

Monseñor Oscar Romero Charter Middle

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

Jose Castillo

Principal, Monseñor Oscar Romero Charter Middle

About Our School

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 a rich learning environment inside and outside the classroom. We specialize in project-based learning, technology integration, and service learning. We seek to instill in every student the desire to be a life long learner, college ready, and an active citizen.

My staff and I are committed to your child and family. We will continue to strive for excellence in everything BCCS has to offer our students, families, and community. It is the foundational goal of Monseñor Oscar Romero Charter School to involve all stakeholders, students, parents and the community in every aspect of the educational experience. Monseñor Oscar Romero will sponsor parent and community events each month that will support our families to learn and grow. In order to make the various opportunities we offer our community to flourish, we expect all parents and students to take ownership of their school. As a public charter school of choice, Monseñor Oscar Romero Charter School truly is our school!

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. Together, we can make a huge impact on our children and their futures. Welcome to the Monseñor Oscar Romero Charter School Family!

Jose Castillo

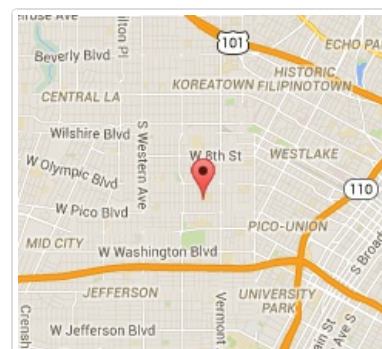
Lead Administrator

Contact

1157 South Berendo St.
Los Angeles, CA 90006

Phone: 213-413-9600

E-mail: jcastillo@romerocharter.org





About This School

Contact Information - Most Recent Year

School	
School Name	Monsenor Oscar Romero Charter Middle
Street	1157 South Berendo St.
City, State, Zip	Los Angeles, Ca, 90006
Phone Number	213-413-9600
Principal	Jose Castillo
E-mail Address	jcastillo@romerocharter.org
Web Site	www.romerocharter.org
County-District-School (CDS) Code	19647330114959

District	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Web Site	www.lausd.net
Superintendent First Name	Ramon
Superintendent Last Name	Cortines
E-mail Address	ramon.cortines@lausd.net

Last updated: 3/9/2015

School Description and Mission Statement (Most Recent Year)

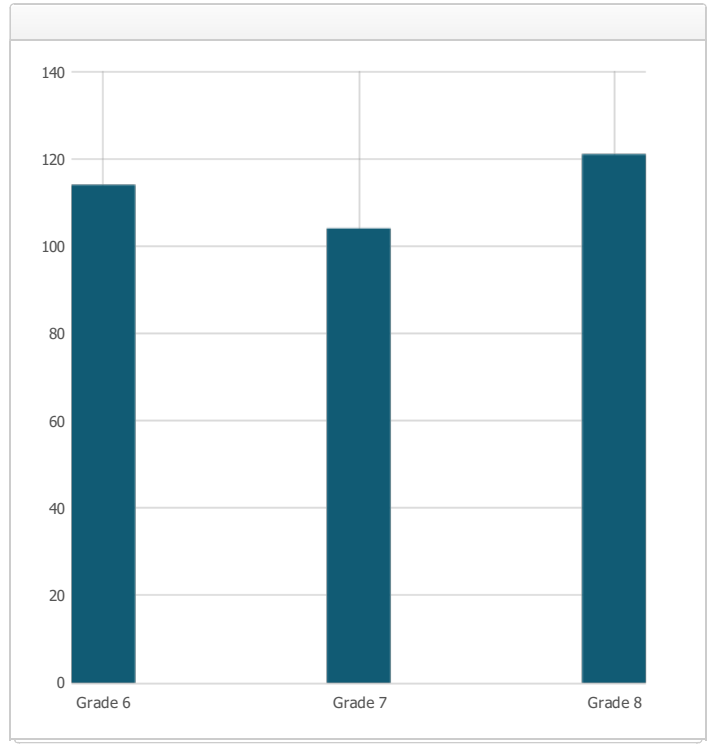
Our school is named in honor of and inspired by Monseñor Oscar Romero. During his three years as archbishop of San Salvador, Oscar Romero became known as a fearless defender of the poor and suffering during El Salvador's civil war in the 1980s. His work on behalf of the oppressed earned him the admiration and love of the people of El Salvador. In 1980, amidst overarching violence, rather than shrink under the increasingly intense repression, Romero used his nationally broadcast Sunday homilies to report on conditions in the country and plead for sanity, for an end to the repression, and that the root causes of the conflict — the country's deeply rooted structures of economic injustice — be addressed in favor of the majority poor who are also the chief victims of the government's violence. Romero wrote to President Jimmy Carter pleading with him to cease sending military aid because he wrote, "it is being used to repress my people." He was killed in 1981 while giving mass. Monseñor Oscar Romero Charter School equips low-income students in grades 6-8 for academic success and active community participation.

