MONSEÑOR OSCAR ROMERO CHARTER SCHOOL
CHARTER PETITION RENEWAL AND AMENDMENT TO GOVERNANCE STRUCTURE

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Submitted to:
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Charter Schools Division
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Submitted On: October 28, 2011
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AFFIRMATIONS AND ASSURANCES:

Monseñor Oscar Romero Charter School shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.

- Not charge tuition.

- Not discriminate against any student on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)

- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC47605(d)(2)(B)

- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.

- Not require any child to attend the Monseñor Oscar Romero Charter School nor any employee to work at the charter school.

- In accordance with Education Code Section 47605(d)(3)], if a pupil is expelled or leaves the Monseñor Oscar Romero Charter School without graduation or completing the school year for any reason, the Monseñor Oscar Romero Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.
BRIEFING PAGE

Name of organization applying for charter: YPI Charter Schools, Inc. (YPICS)

Grades Served and Number of Students

<table>
<thead>
<tr>
<th>Grade</th>
<th>Year 1 2012-2013</th>
<th>Year 2 2013-2014</th>
<th>Year 3 2014-2015</th>
<th>Year 4 2015-2016</th>
<th>Year 5 2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>110</td>
<td>110</td>
<td>110</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>7</td>
<td>130</td>
<td>120</td>
<td>120</td>
<td>130</td>
<td>130</td>
</tr>
<tr>
<td>8</td>
<td>85</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>129</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>325</td>
<td>350</td>
<td>350</td>
<td>370</td>
<td>375</td>
</tr>
</tbody>
</table>

Target Neighborhood: Pico Union/Westlake

Facility Status/Location:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Location</th>
<th># of Classrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Monseñor Oscar Romero Charter School, 1157 S. Berendo Street, Los Angeles, CA 90006</td>
<td>5 Classrooms, 1 Office, Use of the Berendo’s cafeteria and outside areas</td>
</tr>
<tr>
<td>7-8</td>
<td>1501 Wilshire Blvd, Los Angeles, CA 90017</td>
<td>7 Classrooms, 3 Offices, 1 Parent Center, 1 Multipurpose</td>
</tr>
</tbody>
</table>

Contact: Yvette King-Berg, Executive Director

Does the Location Meet Board Policy (Low API, Overcrowded)? Yes

The demographics for the nearest middle schools are as follows:

<table>
<thead>
<tr>
<th>School</th>
<th>2010-2011 Enrollment</th>
<th>2011 API Statewide Rank</th>
<th>2011 API Similar Schools Rank</th>
<th>2011 API Growth</th>
<th>Free and Reduced (%)</th>
<th>English Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adams Middle</td>
<td>1,187</td>
<td>2</td>
<td>7</td>
<td>710</td>
<td>99</td>
<td>28%</td>
</tr>
<tr>
<td>Berendo Middle</td>
<td>1,777</td>
<td>1</td>
<td>6</td>
<td>700</td>
<td>86</td>
<td>35%</td>
</tr>
<tr>
<td>Virgil Middle</td>
<td>1,715</td>
<td>1</td>
<td>5</td>
<td>714</td>
<td>100</td>
<td>33%</td>
</tr>
<tr>
<td>Monseñor Oscar Romero</td>
<td>261</td>
<td>2</td>
<td>4</td>
<td>725</td>
<td>100</td>
<td>32%</td>
</tr>
</tbody>
</table>
Members of the Board (YPI Charter Schools, Inc. (YPICS) retains the majority of the seats on the Board of Directors):
Dixon Slingerland, President
Gene Straub, Vice-President
Joe Lucente, Treasurer (Past Executive Director of Vicente Avenue Charter School)
Mario Matute, Secretary
Iris Zuniga, Member
Carlos Vaquerano, Salvadoran American Leadership and Educational Fund (SALEF)
Sandra Mendoza, Board Representative, Central City Neighborhood Partners
Mary Keipp, UCLA Office of Instructional Development
Isaías Martinez, Educator and Administrator

Description of Philosophy:
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 by 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.

Source/Core of Money:
Charter School Block Grant and over $750,000 of independent program grants (see Appendix B for a list of grants), and over $1.5 million in facilities improvement and equipment funds.

Developer(s)/Leader(s): YPI Charter Schools, Inc. (YPICS)
634 South Spring Street, Suite 818
Los Angeles, CA 90014

Has YPI applied to any other jurisdiction for approval? No
Are there any sister charters? Yes. The governing board for Monseñor Oscar Romero Charter School and Bert Corona Charter School is the YPI Charter Schools, Inc.
What innovative elements of your charter could be considered “best practices” and replicated by other schools?

Monseñor Oscar Romero Charter School practices the following research-based best practice:

- **Family-Community-School Partnerships:** Monseñor Oscar Romero Charter School actively engages families and the community in the life of the school. Students are engaged and encouraged to participate in service to the community.

- **Technology Integration:** By implementing technology in our curriculum, students learn computer skills while pursuing academic goals. Students have access to working computers and technology.

- **Small Learning Communities:** Students are given the opportunity to work in small cohort groups throughout their three years at the school, thereby increasing teacher-student interaction, support and monitoring.

- **Interdisciplinary, Project-Based Curriculum:** Students understand how subjects relate to each other while achieving proficiency in the core subjects and becoming critical thinkers. Teachers engage students by organizing curricula around central ideas, building on students’ prior knowledge, connecting learning to students’ lives, and clearly addressing learning expectations.

- **Culturally-Relevant Instruction:** Central American/Latino literature and cultural references are integrated into the instructional experience, to increase the relevance of school in students’ lives. The background and culture of all students is respected and valued. Further providing students with classical writings by providing a variety of opportunities.

- **Research-based Practices:** Monseñor Oscar Romero Charter School uses curriculum and instructional strategies founded on proven effective best practices. *Authentic assessment* is used to judge student achievement beyond traditional evaluation instruments. Professional development includes *teacher, staff and community coaching* to help students meet a more demanding curriculum and to facilitate the support and cooperation of the entire charter school community. *Differentiated instruction* allows students multiple pathways to absorb information and learning, supporting both low- and high-performing students. Students are involved in active-learning through strategies from selected effective best programs; such as, Success for All, Voyager, and ALEKS, project-based learning, service learning and other initiatives that support student learning.
CHARTER RENEWAL AND AMENDMENT

This petition additionally serves as a material amendment to the governance structure of Monseñor Oscar Romero Charter School. The amendment discontinues the nonprofit, Monseñor Oscar Romero serving as the governing board of the school to YPI Charter Schools Inc. serving as the governing board.

The Board of YPI Charter Schools proposes the following changes:

Whereas In order to improve governance, streamline management, improve efficiency and reduce costs, the Boards of both schools have agreed to the merger of the two corporations in to one single corporate entity with the responsibility for running both schools.

Whereas under the new structure, there is one corporate entity with a board of directors (see list of directors and officers later in document) and two schools. Each school has maintained its own CDS code and operates in very much the same manner as it has previously. The schools are under the direction of an Executive Director who reports to the Board, and each school has its own Director of Instruction and administrative staff.

The proposed governance structure
The proposed new governance structure will remain similar to the one that currently exists, with the only difference being that there will now only be one board of directors rather than two. All other aspects of the governance as outlined in the respective charters will remain the same prior to merging of Bert Corona and Monseñor Romero

In order to complete the merger, the by-laws, articles of incorporation and other documents necessary to perfect the corporation with various state and federal agencies have been edited and/or amended as necessary. Notice will also have been given to the California Attorney General, as required by law.

Operational Changes
Whereas both schools are currently under the direction of the Executive Director, the only changes that are expected as a result of the merger are increased efficiency, reduced costs and improved communications.

Officers and Directors

Officers:
Dixon Slingerland –President, Gene Straub-Vice President, Mario Matute – Secretary,
Joe Lucente – Treasurer

Board Members:
Mary Keipp
Sandra Mendoza
Carlos Vaquerano
Isaias Martinez
Iris Zuniga-Corona
VISION

Monseñor Oscar Romero Charter School, also referred to herein as, “MORCS” and “Charter School”. 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 community, an area fraught with poverty and academically struggling students. 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 these 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.

MISSION

The mission of Monseñor Oscar Romero Charter School is to:

• Prepare students for academic success in high school, as well as post-secondary education.
• Prepare students to be responsible and active participants in their community.
• Enable students to become life-long learners.

Students at Monseñor Oscar Romero Charter School will become active citizens who characterize the ideals of a diverse and democratic society. Students will provide service to their community, take responsibility for their own learning, and develop the habits of mind and body that will empower them to be successful in high school and beyond.

