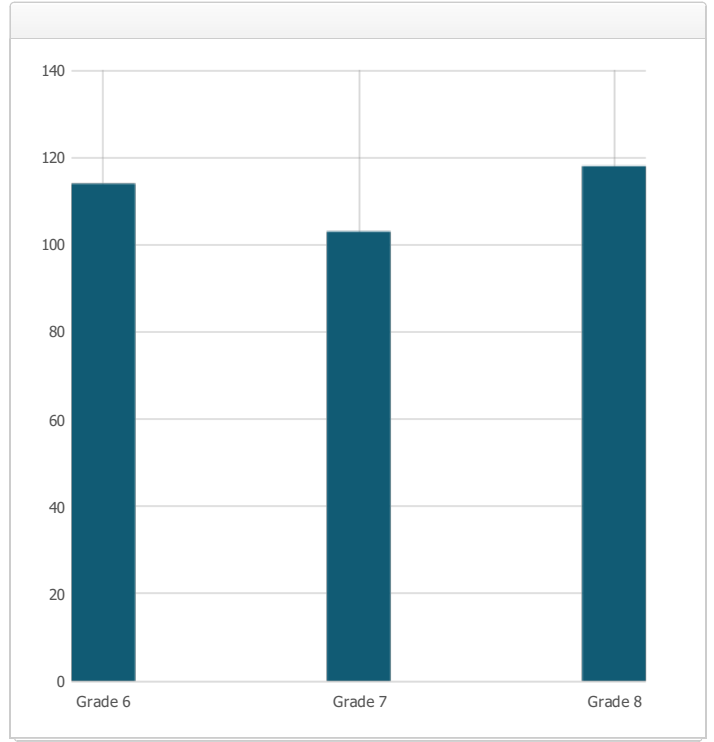
Sustainable Growth

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: 1/31/2019

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Grade 6	114
Grade 7	103
Grade 8	118
Total Enrollment	335



Last updated: 1/31/2019

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	%
Asian	0.3 %
Filipino	0.3 %
Hispanic or Latino	98.8 %
Native Hawaiian or Pacific Islander	%
White	0.6 %
Two or More Races	%
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	96.7 %
English Learners	28.7 %
Students with Disabilities	12.2 %
Foster Youth	%