The school is located in the Pico Union/Westlake/Koreatown community. The majority of students attending schools in this area come from Central American immigrant families where Spanish is spoken in their home. Monseñor Oscar Romero Charter School seeks to close the achievement gap for our students by providing clear and high expectations for all students, a personalized and supportive learning environment that recognizes students' accomplishments, family-school-community partnerships and service, and integrated technology in the classroom with culturally enriched curriculum.

Last updated: 3/9/2015

Student Enrollment by Grade Level (School Year 2013-14)

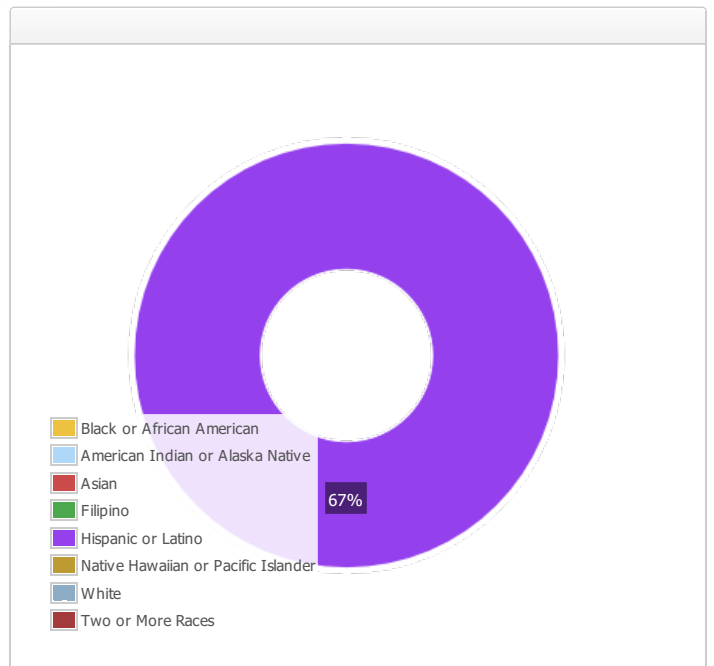
Grade Level	Number of Students
Grade 6	114
Grade 7	104
Grade 8	121
Total Enrollment	339



Last updated: 3/9/2015

Student Enrollment by Student Group (School Year 2013-14)

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	67.3
Native Hawaiian or Pacific Islander	0.0
White	0.0
Two or More Races	0.0
Socioeconomically Disadvantaged	98.5
English Learners	29.8
Students with Disabilities	8.0



Last updated: 3/9/2015

A. Conditions of Learning

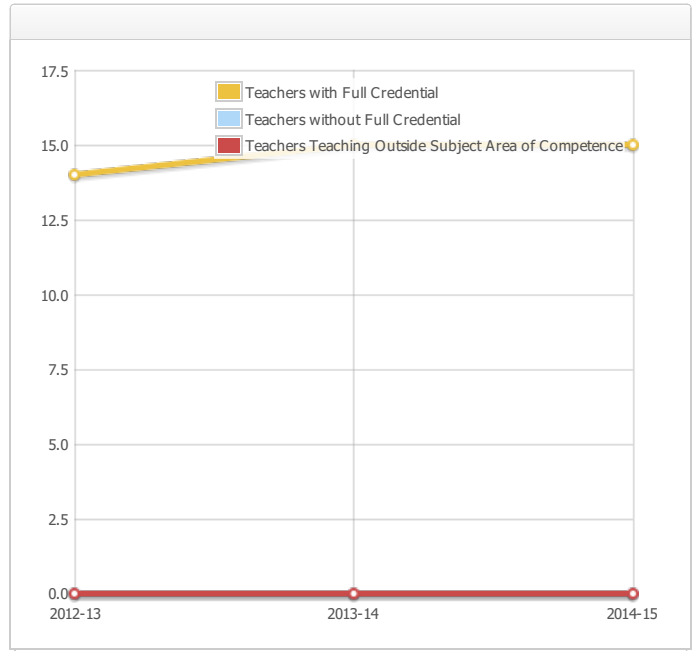
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