In accordance with the Expected School-wide Learning Results (ESLRs), every student who graduates from Monseñor Oscar Romero Charter School is:

• An Effective Communicator, able to read, write, converse and listen for a variety of purposes
• An Information Manager, able to locate, access, organize, evaluate and apply information in a complex and technological world
A Problem Solver, able to apply a variety of thinking, creative and computing skills to produce solutions for practical and theoretical problems

A Productive Member of Society, able to demonstrate healthy, responsible behavior and to work collaboratively and respectfully in a culturally diverse community

A Lifelong Learner, able to set educational and career goals, to develop a realistic strategy to achieve those goals and to apply content knowledge and critical thinking skills to adapt to a rapidly changing environment

The Monseñor Oscar Romero Charter School is under the YPI Charter Schools, Inc. as stated previously, effort has been led by Youth Policy Institute (YPI). YPI is a Los Angeles-based nonprofit organization that designs and operates education and training programs for low-income communities. YPI has a $25 million annual budget and serves 40,000 youth and adults with 1,200 staff at more than 125 sites in Los Angeles each year. YPI has received U.S. Senator Barbara Boxer’s Excellence in Education Award. In addition, the organization in 2011 was selected by the National Council of La Raza (NCLR) as Affiliate of the Year for California for its work providing education and training services for predominantly Latino families in Los Angeles.

YPI partners with LAUSD as a Supplemental Educational Services provider, as an After School Education and Safety provider, as a 21st Century after school provider all held at multiple LAUSD sites and charter schools. Also as a lead partner in LAUSD’s Gear Up grant serving Sepulveda Middle School and Monroe High School. YPI also partners with LAUSD in the Los Angeles Promise Neighborhood; as well as, in other programs discussed below.

In September 2010, YPI received one of only 21 Promise Neighborhoods grants in the nation awarded by the U.S. Department of Education. Promise Neighborhoods is President Obama’s signature poverty initiative, modeled on the Harlem Children’s Zone. The YPI Los Angeles Promise Neighborhood (LAPN) is targeting the communities of Pacoima and Hollywood. LAPN led by YPI works with more than 50 public and private partners (including LAUSD, the City and County of Los Angeles, UCLA, the Los Angeles Area Chamber of Commerce and many others) to saturate the targeted neighborhood with services to build youth academic achievement and alleviate poverty.

YPI is the Lead Agency for one Full-Service Community Schools (FSCS) program serving the Pico Union/Westlake district of Los Angeles (including Monsenor Oscar Romero Charter School, while YPI's Bert Corona Charter School leads the other FSCS in the San Fernando Valley. YPI has received international recognition for its FSCS programs, with researchers visiting from as far away as Japan to learn not only about YPI’s programming and outcomes but also to understand how its strategic partnerships are shaped to produce maximum results. The Belmont FSCS program in Pico Union and the San Fernando Valley FSCS Program both offer model wrap-around services, including 15 different academic, enrichment, fitness/nutrition, parent involvement, family literacy and leadership services for full service community schools. Each school works with parents, community residents, teachers, and school staff to transform the school sites into hubs of learning for the entire neighborhood offering academic and support services through an extended school day (7:00am-8:00pm) and a coordinated menu of existing and new services to meet the needs of students and families.
YPI’ Charter School Inc’s Bert Corona Charter School is the Lead Agency for the Carol M. White Physical Education Program, which increases the physical activity levels and healthy food intake of 5,500 students at nine schools (including Monseñoñ Oscar Romero Charter School). The percentage of students engaged in 60 minutes of daily physical activity increased by 104% on average at all schools in 2010-11 compared to the prior year. In addition, the percentage of students meeting the USDA dietary recommendations of three or more servings of vegetables and two or more servings of fruit per day also increased by 107%. In comparison to the previous school year, students improved in all parts of the Fitnessgram test score measuring physical fitness in six main categories.

Since 2001, YPI, an entity distinct from YPI Charter Schools Inc., has managed the groundbreaking Family Technology Project, enabling more than 1,100 Los Angeles families to earn complete home computer systems at no cost after completing computer literacy classes. Separately, YPI is a CDE contractor for adult education classes such as English as a Second Language (ESL) and General Education Diploma (GED). YPI is training 400 clients for Health Careers through a U.S. Department of Labor funded job training grant operating through 2013. More than 800 clients have received job training through YPI programs, including Health Careers and the YPI Hollywood Family Source Center, in the past two years. The YPI Summer Youth Employment Program provided work experience to 568 low-income youth at 85 work sites in summer 2010 and to an additional 143 youth in 2011. YPI is also opening 80 public computer centers that provide expanded broadband access for low income residents (including families at multiple LAUSD schools) through a $5.6 million grant from the U.S. Department of Commerce through 2013.

YPI has also added an educational leader to its executive team. Yvette King-Berg has been named as Executive Director of the YPI charter schools. She comes to YPI with a wealth of experiences in public education, contributing to policies and procedures in schools throughout the state of California and at the National level. She has served as a Commissioner for the Los Angeles Unified School District (LAUSD) on redistricting and also worked with the National Alliance for Public Charter Schools, which is founded on the belief that all families deserve high-quality public school options. Charter schools are independent public schools providing families with a new set of public options. Each of these schools is developed to be a partnership between parents, teachers, students and their community. Mrs. King-Berg is the former Vice President of Southern California-School Development and Outreach of the California Charter Schools Association (CCSA). CCSA’s role in charter schools is the advancement of the charter school movement through state and local advocacy, leadership on accountability, and resources for member schools. CCSA is a trusted source of data and information on California’s charter schools for parents, authorizers, legislators, the press and other interested groups. She previously served as an Assistant Director of Fenton Avenue Charter School and she has served in an administrative position as the Secondary Literacy/Academic Director for Project GRAD Los Angeles for eight years. Additionally, she is currently a doctoral student at Fielding Graduate University in the Educational Leadership and Change Program. Mrs. King-Berg relies on her twenty-six years in education to help guide and lead the development of all of the YPI charter schools.

All of YPI’s programs, from SES to job training to after school, incorporate a strong technology component. YPI’s experience with students and their families has shown that technology can be an important tool for learning, especially when integrated into the academic experience for teachers, students, and parents. The approach of Monseñoñ Oscar Romero Charter School to learning is based on the experiences of YPI staff with families; as well as a systematic review of the current literature on learning, school organization, and adolescent development.
Initially, MORCS mirrored the fundamental principles of the Coalition of Essential Schools and Stanford University’s School Redesign Network provides a framework for Monseñor Oscar Romero Charter School’s strong commitment to high standards, equity, and civic responsibility. Monseñor Oscar Romero Charter School formed partnerships with these organizations and has benefited from the continued use of effective practices supported from their research and the resources of innovative educators in the networks. The following principles, taken from the theoretical frameworks of both these efforts, provide a foundation for Monseñor Oscar Romero Charter School’s school design and instructional program.

The Coalition for Essential Schools is an alliance of more than 160 national, state, and local organizations committed to education that emphasizes equity, personalization, and intellectual vibrancy. From the Coalition of Essential Schools:

- **Teaching and learning should be personalized to the maximum feasible extent.** Teacher teams at Monseñor Oscar Romero Charter School are responsible for approximately 75 students, allowing strong relationships to form between students and teachers.
- **Student-as-worker, teacher-as-coach.** Students at Monseñor Oscar Romero Charter School are engaged in service-learning and other project-based work that demands their engagement with the core content.
- **Demonstration of mastery.** Multiple forms of fair and credible evaluations, ranging from ongoing observation of the learner to completion of specific projects, will be used to better understand the learner's strengths and needs, and to plan for additional assistance and enrichment, as needed. Students will have opportunities to exhibit their expertise before their family and community during the culminating “capstone” projects at the end of each semester.
- **A school climate of decency and trust.** Our school is a place that is comfortable and inviting to all students. School leadership will cultivate an environment of respect, trust, and partnership among students, parents, and teachers.
- **Democracy and equity.** Our school will demonstrate a non-discriminatory policy and institute an inclusive policies, practices, and pedagogies. It will model democratic practices that involve all who are directly connected and aligned with the school. The school will build on the strength of the community through its partnerships and outreach efforts.

Another effective source that we use is the School Redesign Network which is a learning collaborative that helps schools develop a deeper understanding of the features that effectively support excellence and equity in schools. From the Stanford University School Redesign Network:

- **Creating Family-School Partnerships.** When parents/families know what the school expects and needs from their children and from them, they are able to support their students’ learning. Just as strong teacher-student relationships can provide students with invaluable support, likewise, solid partnerships among teachers and families are a key component of student success. Monseñor Oscar Romero Charter School is actively create family-school partnerships through ongoing communication (with materials and presentations in parents’ home language – Spanish), a “contract” that conveys to parents the school’s expectations, and school-wide family events organized by the Parent Association.
- **Continuous Relationships.** Monseñor Oscar Romero Charter School is structured to provide the time necessary for students to develop strong relationships with their teachers and peers. Using the technique termed “looping,” students will remain with the same set of teachers throughout their three years at MORCS. The sustained relationships that develop over time will
facilitate students’ learning, as teachers won’t need to spend valuable time getting to know a new class of students each year.