A. Conditions of Learning

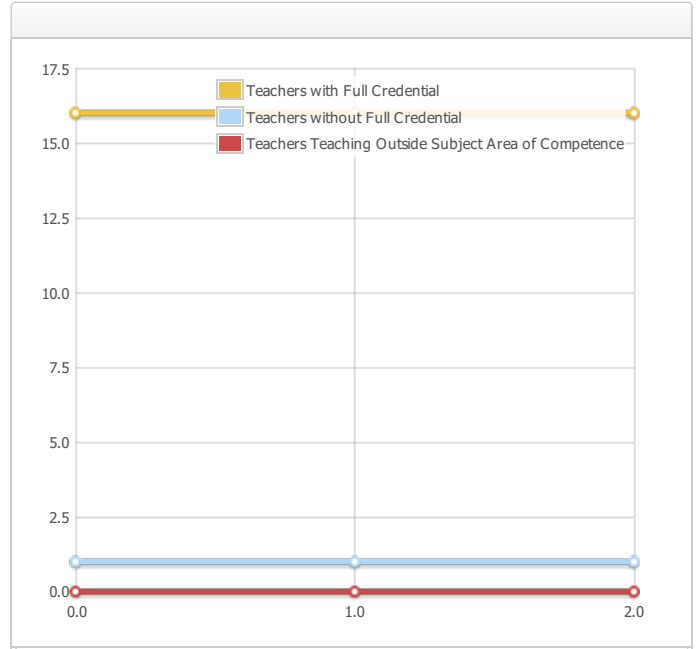
State Priority: Basic

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

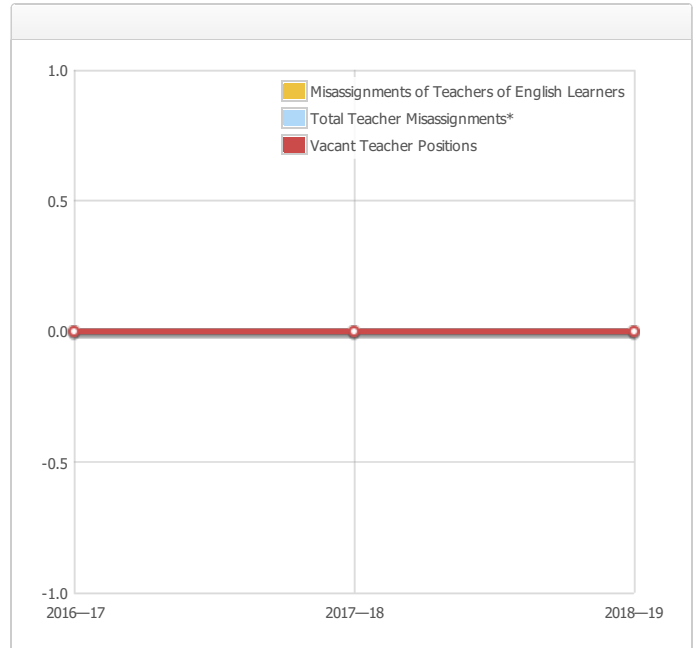
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	16	16	16	24740
Without Full Credential	1	1	1	1507
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2174



Last updated: 1/31/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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: 1/31/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: January 2019

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: 1/31/2019

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.

With Prop 1D and local bond funds, a new 16-classroom facility has been built. The facility includes an administrative office, multi-purpose room, covered lunch area, underground parking, and a basketball court.

The building opened on January 7, 2019 for faculty, staff, and student use.

Last updated: 1/31/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2019

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	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains		
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences		

Overall Facility Rate

Year and month of the most recent FIT report: January 2019

Overall Rating	Exemplary
----------------	-----------

Last updated: 1/31/2019

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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	25.0%	21.0%	40.0%	43.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	17.0%	13.0%	30.0%	32.0%	37.0%	38.0%

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.

Note: ELA and 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.

Last updated: 1/31/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	339	337	99.41%	20.96%
Male	173	172	99.42%	14.71%
Female	166	165	99.40%	27.44%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	337	335	99.41%	20.78%
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	332	330	99.40%	21.10%
English Learners	224	222	99.11%	13.57%
Students with Disabilities	40	39	97.50%	2.56%
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: 1/31/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	339	331	97.64%	13.33%
Male	173	169	97.69%	14.29%
Female	166	162	97.59%	12.35%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	337	329	97.63%	13.11%
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	332	324	97.59%	13.62%
English Learners	224	218	97.32%	8.26%
Students with Disabilities	40	37	92.50%	5.41%
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: 1/31/2019

CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/31/2019

Career Technical Education (CTE) Programs (School Year 2017–18)

To address college and career readiness, MORCS classes incorporate projects into everyday instruction. We challenge students to be innovative and resourceful by using the broad range of technological resources available at our school. Our school is currently operating with a 1-to-1 ratio of technology to students, with all students having access to 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: 1/31/2019

Career Technical Education (CTE) Participation (School Year 2017–18)

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: 1/31/2019

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2016–17 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 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting 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: 1/31/2019

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 school site

Opportunities for Parental Involvement (School Year 2018—19)

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

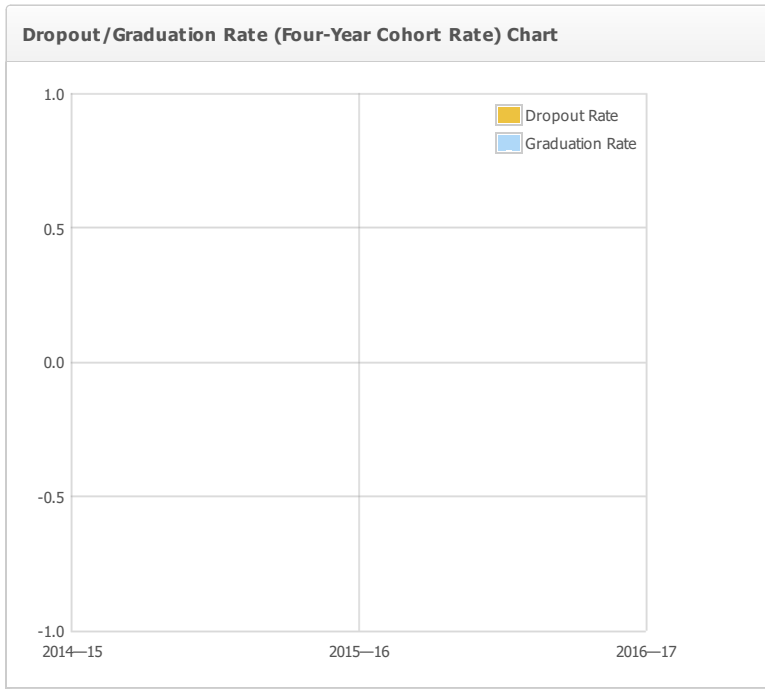
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	16.7%	13.7%	10.7%	9.7%
Graduation Rate	--	--	72.2%	77.3%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	10.8%	9.1%
Graduation Rate	--	79.7%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/31/2019