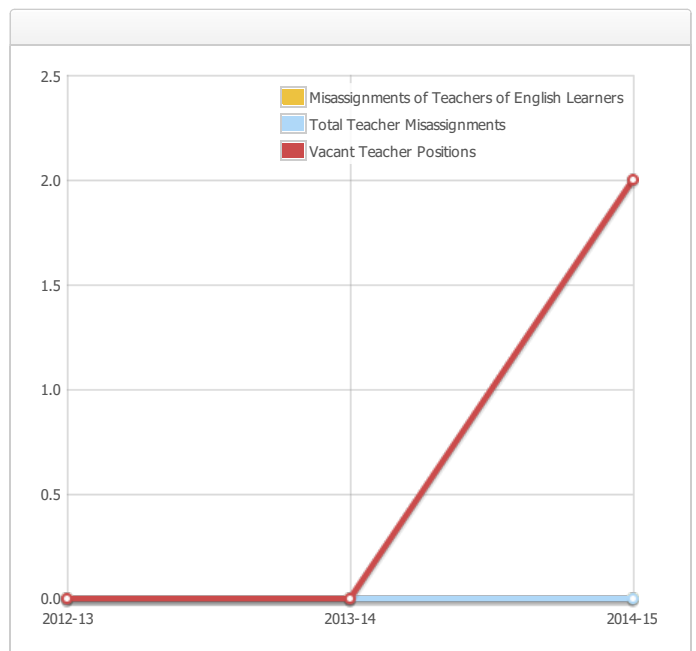
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	14	15	15	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 3/9/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	2



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: 3/9/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	89	11
High-Poverty Schools in District	92	8
Low-Poverty Schools in District	52	48

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

School Facility Conditions and Planned Improvements - Most Recent Year

Moneñor Oscar Romero Charter School is co-located at Berendo Middle School. Our school currently uses 12 classroom, 2 offices, an counseling space. The school grounds are maintained by the LAUSD and meets LAUSD building requirements. Moneñor Oscar Romero Charter School has additional custodial staff that keeps the clasrooms and office clean each night.

Moneñor Oscar Romero Charter School will move to a new facility located on the same facility in December 2016. YPI Charter School is building a brand new \$24 million facility which will be the permanent home for our school and community. The new facility will include 16 classrooms, a multipurpose room with serving kitchen, lunch area, courtyard, basketball court, bathrooms, and underground parking. In 2018, Moneñor Oscar Romero Charter School will also be partners with Berendo Middle School of a brand new gymnasium in 2018.

Last updated: 3/9/2015

School Facility Good Repair Status - Most Recent Year

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

Overall Facility Rate - Most Recent Year

Overall Rating	Good
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Last updated: 3/9/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	72	68	73	51	52	52	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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.

Last updated: 3/9/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	52
All Students at the School	73
Male	77
Female	67
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	72
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	74
English Learners	36
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

Last updated: 3/9/2015

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	47%	46%	49%	44%	48%	47%	54%	56%	55%
Mathematics	22%	38%	43%	43%	44%	45%	49%	50%	50%
History-Social Science	39%	32%	23%	37%	39%	40%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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: 3/9/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	3	3	4
Similar Schools	9	8	7

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 3/9/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	54	19	9
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	50	19	11
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	53	16	7
English Learners	61	147	-28
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 3/9/2015

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent

2013-14 Students Enrolled in Courses Required for UC/CSU Admission	66.5
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A
7	22.3%	24.3%	7.8%
9	N/A	N/A	N/A

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: 3/9/2015

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 - Most Recent Year

Parents are a child's first teacher. Preparing a child for school starts the day you bring them home from the hospital. When children start school, an intense collaboration begins. Parents and school staff begin to share the responsibility for educating the child. A child's success in school depends on the success of this partnership. At Monseñor Oscar Romero Charter School, Parents are Partners. MORCS develops this partnership through the Parent Engagement Program.

Vision

The Monseñor Oscar Romero Charter School's Parent Engagement Program (PEP) empowers parents to take a proactive role in their child's education through advocacy, support, and knowledge.

Mission

The MORCS Parent Engagement Program (PEP) focuses on creating a positive school environment that encourages parent engagement by providing interactive workshops, field trips, community service and leadership opportunities that:

- Engages parents throughout their child's academic career.
- Helps parents to understand and support adolescent development (emotionally, socially, & physically).
- Helps parents maneuver the American educational system.

As a result, Monseñor Oscar Romero Charter School parents will support and guide their student to be college ready, active citizens, and lifelong learners.