- **Adaptive Pedagogy.** Students have different pathways and approaches to learning that enable them to process information and to make sense of their experiences. Monseñor Oscar Romero Charter School teachers adjust their teaching modes to meet students where they are using technology, the arts, and real-world curriculum connections to support student learning. Through effective professional development, teachers will increase their “toolkit” of effective practices.

Monseñor Oscar Romero Charter School (MORCS) serves approximately 405 students when fully operational. Small learning cohorts of approximately 25 students will stay together throughout the instructional day. Through this organizational structure and a curriculum organized around major concepts that students are expected to know deeply, MORCS seeks to graduate students who are thoughtful, engaged citizens of the 21st Century.

The school receives support from a variety of sources including YPI, community organizations, philanthropic foundations and corporations, surrounding schools, and technological and neighborhood partnerships. YPI has a strong fundraising track record in this community, and plans to put this expertise to work for the school (see Appendix B for a list of grants and funding sources).

**SELF ASSESSMENT**

Monseñor Oscar Romero Charter School is deeply committed to providing for students at all levels to clearly determine what is needed a continuous self-assessment and reflection must take place. The school has initiated the process for the Cambridge Education Charter Program Quality Review, a rigorous external evaluation and self-assessment process. MORCS conducts a schoolwide review of the school’s operations and facilities, reviews all internal educational/curriculum/student benchmarks through various mechanisms, e.g. Member Center – Success for All (SFA), Zoom, and Data Director capturing student data to drive instruction. In addition, all staff members review the California state annual assessment STAR/CST for each content area. The development of a Personalized Education Plan (PEP) for each student along with schoolwide goals to increase student academic achievement at every level is addressed yearly. PEP will be evidence by the following:

- SFA Reading Placement
- ALEKS personalized math courses
- Student reflections
- Data notebooks where students their assessment data and set individual growth goals.

This year the focus is not only on isolating student academic achievement; but focusing on the whole child by developing individual school leaders. In other words, all students, teachers, administrators, staff members, parents and community are provided leadership development to encourage and promote active engagement in the school’s overall mission. Everyone in the school and its community are active leaders in their own growth and in support of MORCS’ vision and mission.
**ACADEMIC GROWTH**

All data is disaggregated to show how sub-groups; e.g. English Learners (ELs), non-ELs, mobility, gender, etc. perform. The school Administrator, staff, and teachers will be held accountable to the Board for meeting the school outcome goals. Monseñor Oscar Romero Charter School will pursue the following outcome goals:

**Outcome Goal:**

- **Monseñor Oscar Romero Charter School will rank 4 or better on the similar school Academic Performance Index ranking system in the year prior to charter renewal or two of the last three years prior to charter renewal.**
  - Similar Schools Rank of 4 was achieved for school year 2010-2011.
    
    | Year | API State Rank | Similar Schools Rank |
    |------|----------------|----------------------|
    | 2008 | 3              | N/A                  |
    | 2009 | 4              | 10                   |
    | 2010 | 2              | 4                    |

- **Monseñor Oscar Romero Charter School will rank 4 or better on the statewide Academic Performance Index ranking system in the year prior to charter renewal or two of the last three years prior to charter renewal.**
  - Statewide Academic Performance Index ranking was not achieved for school year 2010-2011-ranking of a 2. During the 2009-2010 school year an index ranking of 4 was realized.

- **Monseñor Oscar Romero Charter School will meet its API growth target in the year prior to charter renewal or two of the last three years prior to charter renewal. It will achieve an API of at least 625 prior to charter renewal.** Although local elementary schools which feed into the middle schools have achieved API scores ranging from 614 to 739, middle schools typically experience a decline in achievement levels, as clearly indicated by the schools in the Pico-Union/Westlake neighborhood. It is our hope that our students will score far beyond the minimum bar that has been set. We have great expectations for our students and we strive to score high enough on the CST to qualify to apply for the California Distinguished Schools Award Program.
During the 2010-2011 school year Monseñor Oscar Romero Charter School a growth of +54 was realized.

<table>
<thead>
<tr>
<th>Year</th>
<th>API</th>
<th>Growth</th>
<th>API</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>723</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>2008-2009</td>
<td>709</td>
<td>-7</td>
<td>702</td>
<td></td>
</tr>
<tr>
<td>2009-2010</td>
<td>672</td>
<td>-36</td>
<td>636</td>
<td></td>
</tr>
<tr>
<td>2010-2011</td>
<td>671</td>
<td>+54</td>
<td>725</td>
<td></td>
</tr>
</tbody>
</table>

Monseñor Oscar Romero Charter School’s academic performance on the CST will be equal to or better than the academic performance of the LAUSD schools that Monseñor Oscar Romero Charter School students would otherwise attend in the year prior to charter renewal or in two of the last three years prior to renewal. Specifically, at least 21% of students will score proficient or above on the CST English Language Arts on average. At least 25% of students will score proficient or above on the CST Math on average. These are the average scores of the highest achieving middle school in the neighborhood, Adams Middle School. Similarly, on the CAT/6 administered in 7th grade, at least 24% of students in Reading, 23% of students in Language, and 30% of students in Math will score at or above the 50th percentile.

API Comparison for 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>English Language Arts</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Basic, Below Basic</td>
<td>Basic, Below Basic</td>
</tr>
<tr>
<td></td>
<td>Proficient &amp; Advanced</td>
<td>Proficient &amp; Advanced</td>
</tr>
<tr>
<td>ROMERO CHTR MS</td>
<td>53%</td>
<td>78%</td>
</tr>
<tr>
<td></td>
<td>47%</td>
<td>22%</td>
</tr>
<tr>
<td>CDE Similar Schools</td>
<td>66%</td>
<td>70%</td>
</tr>
<tr>
<td>Median</td>
<td>35%</td>
<td>30%</td>
</tr>
<tr>
<td>Resident Schools</td>
<td>65%</td>
<td>62%</td>
</tr>
<tr>
<td>Median</td>
<td>35%</td>
<td>38%</td>
</tr>
<tr>
<td>Comparison Schools</td>
<td>64%</td>
<td>63%</td>
</tr>
<tr>
<td>Median</td>
<td>36%</td>
<td>37%</td>
</tr>
</tbody>
</table>
2010-2011 CSR Comparison

<table>
<thead>
<tr>
<th>ROMERO CHTR MS</th>
<th>2010 AYP</th>
<th></th>
<th></th>
<th>ROMERO CHTR MS</th>
<th>2011 AYP</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td># Criteria</td>
<td># Met</td>
<td>% Met</td>
<td></td>
<td># Criteria</td>
<td># Met</td>
<td>% Met</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>8</td>
<td>47</td>
<td></td>
<td>17</td>
<td>13</td>
<td>76</td>
<td></td>
</tr>
<tr>
<td>CDE Similar Schools Median</td>
<td>21</td>
<td>12</td>
<td>54</td>
<td>21</td>
<td>11</td>
<td>52</td>
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</tr>
<tr>
<td>Resident Schools Median</td>
<td>21</td>
<td>13</td>
<td>60</td>
<td>21</td>
<td>12</td>
<td>71</td>
<td></td>
</tr>
<tr>
<td>Comparison Schools Median</td>
<td>21</td>
<td>18</td>
<td>76</td>
<td>21</td>
<td>12</td>
<td>52</td>
<td></td>
</tr>
</tbody>
</table>

This is the average performance at Adams, the highest achieving middle school in the neighborhood.

Monseñor Oscar Romero Charter School CST RESULTS

<table>
<thead>
<tr>
<th>Year 2010-2011</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced</td>
<td>11%</td>
<td>10%</td>
<td>17%</td>
</tr>
<tr>
<td>Proficient</td>
<td>31%</td>
<td>36%</td>
<td>37%</td>
</tr>
<tr>
<td>Total</td>
<td>42%</td>
<td>46%</td>
<td>54%</td>
</tr>
</tbody>
</table>

| Mathematics | | | |
| Advanced | 9% | 5% |
| Proficient | 10% | 16% |
| Total | 19% | 21% |

| Algebra | | |
| Advanced | | 5% |
| Proficient | | 15% |
| Total | | 20% |

In English Language Arts students in 6th grade students scored 42%, 7th grade students scored 46% and 8th graders scored 54% well above the projected 21%. In Mathematics 6th graders score 19%, 7th graders scored 21% and in 8th grade-Algebra students scored 20% slightly less that 25%.