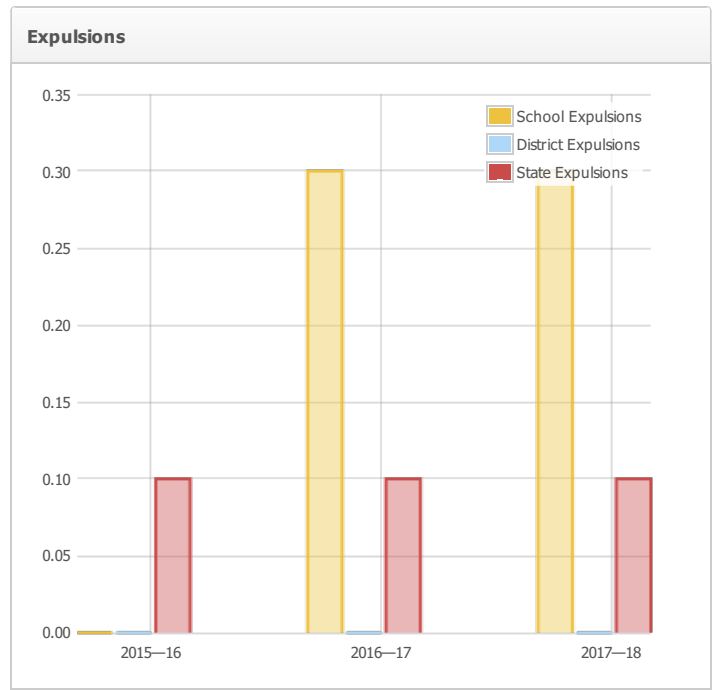
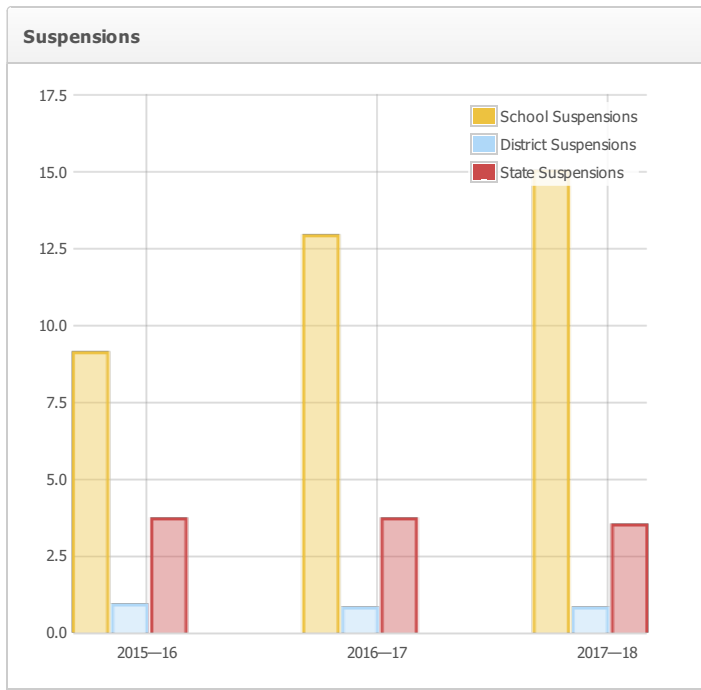
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	9.1%	12.9%	15.0%	0.9%	0.8%	0.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.3%	0.3%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/31/2019

School Safety Plan (School Year 2018—19)

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 aides 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: 1/31/2019

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	34.0		22	2
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	30.0		20	2
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	30.0	2	21	2
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	27.0	1	15	
Mathematics	27.0		9	
Science	27.0		8	
Social Science	27.0		8	

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	23.0	7	13	
Mathematics	28.0	1	8	
Science	29.0		8	
Social Science	29.0		8	

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	23.0	5	14	
Mathematics	27.0	1	8	
Science	28.0		8	
Social Science	28.0		8	

* 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: 1/31/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker	1.0	N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	3.0	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: 1/31/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11828.0	\$2869.1	\$8958.9	\$57911.9
District	N/A	N/A	--	\$75094.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/31/2019

Types of Services Funded (Fiscal Year 2017—18)

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 aides 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's 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 ratio of computers-to-students and students utilize technology in their learning 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.