Programs and informational meetings offered to parents:

Parent Summer Bridge Program

This workshop consists of four sessions for 6th grade parents designed to help with the transition from elementary to middle school. The topics covered are: transition changes, organization, study support tips, and parent's emotional support towards students.

Back-to-School Night

All students and parents at YPI Charter Schools are invited to attend Back-to School Night. At this event the parents are informed of the expectations for the school year for both administration and teachers. Parents meet their own child's teachers and are able to view a 10-minute presentation per subject area.

PowerSchool Training

PowerSchool is an online database where parents are able to login and track their student's attendance, homework and grades. In addition to the training, parents received a PowerSchool Training Reference Sheet (in both English and Spanish), an effort to better facilitate easier access to their child's grades and homework at home. All workshops are available in both morning and evening sessions.

Cosas y Mas

In this particular session school administration explain the grading policy and expectations for parent participation. Grading policy changes and there are certain guidelines students should follow to be eligible for promotion we explained this to parents in this meeting. We inform them of the different opportunities they have to complete their 30 hours of parent involvement. This meeting is led by all administration and it is offered in the morning and evening.

Padres Comprometidos Workshop

In this 9-week workshop series, parents reviewed how to navigate the educational system at Monseñor Oscar Romero Charter and discussed how No Child Left Behind and Academic Yearly Progress affect their child's education. This series is offered mornings and nights.

Topics Discussed:

- Adolescence challenges (scenarios on behavior changes)
- Peer pressure (drugs, sex, parties)
- Bullying and its effects (definition and examples)
- Knowing school system and being an advocate
- Reading students progress reports
- Road to college (explain the expectations to enter college)
- Financial aid assistance
- 2nd part on financial aid Motivation for student success and culmination (review & celebration)

Coffee With The Directors

In this meeting, parents have an opportunity to meet with administration over coffee and ask questions on student's concerns or campus concerns. All administration is present and it is offered mornings and nights.

Understanding Your Testing

In this workshop parents learn how to read student test scores and have an opportunity to discuss the data. This workshop is offered in the morning and evening.

Parent Advisory

This meeting is an opportunity for parent leaders to report the projects they have been working on. All the parent committees share out their monthly reports. This meeting is held in the morning and in the evening.

Parent Service Committee

There is a special parent service committee working on different service projects on a monthly basis to support the school community. Example, parents gather to surprise teachers by cleaning their classrooms and making them look special for the children that attend. It is a service day for parents to participate.

Parent Conferences

Parents and students are given a set appointment where they are able to visit all the teachers for 10 minutes apiece. The parents are given guided questions to inquire about student strengths and challenges, or areas of growth.

Computer Literacy Class

This workshop series involves using EdTech (BTOP) curriculum designed for beginning students. In this series, parents are being introduced to Mac computers and utilizing the Microsoft Word application.

Zumba Class

In this 4-part workshop series, parents learned basic zumba movements and nutrition basics from learning to read food labels, to understanding the food pyramid and portion control. The workshop series culminates with a graduation ceremony potluck for parents where only healthy food is served.

High School Informational Meeting

This is an informational meeting for parents and students regarding local high schools. At this meeting different presenters from different high schools speak about the focus and opportunities at their schools. This meeting is for 8th grade parents and students.

Academic Contract Meeting

Parents of students facing the possibility of retention are asked to attend this meeting. During this meeting admin explains how students have an opportunity to attend Saturday program and to complete make up recovery packets in order for them to be able to promote to the next grade level. It is a successful night where parents agree to support their students who are struggling academically.