The average percentages of students scoring proficient or above in surrounding schools and the percentage of students at Adams Middle School (to be met or exceeded by students at Monseñor Oscar Romero Charter School are listed in the table below.
In summary, comparing the Monseñor Oscar Romero Charter School and Adams Middle School in English Language Arts scored 2% higher in 6th grade, 3% higher in 7th grade, 18% high in 8th grade. In Mathematics comparing Monseñor Oscar Romero Charter School and Adams Middle School scored lower by 38% in 6th grade, 8% in 7th grade and 3% in Algebra.

- CAT/6 assessment is no longer administered to students in the State of California per California Department of Education (CDE)

- Monseñor Oscar Romero Charter School’s academic performance on the CST and CAT/6 will be equal to or better than the academic performance of the LAUSD schools in the area containing similar pupil populations in the year prior to charter renewal or in two of the last three years prior to renewal.

<table>
<thead>
<tr>
<th>School</th>
<th>2010-2011 API Statewide Rank</th>
<th>2010-2011 API Similar Schools Rank</th>
<th>2010-2011 API Growth</th>
<th>Met Schoolwide Growth Target</th>
<th>Met All Subgroup Growth Targets</th>
<th>2010-2011 Program Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MIDDLE SCHOOLS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adams Middle</td>
<td>2</td>
<td>7</td>
<td>710</td>
<td>Yes</td>
<td>No</td>
<td>Year 5</td>
</tr>
<tr>
<td>Berendo Middle</td>
<td>1</td>
<td>6</td>
<td>700</td>
<td>Yes</td>
<td>Yes</td>
<td>Year 5</td>
</tr>
<tr>
<td>Virgil Middle</td>
<td>1</td>
<td>4</td>
<td>*</td>
<td>Yes</td>
<td>Yes</td>
<td>Year 5</td>
</tr>
<tr>
<td>Monseñor Oscar Romero Charter</td>
<td>2</td>
<td>4</td>
<td>725</td>
<td>Yes</td>
<td>Yes</td>
<td>Year 2</td>
</tr>
<tr>
<td><strong>ELEMENTARY SCHOOLS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hoover</td>
<td>2</td>
<td>2</td>
<td>723</td>
<td>Yes</td>
<td>Yes</td>
<td>Year 5</td>
</tr>
<tr>
<td>Leo Politi</td>
<td>3</td>
<td>6</td>
<td>766</td>
<td>Yes</td>
<td>Yes</td>
<td>Year 5</td>
</tr>
<tr>
<td>Magnolia</td>
<td>2</td>
<td>5</td>
<td>721</td>
<td>No</td>
<td>No</td>
<td>Year 5</td>
</tr>
<tr>
<td>10th Street</td>
<td>1</td>
<td>4</td>
<td>739</td>
<td>No</td>
<td>No</td>
<td>Year 5</td>
</tr>
<tr>
<td>Gratts</td>
<td>1</td>
<td>1</td>
<td>710</td>
<td>Yes</td>
<td>Yes</td>
<td>Year 5</td>
</tr>
<tr>
<td>28th Street</td>
<td>1</td>
<td>1</td>
<td>681</td>
<td>Yes</td>
<td>Yes</td>
<td>Year 5</td>
</tr>
</tbody>
</table>
- Academic Performance on the CST is better than the academic performance of the LAUSD schools in the area containing similar pupil populations in the year prior to charter renewal or in two of the last three years prior to renewal.

- There is no CAT/6 assessment administered to students in the State of California per California Department of Education (CDE)
Monseñor Oscar Romero Charter School

2010 BASE API AND 2011 GROWTH API DEMOGRAPHICS WITH COMPARISON SCHOOLS

This page displays the 2010 Base API, school ranks, 2011 Growth API, and the demographic information from the 2011 STAR Program student answer document.

An asterisk (*) indicates that the school does not have a valid 2010 Base API or 2011 Growth API.

<table>
<thead>
<tr>
<th>LD</th>
<th>B D</th>
<th>Loc Code</th>
<th>School</th>
<th>2010 Enroll # on 1st Day of Testing</th>
<th>Multi-Track</th>
<th>2010 Base API</th>
<th>2011 Base API</th>
<th>2011 Growth API</th>
<th>2011 Rank</th>
<th>2010 Similar Schools Rank</th>
<th>Met 2011 Subgroup Targets</th>
<th>% Free/Reduced Lunch</th>
<th>% Sp Ed</th>
<th>% GATE</th>
<th>% EL</th>
<th>% RFEP</th>
<th>% Hisp</th>
<th>% White</th>
<th>% Af. Amer</th>
<th>% Asian</th>
<th>% Fill</th>
<th>2011 PI Status</th>
<th>2011 - 12 PI Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>2</td>
<td>8196</td>
<td>ROMERO CHTR MS</td>
<td>261</td>
<td>No</td>
<td>671</td>
<td>725</td>
<td>2</td>
<td>4</td>
<td>Yes</td>
<td>Yes</td>
<td>100</td>
<td>8</td>
<td>1</td>
<td>32</td>
<td>46</td>
<td>97</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

LAUSD Similar Schools from CDE

| 5  | 5   | 8047    | BELVEDERE MS                | 1632                                | No          | 658           | 700           | 1              | 3          | Yes                     | Yes                   | 83                     | 13      | 11      | 25    | 45    | 99    | 0      | 0       | 0      | 0     | 5                 |
| 6  | 5   | 8268    | NIMITZ MS                   | 2084                                | No          | 674           | 699           | 2              | 5          | Yes                     | No                    | 87                     | 10      | 16      | 22    | 50    | 99    | 0      | 0       | 0      | 0     | 5                 |
| R  | 1   | 8450    | DOUGLASS ACADEMY MS         | 261                                 | No          | 713           | 692           | 3              | 9          | No                      | No                    | 80                     | 10      | 0       | 4     | 0     | 9     | 0      | 82      | 0      | 0     | 5                 |
| 6  | 5   | 8151    | GAGE MS                     | 2681                                | No          | 645           | 652           | 1              | 4          | No                      | No                    | 99                     | 10      | 11      | 23    | 50    | 99    | 0      | 0       | 0      | 0     | 5                 |
| R  | 7   | 8115    | ALLIANCE SKIRBALL MS        | 421                                 | No          | 730           | 699           | 4              | 10         | No                      | No                    | 91                     | 6       | 0       | 19    | 37    | 76    | 0      | 18      | 0      | 0     | 2                 |
| 5  | 2   | 8009    | ADAMS MS                    | 1241                                | No          | 698           | 710           | 2              | 7          | Yes                     | No                    | 99                     | 11      | 19      | 28    | 57    | 98    | 0      | 1       | 0      | 0     | 5                 |
| 4  | 2   | 8058    | LIECHTY MS                  | 1508                                | No          | 653           | 671           | 1              | 3          | Yes                     | Yes                   | 98                     | 11      | 7       | 43    | 45    | 96    | 0      | 2       | 0      | 1     | 3                 |
| 7  | 1   | 8255    | MUIR MS                     | 1330                                | No          | 567           | 613           | 1              | 1          | Yes                     | Yes                   | 81                     | 12      | 6       | 31    | 28    | 78    | 0      | 21      | 0      | 0     | 5                 |
| 3  | 4   | 8425    | MARK TWAIN MS               | 706                                 | No          | 707           | 703           | 3              | 7          | Yes                     | No                    | 99                     | 15      | 12      | 23    | 32    | 82    | 7      | 9       | 0      | 1     | 5                 |
| 1  | 3   | 8283    | NORTHRIDGE MS               | 894                                 | No          | 685           | 705           | 2              | 7          | Yes                     | No                    | 89                     | 19      | 10      | 27    | 39    | 82    | 6      | 4       | 5     | 2     | 5                 |
| 2  | 6   | 8306    | OLIVE VISTA MS              | 1486                                | No          | 656           | 670           | 1              | 3          | Yes                     | Yes                   | 99                     | 15      | 8       | 26    | 38    | 96    | 2      | 1       | 0      | 1     | 5                 |
| R  | 2   | 8016    | PARA LOS NINOS MS           | 44                                  | No          | 708           | 831           | 3              | 8          | Yes                     | Yes                   | 100                    | 16      | 0       | 32    | 52    | 98    | 0      | 2       | 0      | 0     | 0                 |
| 4  | 2   | 8045    | CASTRO MS                   | 441                                 | No          | 620           | 696           | 1              | 1          | Yes                     | No                    | 57                     | 7       | 10      | 28    | 44    | 92    | 0      | 2       | 2     | 2     | 3                 |
| 2  | 6   | 8396    | SUN VALLEY MS               | 1386                                | No          | 643           | 659           | 1              | 3          | Yes                     | Yes                   | 99                     | 13      | 5       | 31    | 43    | 96    | 1      | 1       | 1      | 1     | 5                 |
| 5  | 2   | 8062    | CLINTON MS                  | 1039                                | No          | 568           | 614           | 1              | 1          | Yes                     | Yes                   | 100                    | 11      | 5       | 39    | 42    | 94    | 0      | 6       | 0      | 0     | 4                 |