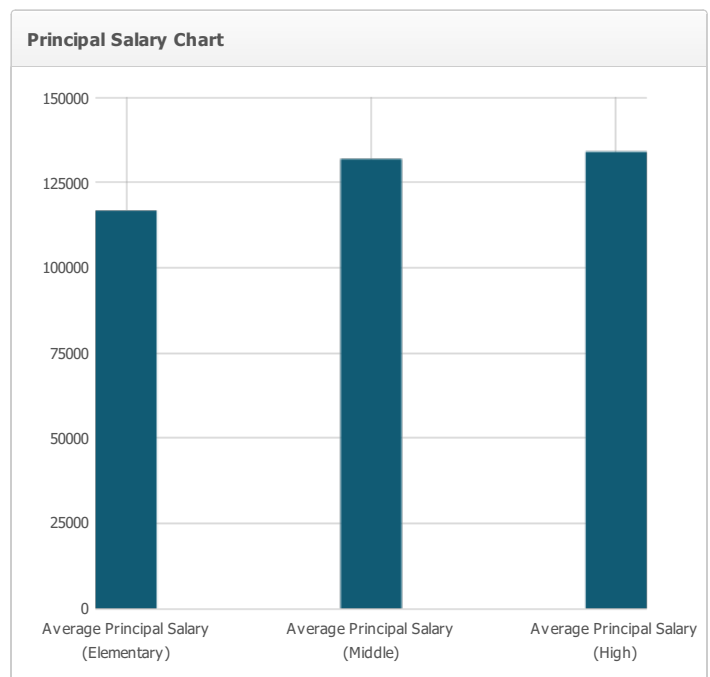
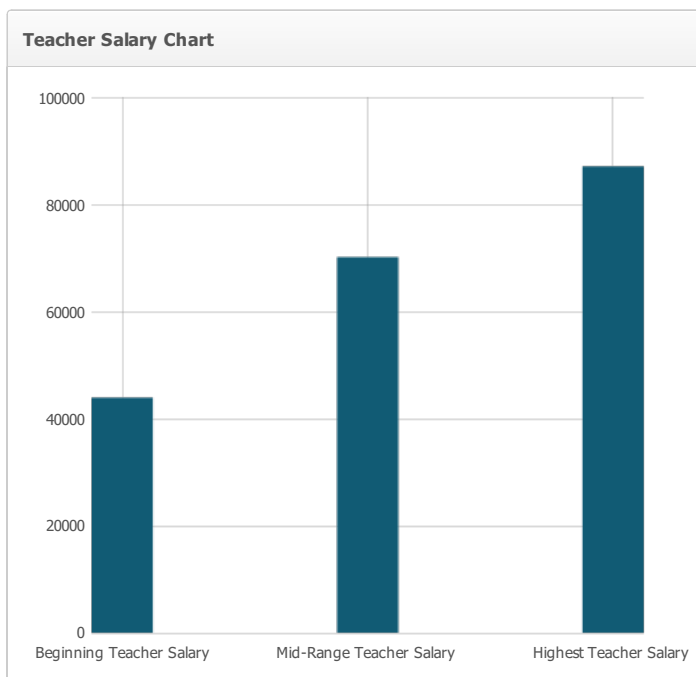
To address the non-academic needs of our kids, we have a lot of programs and resources in place. We have a full time school social worker and several counselors available to meet student social emotional needs. These positions are available because of our participation in the School Transformation Grant. 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: 1/31/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,903
Mid-Range Teacher Salary	\$70,141	\$74,481
Highest Teacher Salary	\$87,085	\$98,269
Average Principal Salary (Elementary)	\$116,726	\$123,495
Average Principal Salary (Middle)	\$131,879	\$129,482
Average Principal Salary (High)	\$133,989	\$142,414
Superintendent Salary	\$350,000	\$271,429
Percent of Budget for Teacher Salaries	31.0%	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 <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/31/2019

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 3:45pm 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 deep dive into data, reflection, and relevant pedagogy. We typically have approximately 30 Monday professional development trainings, 5 full day trainings, and 5 half day trainings per year. 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 engages in a differentiated selection of sessions from which they can select to create their own learning and development experiences. 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 2019) we are focused on several items: Mastery Based Grading, Success-for-all strategies (to support literacy as well as EL/LTEL success), Project Based Learning, At Risk Populations and their needs, as well as schoolwide positive behavior and intervention supports. 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.

Last updated: 1/31/2019