State Priority: Pupil Engagement

Last updated: 3/9/2015

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

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

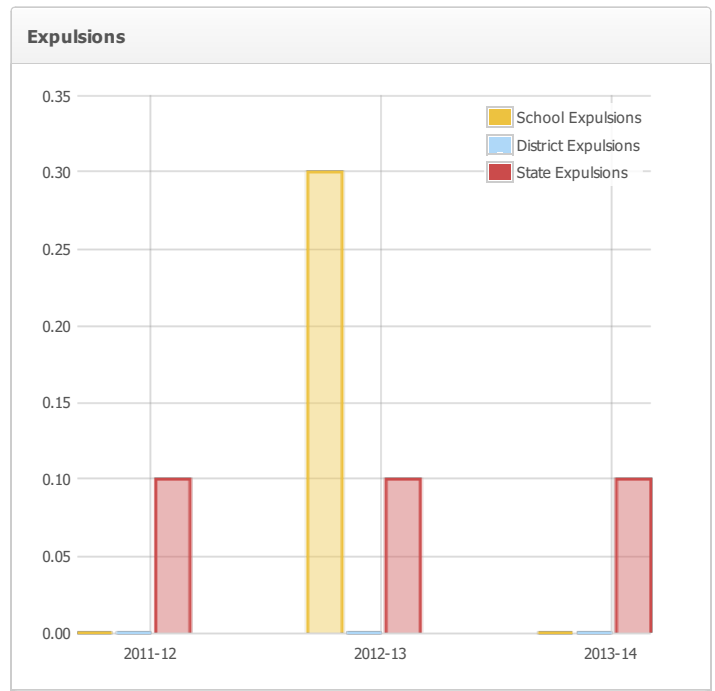
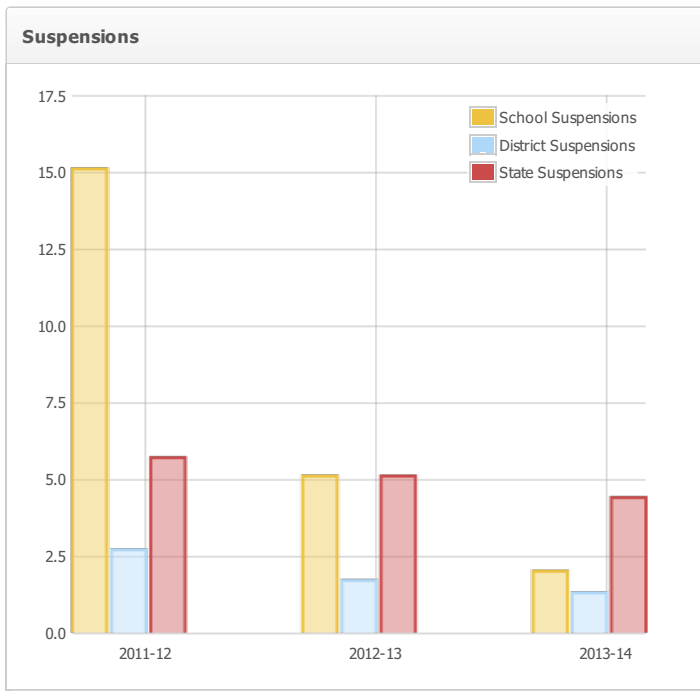
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	15.10	5.10	2.00	2.70	1.70	1.30	5.70	5.10	4.40
Expulsions	0.00	0.30	0.00	0.00	0.00	0.00	0.10	0.10	0.10



Last updated: 3/9/2015

School Safety Plan - Most Recent Year

MORCS maintains a comprehensive school safety plan in collaboration with Berendo Middle School. The plan is reviewed and updated each year. As part of the review process, the school administration discusses the plan with the faculty and staff, student leadership, and parents. The plan outlines procedures that the school community will follow for events such as earthquake, fire, lock down, etc. Drills are planned and executed every month. After every drill, the leadership team meets to evaluate the success of the drill and corrections needed.

Last updated: 3/9/2015

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)

Grade Level	2011-12				2012-13				2013-14			
	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												
1												
2												
3												
4												
5												
6					20.0	10	22		25.0	12	24	1
Other												

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

Last updated: 3/9/2015

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	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	24.2	8	9	0	28.0	1	15		30.0		11	3
Mathematics	25.8	4	4	0	28.0		9		26.0	1	9	
Science	25.8	4	4	0	28.0		8		28.0		8	
Social Science	25.8	4	4	0	28.0		8		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: 3/9/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$9,233	\$3,222	\$6,010	\$51,964
District	N/A	N/A	N/A	\$68,953
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$4,690	\$70,720
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