LAUSD Similar Schools from CDE Median

| 1241 | - | 658 | 696 | 1 | 4 | - | - | 98 | 11 | 8 | 27 | 43 | 96 | 0 | 2 | 0 | 0 | 5 |

Resident Schools

| 4  | 2   | 8057    | BERENZO MS                  | 1394                                | No          | 661           | 700           | 1              | 6          | Yes                     | Yes                   | 86                     | 12      | 12      | 35    | 48    | 92    | 0      | 2       | 5     | 0     | 5                 |
| 4  | 2   | 8045    | CASTRO MS                   | 441                                 | No          | 620           | 696           | 1              | 1          | Yes                     | No                    | 57                     | 7       | 10      | 28    | 44    | 92    | 0      | 2       | 2     | 2     | 3                 |
| 4  | 2   | 8064    | KIM ACADEMY                 | 911                                 | No          | 662           | 673           | 1              | 1          | Yes                     | Yes                   | 89                     | 9       | 12      | 28    | 47    | 85    | 0      | 3       | 8     | 1     | 1                 |

Monseñor Oscar Romero Charter School
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 4 | 2 | 8208 | KING MS | 1514 | No | 738 | 777 | 4 | 5 | Yes | Yes | 100 | 10 | 29 | 17 | 41 | 67 | 12 | 1 | 9 | 10 | 5 |
| 4 | 2 | 8058 | LIECHTY MS | 1508 | No | 653 | 671 | 1 | 3 | Yes | Yes | 98 | 11 | 7 | 43 | 45 | 96 | 0 | 2 | 0 | 1 | 3 |
| 4 | 2 | 8462 | VIRGIL MS | 1393 | No | 663 | * | 1 | 5 | No | No | 100 | 11 | 10 | 33 | 48 | 86 | 0 | 2 | 4 | 8 | 5 |
| **Resident Schools Median** | 1394 | - | 662 | 696 | 1 | 4 | - | - | 94 | 11 | 11 | 31 | 46 | 89 | 0 | 2 | 5 | 4 | 4 |
| **Comparison Schools** |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 5 | 2 | 8009 | ADAMS MS | 1241 | No | 698 | 710 | 2 | 7 | Yes | No | 99 | 11 | 19 | 28 | 57 | 98 | 0 | 1 | 0 | 0 | 5 |
| 4 | 2 | 8057 | BERENDO MS | 1394 | No | 661 | 700 | 1 | 6 | Yes | Yes | 86 | 12 | 12 | 35 | 48 | 92 | 0 | 2 | 5 | 0 | 5 |
| 4 | 2 | 8462 | VIRGIL MS | 1393 | No | 663 | * | 1 | 5 | No | No | 100 | 11 | 10 | 33 | 48 | 86 | 0 | 2 | 4 | 8 | 5 |
| **Petition Comparison Schools Median** | 1393 | - | 663 | 705 | 1 | 6 | - | - | 99 | 11 | 12 | 33 | 48 | 92 | 0 | 2 | 4 | 0 | 5 |
What the school does well:

- Consistent specific format for class environment include agenda of instructional focus, standard, outcome, essential question and summative assessment across grade levels and classes.
- Teachers and administrative staff monitor and create an environment so that students produce standards-based grade level work in classrooms.
- Student level, grade level, and schoolwide goals are posted and highlighted in classroom displays and school data displays. A portion of the day is dedicated to leveled assignments in the form of SFA, ALEKS. Classroom lessons consistently refer back to the grade level standard/objective focus of the lesson. Teachers consistently prompted students to utilize academic language across disciplines.
- Differentiation as evidenced by thinking maps, collaborative grouping, use of iPads at some stations, and consistency across grade levels and content areas in instruction.
- School culture reveals focused emphasis on developing buy in by all stakeholders regarding a focus on higher student achievement schoolwide; admin, teacher, students, parents are all aware of achievement levels. Student stakeholder expressed use of ALEKS, study island and SFA to gauge student achievement using technology.
- The school consistently analyzes individual student data and provides intervention/support.
- Multiple ways of monitoring student proficiency within classrooms and schoolwide.
- Data and performance level is public and transparency and rewarded by administration and classroom teachers.
- School has added flex/buffer time to pacing plans to allow time for teachers to reteach concepts based on benchmark assessment results.
- The school's administrators and executive director are knowledgeable, reflective and know their school. They have worked well as a team to establish the academic hallmarks of the charter program (technology as a learning tool, thematic/project-based learning, community, service/partnerships, leadership, and parental involvement).
- The school has put in place several educational benchmark assessment programs and is continuing to make progress in the collection and analysis of student achievement data based on those assessments used to guide data-driven instruction.
- MORCS teachers have coaching support on a daily to weekly basis.
- Teachers have support daily with their lesson planning, instructional delivery and use of effective instructional strategies and delivery.
- Staff has available resources, materials, supplies, technology and other needs to be effective educators in the classroom, and provide for student academic achievement.
- The school has developed a small learning environment that is healthy, safe and nurturing. Students feel well-supported academically and emotionally.
- The mission and vision of the school is prevalent. These are communicated throughout the school as they are clearly posted, discussed in classrooms and shared by all.
- The teaching staff at Monseñor Oscar Romero Charter School is enthusiastic, committed and passionate about the school’s mission. They want the best for their students.
• Monseñor Oscar Romero Charter School has been focused, creative, and diligent in leveraging grant funds and partnerships so that these can best support student needs and accomplish the mission of the school.
• The school’s governing board is made up of knowledgeable and well-qualified people who hold diverse skill sets needed in leading our school.
• The school has been able to manage resources and enrich student learning.

Monseñor Oscar Romero Charter School has maintained a relentless focus on its innovative program elements, and as a result, has achieved several key accomplishments in each of those programmatic areas. The school has also worked hard to overcome the challenges that are inherent in any innovative school. Relevant challenges and key accomplishments in each program area are described below.

**FAMILY-COMMUNITY-SCHOOL PARTNERSHIPS:**
Monseñor Oscar Romero Charter School actively engages families and the community in the life of the school, and students engage in service to the community.

**Key Accomplishments:**
• The school has established and received funding for an after school Monseñor Oscar Romero Service Club. School-wide service days occur every other month, giving all students access to frequent and meaningful community service opportunities. Monseñor Romero Club-Community Service/Community Engagement Club. Students receive leadership opportunities and are provided leadership training through workshops and community service such as community cleanups, tree planting, etc. Students are also exposed to community engagement through activities such as the Monseñor Oscar Romero commemoration day at the LA City Hall, the Cesar Chavez Pilgrimage, etc. This club has monthly community clean-ups.
• The school administers regular parent and student satisfaction surveys, and uses the collected data to reflect on and improve school practices.
• Parent participation in school events ranges from 80-90% in attendance. This success is attributable to the presence of a highly skilled professional whose leadership capacity is dedicated to planning parent education and involvement events; as well as, sustaining regular communication with parents.

**TECHNOLOGY INTEGRATION:**
By implementing technology imbedded in the curriculum, Monseñor Oscar Romero Charter School ensures that students learn computer skills while pursuing academic goals.

**Key Accomplishments:**
• The Enhancing Education through Technology Grant has supported the installation of computers in every classroom in at least a 1:3 computer to student ratio in the classrooms. Schoolwide, the ratio is 1:3 students to each computer.
• In addition to computers in each classroom, students at MORCS have access to two (2) complete computer laboratories. This includes a technology laboratory in a classroom with a 1:2 ratio. The other laboratory is mobile and can be taken into the various classrooms.
Therefore, schoolwide technology has a 1:3. The 7th grade mathematics and science classroom have a 1:1 student ratio.

- The school has successfully managed an E-Rate process, and is currently submitting for about $160,000 in funding to continue to keep the school on the cutting edge of technology integration.
- Key technology applications have been integrated into every classroom, and students are proficient in basic Office applications, graphic design tools, iMovie, and a variety of web search tools. Future instruction will focus on web design and other advanced applications including graphic design.
- 100% of students complete digital portfolios each year.
- All teachers and students have completed a technology survey that guides technology integration and professional development.
- The school has a fully functioning computer lab and technology classes available to all students.
- All elective classes: Reading, Communications, and Technology – are fully technology integrated, and those teachers regularly collaborate to design integrated, thematic, technology-based projects.
- ALEKS – Mathematics Increase student performance and retention with individualized assessment and learning. ALEKS’ powerful learning management system provides teachers with individual student results.
- Study Island - The web site gives our students the tools to study academic material in a fun and engaging way. Several choices of games, tests, and flashcards are provided for each content area. The subject areas include Math, English, Social Studies, Science, Foreign Language, and Home Economics. Each area is divided into several subcategories with the instructions for each activity. Our teachers use Study Island to supplement the classroom curriculum by entering their own content for "vocabulary, chapter reviews, and/or study guides for upcoming exams." The online Report Card keeps track of progress. Included is a print option for studying offline.
- Voyager Journeys (vocabulary development program)- new version of VocabJourney®, an interactive, web-based reading component to help all students, which includes English Learners to boost their vocabulary and comprehension skills. Research has shown that vocabulary deficiencies are a primary cause of academic failure.
- Success For All - Success for All (SFA)® is a whole-school reform model that includes a reading, writing, and oral language development program for students in sixth through eighth grade. Classroom reading instruction is delivered in daily 60-minute blocks to students grouped by reading ability.

**Small Learning Communities:**

Students have the opportunity to work in small cohort groups throughout their three years at the school, thereby increasing their sense of community and belonging.

**Key Accomplishments:**

- Students have a true sense of commitment and ownership of the school, as evidenced by Monseñor Oscar Romero Charter School’s average attendance rate of 95%.
<table>
<thead>
<tr>
<th>Year</th>
<th>Average Enrollment</th>
<th>Average Attendance</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>55</td>
<td>51.36</td>
<td>93.38%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>148.6</td>
<td>140.48</td>
<td>94.54%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>227</td>
<td>215.98</td>
<td>95.15%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>261.8</td>
<td>251.3</td>
<td>95.99%</td>
</tr>
</tbody>
</table>

- Teachers collaborate at least weekly, either by grade level, by department, or in school leadership committees. They have engaged in rubric design and calibration, examining student work, and classroom learning walks to keep the conversations focused on student needs.

**INTERDISCIPLINARY, PROJECT-BASED CURRICULUM:**

Students explore how subjects relate to each other while achieving proficiency in the core subjects and becoming critical thinkers. Teachers engage students by organizing curricula around central ideas, building on students’ prior knowledge, and connecting learning to students’ lives.

**Key Accomplishments**
- All teachers have designed and implemented capstone projects.
- 100% of students have participated in interdisciplinary projects with a focus on community service.

**CULTURALLY-RELEVANT INSTRUCTION:**

Multicultural literature and cultural references are integrated into the instructional experience, to increase the relevance of school in students’ lives. The background and culture of all students is respected and valued.

**Key Accomplishments:**
- All teachers are trained in culturally responsive instructional practices.
- Parent and student surveys are used to examine their needs and satisfaction with the school, and to improve instructional practice.

**RESEARCH-BASED PRACTICES:**

Monseñor Oscar Romero Charter School uses curriculum and instructional strategies founded on proven practices. Authentic assessments are used to judge student achievement beyond traditional evaluation instruments. Professional development includes teacher, staff and community coaching to help students meet a more demanding curriculum and to facilitate the support and cooperation of the entire charter school community. Differentiated instruction allows students multiple pathways to absorb information and learning, supporting both low- and high-performing students.
Key Accomplishments:

- Professional Development, support and coaching is provided for individual teacher effectiveness as per Robert Marzano's research as in the *Art and Science of Teaching* (2007) which states “… research will never be able to identify instructional strategies that work with every student in every class. The best research can do is tell us which strategies have a good chance (i.e. high probability) of working well with students. In other words, individual classroom teachers must determine which strategies to employ with the right students at the right time.” Use of these three general characteristics of effective teaching are articulated in the framework presented:

  1. Use of effective instructional strategies
  2. Use of effective classroom management strategies
  3. Effective classroom curriculum design

- Use of iObservation, an active online teacher observation that includes segments in the following: routine events, enacted on the spot, and interacting with knowledge. In each segment there are 2 to 4 design questions that support effective teaching. These questions range from student behavior, teacher management support, organizing students for learning, using scales/ranges and communicating individual and group goals. Deepening knowledge, understand and helping student with “new knowledge” strategies and their outcomes is another facet this program. Another component and key in classroom management are routines and structures.

- Monseñor Oscar Romero Charter School was commended for training all administrators through the Leaders of Learning program to more effectively oversee teacher training, and establishing protocols and programs such as iObservation presented above. The instructional team is given flexibility, but also provided with clear expectations, in how they plan and deliver instruction. Moreover, it was noted that the school effectively utilizes technological tools (like iObservation and GoogleDocs) as a means of providing timely and critical feedback to teachers around instructional practices and developing their professional practices.

- More generally, the evaluators stated that the governing board at MORCS has implemented multiple strategies to improve student outcomes, especially in their effort to improve outcomes for EL students.

Marzano Protocol Professional Development: The Leaders of Learning Program

Supervise and Support Effective Teachers in Every Classroom

The Leaders of Learning Program is the professional development for district and school leaders to skillfully use the Marzano Observation and Feedback Protocol for *supervising and supporting* effective teachers in every classroom. The program is delivered in six professional development sessions spaced over a school year delivered either in-person or online. Each session builds on the previous to deepen observers’ skills and effectiveness. Topics include:

  1. Marzano Observation and Feedback Protocol
  2. Inter-rater reliability for observers
  3. Constructing effective feedback
4. Analyzing data on teacher practice for trends and patterns
5. Collecting data to convene collegial conversation
6. Connecting teacher practice to student achievement

Monseñor Oscar Romero Charter School
iObservation Certification Process
AKA iObservation Implementation Plan 2011 – 2012

<table>
<thead>
<tr>
<th>Content Specific</th>
<th>Pacing Plan: Teachers with 4+ years of teaching experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>August – October</td>
<td>New Knowledge</td>
</tr>
<tr>
<td>November – March</td>
<td>Deepening Knowledge</td>
</tr>
<tr>
<td>April – June</td>
<td>Generating and Testing Hypotheses</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Routines</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>August/September</td>
<td>Communicate Learning Goals</td>
</tr>
<tr>
<td></td>
<td>Establish Rules and Procedures</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enacted on the Spot</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>October – December</td>
<td>Adherence to Rules and Procedures</td>
</tr>
<tr>
<td></td>
<td>High Expectations</td>
</tr>
<tr>
<td>January - June</td>
<td>Engage students</td>
</tr>
<tr>
<td></td>
<td>Effective Relationships</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content Specific</th>
<th>Pacing Plan: Teachers with 3 or fewer years of teaching experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>August – January</td>
<td>New Knowledge</td>
</tr>
<tr>
<td>February - May</td>
<td>Deepening Knowledge</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Routines</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>August - January</td>
<td>Communicate Learning Goals</td>
</tr>
<tr>
<td></td>
<td>Establish Rules and Procedures</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enacted on the Spot</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>February - March</td>
<td>Adherence to Rules and Procedures</td>
</tr>
<tr>
<td></td>
<td>High Expectations</td>
</tr>
<tr>
<td>April - May</td>
<td>Engage students</td>
</tr>
<tr>
<td></td>
<td>Effective Relationships</td>
</tr>
</tbody>
</table>

- As a result of intensive reading instruction through the use of internally developed and implemented strategic plan and the Success for All Program, Monseñor Oscar Romero Charter School students have posted significant gains in reading proficiency, with some students achieving as much as nine and a half years of grade-level equivalent growth. The overall average growth is nearly 2.5 grade levels across the school. As demonstrated in the Appendix G data tables, the longer students are at Monseñor Oscar Romero Charter School, the greater their reading gains become. Many students have moved from below grade level to reading at or above grade level.
- The school provides constant professional development to teachers, including 2-3 weeks in the summer and at least four Teacher Planning Days (TPD) throughout the year. Furthermore, 2.5 hours are dedicated to professional development and planning every
Monday. That time is used for whole staff development, and grade level, departmental, and committee meetings. The professional development calendar is created ahead of time in alignment with key instructional initiatives.

- Standards-based instruction is evident in all classrooms. All teachers have analyzed their standards and created standards-based pacing plans and units. Unit boards are posted in every classroom.

- All teachers are trained, supported, and are implementing Thinking Maps, a set of eight fundamental thinking skills. These eight cognitive skills are used together by students to assist with learning across disciplines and with greater complexity as student move through each grade level. By linking each thinking skill to a unique and dynamic visual representation, the language of Thinking Maps become a tool set for supporting effective instructional practice and improving student performance. Evidence of implementation is apparent in student work and teacher lesson plans, and the Thinking Maps are posted in every classroom.

- The research-based reading program Success for All: Reading Edge, combined with constant progress monitoring, has resulted in constant reading gains on the Gates-MacGinitie reading assessments (see data summary in Appendix G).

- The school increased its API score by 54 points in 2010-2011 to 725.