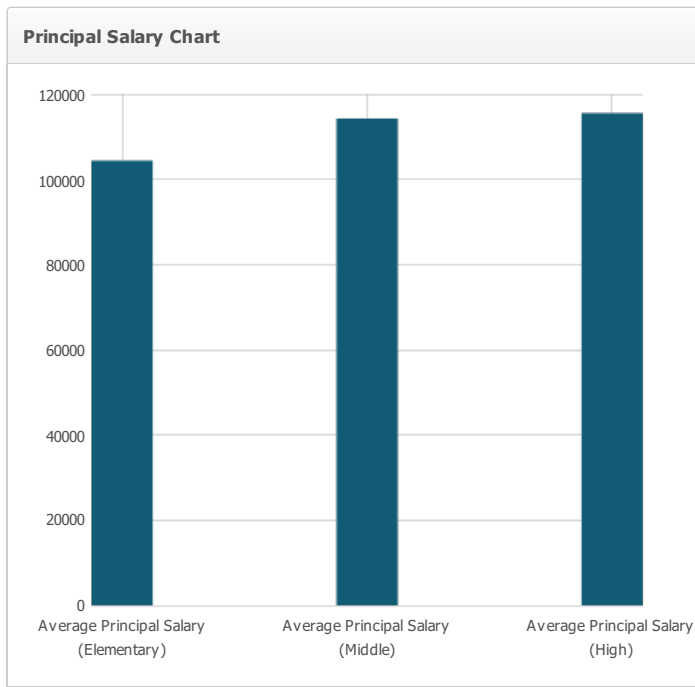
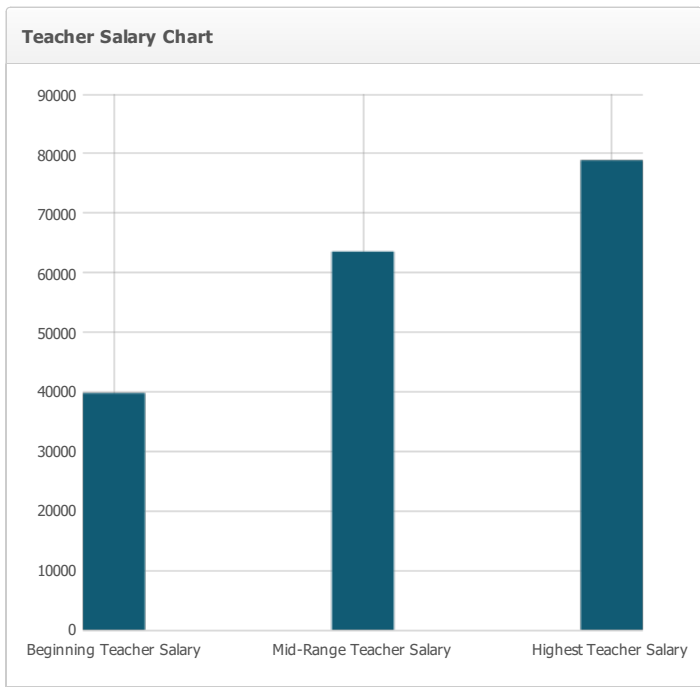
Note: Cells with N/A values do not require data.

Last updated: 3/9/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,788	\$41,761
Mid-Range Teacher Salary	\$63,553	\$66,895
Highest Teacher Salary	\$78,906	\$86,565
Average Principal Salary (Elementary)	\$104,385	\$108,011
Average Principal Salary (Middle)	\$114,264	\$113,058
Average Principal Salary (High)	\$115,542	\$123,217
Superintendent Salary	\$330,000	\$227,183
Percent of Budget for Teacher Salaries	35.0%	38.0%
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/>.



Last updated: 3/9/2015

Professional Development – Most Recent Three Years

Professional development for faculty and staff is based on the hallmarks of MORCS's Charter School petition, feedback from faculty and staff, as well as, observations and evaluations of faculty and staff work.

Professional development topics include but are not limited to:

1. Service Learning
2. Technology Integration
3. Project Based learning
4. Engaging and communicating with parents
5. SADIE Strategies
6. Accommodations and modifications for students with special needs
7. Using data to drive instruction
8. Classroom management
9. Backwardsplanning

Professional development is offered in the following manner:

1. 10 days of Professional development during the summer (before the school year begins)
2. 5 days of Professional development during the school year (non-school days)
3. Every Monday from 2 to 4:30 teachers attend professional development, or department or grade level meetings or staff meetings
4. Classroom Observations occur at least once every two weeks. Administration meets with faculty at least once every two weeks to provide feedback based on classroom observations
5. Faculty and staff attend conferences and additional workshops as needed during the week and on the weekend

Support for teachers is provided by:

1. Executive Director (Central Administration)
2. ChiefOperationsOfficer(CentralAdministration)
3. Director of Technology (Central Administration)
4. Director of Operations (Site Administration)
5. Director of School Culture and Climate (Site Administration)

However, primary support for teacher is provided by:

1. Director of Academic Achievement (Central Administration)
2. Director of Special Education (Central Administration)
3. Coordinator of Instruction (Site Administration)
4. Lead Teachers (On site)
5. Mentor Teachers (On site)

Last updated: 3/9/2015