- Demonstrating continued growth on the Adequate Yearly Progress measure, Monseñor Oscar Romero Charter School has moved students across bands, from below basic and basic into proficiency. The proficiency rate for English Language Arts was met; however the proficiency rate was not met in Mathematics (see data summary in Appendix E).

**STUDENT ACHIEVEMENT**

Monseñor Oscar Romero Charter School has maintained clear and high expectations for its students and their academic achievements. The benchmarks set forth for renewal in the original petition (below) have been met pursuant to AB 1137, which requires Monseñor Oscar Romero Charter School to satisfy **at least one** of the following student outcome goals:

<table>
<thead>
<tr>
<th>Outcome Goal</th>
<th>Status</th>
<th>Goal Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monseñor Oscar Romero Charter School will rank 4 or better on the similar school Academic Performance Index ranking system in the year prior to charter renewal or two of the last three years prior to charter renewal.</td>
<td>Ranked 4</td>
<td>X</td>
</tr>
<tr>
<td>Monseñor Oscar Romero Charter School will rank 4 or better on the statewide Academic Performance Index ranking system in the year prior to charter renewal or two of the last three years prior to charter renewal.</td>
<td>Ranked 4</td>
<td>X</td>
</tr>
<tr>
<td>Monseñor Oscar Romero Charter School will meet its API growth target in the year prior to charter renewal or two of the last three years prior to charter renewal.</td>
<td>Met target 2 of 3 years (See Appendix E)</td>
<td>X</td>
</tr>
</tbody>
</table>
Monseñor Oscar Romero Charter School’s academic performance will be equal to or better than the academic performance of the LAUSD schools. Monseñor Oscar Romero Charter School students would otherwise attend.

Performance stronger in ELA but not equal to or better in Mathematics. (See Appendix E)

Partial

Monseñor Oscar Romero Charter School’s academic performance will be equal to or better than the academic performance of the LAUSD schools in the area containing similar pupil populations.

Performance stronger in ELA but not equal to or better in Mathematics. (See Appendix E)

Partial

See Appendix E for a detailed analysis of Monseñor Oscar Romero Charter School’s achievement data and performance in comparison to similar and local schools.

**Other Key Accomplishments**

- **Physical Education** - All students participate in the Carole M. White Physical Education (PE) program. PE teachers have been trained in, and are implementing the Sports, Play, and Active Recreation for Kids (SPARK) curriculum. The program includes sports, dance, and general fitness, and is aligned to National PE standards. Students also engage in teambuilding, leadership and communication through the Fulcrum program.

- **Attendance**: Monseñor Oscar Romero Charter School has an average attendance rate of over 95%.

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Enrollment</th>
<th>Average Attendance</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>55</td>
<td>51.36</td>
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<tr>
<td>2010-2011</td>
<td>261.8</td>
<td>251.3</td>
<td>95.99%</td>
</tr>
</tbody>
</table>
EL Redesignation/Reclassification: Monseñor Oscar Romero Charter School’s has effectively redesignated over 38 of English Language Learners school-wide.

<table>
<thead>
<tr>
<th>Year</th>
<th>Student Population</th>
<th>Percent of English Learners</th>
<th>Percent of Redesignated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1 -2007-2008</td>
<td>57</td>
<td>60%</td>
<td>0%</td>
</tr>
<tr>
<td>Year 2 -2008-2009</td>
<td>143</td>
<td>55%</td>
<td>0%</td>
</tr>
<tr>
<td>Year 3 -2009-2010</td>
<td>227</td>
<td>31%</td>
<td>32%</td>
</tr>
<tr>
<td>Year 4 -2010-2011</td>
<td>261</td>
<td>34%</td>
<td>6%</td>
</tr>
</tbody>
</table>

*Data retrieved from CDE Dataquest*

Monseñor Oscar Romero Charter School uses the following LAUSD criteria for reclassifying English Language Learners:

A. The student has an Annual CELDT overall performance level of 4 or 5 with skill area scores of 3 or higher in Listening, Speaking, Reading and Writing.
B. The student scores Basic or above on the ELA section of the CST.
C. The student is judged successful in a mainstream English program based on a grade of C or better in English or ESL 3/4.
   a. Note: Grade-level English 2.5 credit classes and intervention courses are excluded from the reclassification criteria.

Other Accomplishments

- The school has a number of significant relationships with community organizations that lead to enhanced resources for students as evidenced by Americorp tutors, parent/community volunteers including university students.
- Partnership with YPI provides additional services to students and their families, for example, afterschool programs, access to health services, tutoring, parent programs and parent center. Ongoing professional development doc review indicates administration provides very clear expectation to staff of performance, instructional strategies.
- Professional Development demonstrates schoolwide emphasis on math strategies in response to data outcomes.
- 

A C A D E M I C  C H A L L E N G E S  I N  M A T H E M A T I C S

2011 CST Results
MORCS increased by 54 API points from 2010 to 2011. MORCS made AYP in ELA through safe harbor. Overall MORCS had an amazing result from the 7th grade writing exam, 92% of the students at MORCS scored proficient or advance. Students achieved strong academic success in Science and History at both schools scoring in the high 700s and low 800s.
Academic Challenges:

Although we made slight gains in math over the past year, it continues to be an overall challenge for MORCS. Currently, MORCS is in the middle of taking a “SWAT Team” approach to breaking this historical barrier. On September 12th all members of MORCS met to jointly participate in a Professional Learning Community to design a schoolwide action plan to end this trend. Every team designed and shared strategies that will help support the math department. Some of the items in the action plan include but are not limited to the strategies listed below:

- All employees will own the math outcomes of our students.
- The Aleks computer assisted program along with Kahn Academy is used at MORCS.
- We will continue to hold our big hairy audacious goal of having all 8th grade students take Algebra 1, however, we scaffold and provide support through after school tutoring at MORCS. Voyager Math will be used consistently to provide support to all students scoring below and far below basic in Math.
- We have enlisted and trained the afterschool tutors to use Aleks, Kahn, and Voyager so that there is instructional continuity for students between the regular day and afterschool programs.
- Office staff provides students, while waiting in the office, math facts sheets to continue to encourage learning in math content area.
- All content areas teachers have developed strategies to incorporate math in their subject areas so that students can apply math in a real tangible manner. The teachers have termed it, “Bringing Math to Life!”
- A school-wide competition is being developed by math and social studies teachers to have all basic math facts memorized and internalized by October 30th. MORCS competition is the Puma of the Mountain.
- We are continuing to partner with Dr. Ivan Cheng, CSUN Math Professor, who provides mentoring support to his former math students which are current teachers on staff at MORCS.
- Math Teachers continue to collaborate across grade levels.
- Send Math team to the California Mathematics Council Conference held in November.

Facilities Challenges

- MORCS has moved four times within the last 5 years. A permanent home for MORCS has kept the school from growing enrollment as presented in the initial petition. Although there has been enrollment growth the challenges of constant movement has had its affect. As previously mentioned MORCS has two campuses. Presently, MORCS has been awarded a facilities grant, Prop 1D, and is working in collaboration with LAUSD. This funding will be used toward a permanent facilities solution. A permanent site will reduce facilities costs and assist in the creation of a solid instructional site.
Benchmarks for Renewal

CST Mathematics data for 2010-11 indicates that 22% of Monseñor Oscar Romero's students scored proficient/advanced while the Median of Resident Schools indicates that 38% of students scored proficient/advanced. Therefore, Monseñor Oscar Romero Charter School will meet or exceed the Resident Schools Median of students scoring proficient/advanced in Mathematics based on the CST scores for the 2012-13 school year. The Charter Schools Division will monitor this through its ongoing oversight.

- CST Mathematics data for 2010-11 indicates that 44% of Monseñor Oscar Romero's students scored Below Basic and Far Below Basic while the Resident Schools Median of students scoring Below Basic and Far Below Basic was 36%. Therefore, Monseñor Oscar Romero will have a lower percentage of students scoring Below Basic and Far Below Basic in Mathematics than the Resident Schools Median based on CST scores for the 2012-13 school year. The Charter Schools Division will monitor this through its ongoing oversight.

- CST Mathematics data in the area of Algebra for 2010-11 indicates 20% of Monseñor Oscar Romero’s students scored proficient/advanced. Monseñor Oscar Romero will increase the percentage of students scoring proficient/advanced in Algebra to at least 40% based on CST scores for the 2012-13 school year.

As part of its annual review, Monseñor Oscar Romero Charter School will provide a written in-depth analysis of its CST proficiency rates in math for each of its subgroups. If AYP proficiency is unmet for any subgroup, Monseñor Oscar Romero Charter School will also provide rationale for performance and a strategic plan (with timelines and individuals responsible) for increasing performance levels. This analysis will be submitted at least one week prior to the scheduled annual review for Division analysis.

Prior to its next renewal (using the most recent data in the year of renewal), Monseñor Oscar Romero Charter School will have a reclassification rate that meets or exceeds the District's rate.
ELEMENT 1: EDUCATIONAL PROGRAM

AFFIRMATIONS
Monseñor Oscar Romero Charter School shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- Not discriminate against any student on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC47605(d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Not require any child to attend the Monseñor Oscar Romero Charter School nor any employee to work at the charter school.
- In accordance with Education Code Section 47605(d)(3)], if a pupil is expelled or leaves the Monseñor Oscar Romero Charter School without graduation or completing the school year for any reason, the Monseñor Oscar Romero Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

FACILITY STATUS/LOCATION:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Location</th>
<th># of Classrooms</th>
</tr>
</thead>
</table>
| 6     | Monseñor Oscar Romero Charter School  
1157 S. Berendo Street  
Los Angeles, CA 90006 | 5 Classrooms, 1 Office  
Use of the Berendo’s cafeteria and outside areas |
| 7-8   | 1501 Wilshire Blvd.  
Los Angeles, CA 90017 | 7 Classrooms, 3 Offices, 1 Parent Center, 1 Multipurpose |

Contact Person: Yvette King-Berg, Executive Director
Charter School phone number: 2134139600
Monseñor Oscar Romero Charter School was awarded a Prop. 1D- facilities grant and is working with LAUSD to building a site where all classrooms will be in one place.

**The term of this charter shall be from July 1, 2012 through June 30, 2017**

**Configuration of Grades Served and Number of Students for the Charter Term**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Year 1 2012-2013</th>
<th>Year 2 2013-2014</th>
<th>Year 3 2014-2015</th>
<th>Year 4 2015-2016</th>
<th>Year 5 2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>110</td>
<td>110</td>
<td>110</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>7</td>
<td>130</td>
<td>120</td>
<td>120</td>
<td>130</td>
<td>130</td>
</tr>
<tr>
<td>8</td>
<td>85</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>129</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>325</td>
<td>350</td>
<td>350</td>
<td>370</td>
<td>375</td>
</tr>
</tbody>
</table>

The grade configuration is Grades 6-8.
The number of students in the first year will be 325 as referenced above.
The grade level(s) of the students the first year will be 110 for 6th grade, 130 for 7th grade, and 85 for 8th grade.
The scheduled opening date of the Monseñor Oscar Romero Charter School is August, 2012, this is a charter renewal.

**The Admission Requirements Include:**
The operational capacity will be as outlined above 375 maximum.
The instructional calendar will be: August- June
Monseñor Oscar Romero Charter School will be open to all students residing in California that wish to attend the school. Monseñor Oscar Romero Charter School adheres to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education as provided to other children and youths. Monseñor Oscar Romero Charter School is located in the Pico-Union/Westlake neighborhood and specifically serves the students in this population – traditionally low-achieving and socioeconomically disadvantaged students.

*(Refer to Element 8 for details on Admissions Requirements)*

**The Instructional Calendar Will Be:**

**Calendar**
Monseñor Oscar Romero Charter School has a longer school day than traditional public schools in order to allow for more time for learning and community activities. The school has 180 instructional days. The administrators and Board of Directors determine specific calendar dates and hours on an annual basis. A
complete school calendar for 2012-13 is at the end of Element One. A brief summary of school calendar for the 2012-13 school year is as follows:

<table>
<thead>
<tr>
<th>First Day</th>
<th>August 13, 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last Day</td>
<td>June 7, 2013</td>
</tr>
<tr>
<td><strong>Holidays</strong></td>
<td></td>
</tr>
<tr>
<td>Labor Day</td>
<td></td>
</tr>
<tr>
<td>Veteran's Day</td>
<td></td>
</tr>
<tr>
<td>Thanksgiving</td>
<td></td>
</tr>
<tr>
<td>Martin Luther King Jr.</td>
<td></td>
</tr>
<tr>
<td>President's Day</td>
<td></td>
</tr>
<tr>
<td>Cesar Chavez Day</td>
<td></td>
</tr>
<tr>
<td>Memorial Day</td>
<td></td>
</tr>
</tbody>
</table>

**SCHEDULE**

Monseñor Oscar Romero Charter School implements a schedule that provides all students with a reading elective to support English Learners, struggling, and gifted readers. Additionally, students have an opportunity to participate in a second elective, Spanish, Music, Communications, or Art. Core subject classes (Language Arts, Math, Social Studies, and Science) are designed to meet the California State Content Standards. Instructional time for Monday through Friday equals a total of 340 minutes a day and a total of 1,700 minutes per week. Teachers stay on campus from 3:00 pm to 4:30 pm on Monday’s for Professional Development. Instructional time is not affected by Professional Development. Before-school and after-school learning opportunities equal approximately 2-3 hours each day. MORCS Schedule of Classes is as follows:
### 6th Grade Monday

<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
<th>Teacher A</th>
<th>Teacher B</th>
<th>Teacher C</th>
<th>Teacher D</th>
<th>Teacher E/F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universal Breakfast</td>
<td>8:10 - 8:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SFA</td>
<td>8:30 - 9:40</td>
<td>SFA 6</td>
<td>SFA 6</td>
<td>SFA 6</td>
<td>PREP</td>
<td>SFA 6</td>
</tr>
<tr>
<td>Period 2</td>
<td>9:42 - 10:32</td>
<td>PREP</td>
<td>PREP</td>
<td>PREP</td>
<td>PE - 6C/6D</td>
<td>PE - 6A/6B</td>
</tr>
<tr>
<td>Advisory</td>
<td>10:34 - 11:34</td>
<td>ADV - 6B</td>
<td>ADV - 6D</td>
<td>ADV - 6A</td>
<td>ADV - 6C</td>
<td>TA</td>
</tr>
<tr>
<td>Lunch</td>
<td>11:34 - 12:09</td>
<td></td>
<td></td>
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### 6th Grade Tuesday - Friday

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<th>Teacher C</th>
<th>Teacher D</th>
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<td>9:42 - 10:37</td>
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<td>Teacher H</td>
<td>Teacher I</td>
<td>Teacher J</td>
<td>Teacher K</td>
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<td>Sci - 7C</td>
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<td>Teacher I</td>
<td>Teacher J</td>
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### 8th Grade Monday

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<th>Teacher O</th>
<th>Teacher P</th>
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### 8th Grade Tuesday - Friday

<table>
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<tr>
<th>Time</th>
<th>Teacher L</th>
<th>Teacher M</th>
<th>Teacher N</th>
<th>Teacher O</th>
<th>Teacher P</th>
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<tbody>
<tr>
<td>Universal Breakfast</td>
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<td>8:10 - 8:20</td>
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<td>SFA</td>
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<tr>
<td>8:20 - 9:20</td>
<td>SFA 8</td>
<td>SFA 8</td>
<td>Algebra 1</td>
<td>SFA 8</td>
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<td>Prep</td>
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The demographics for the nearest middle schools are as follows:

<table>
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<tr>
<th>School</th>
<th>2010-2011 Enrollment</th>
<th>2011 API Statewide Rank</th>
<th>2011 API Similar Schools Rank</th>
<th>2011 API Growth</th>
<th>Free and Reduced (%)</th>
<th>English Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adams Middle</td>
<td>1,187</td>
<td>2</td>
<td>7</td>
<td>710</td>
<td>99</td>
<td>28%</td>
</tr>
<tr>
<td>Berendo Middle</td>
<td>1,777</td>
<td>1</td>
<td>6</td>
<td>700</td>
<td>86</td>
<td>35%</td>
</tr>
<tr>
<td>Virgil Middle</td>
<td>1,715</td>
<td>1</td>
<td>5</td>
<td>714</td>
<td>100</td>
<td>33%</td>
</tr>
<tr>
<td>Monseñor Oscar Romero</td>
<td>261</td>
<td>2</td>
<td>4</td>
<td>725</td>
<td>100</td>
<td>32%</td>
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**STUDENT POPULATION**

Monseñor Oscar Romero Charter School serves students and families in area near Berendo Middle School. The student population reflects the demographics of the surrounding schools. According to the California Department of Education (CDE) Dataquest Monseñor Oscar Romero Charter School students are 97% Hispanic or Latino, 32% are English Learners and 100% of students qualify for Free and Reduced Price Meals. All of the students are granted equal access to the school resources regardless of their economic or academic status. In addition, Monseñor Oscar Romero Charter School works with the surrounding schools to ensure that students smoothly transition into and out of our program.

The student population reflects the demographics of the surrounding schools. According to the last CBEDS count, the middle schools in Pico Union/Westlake serve approximately 94% Latino students. More than 96% of children at these schools are enrolled in the federal free and reduced price lunch program, according to California Department of Education data. All three middle schools located in the Pico Union/Westlake community that the charter school will serve are Program Improvement Schools Year 5, under Title I, Part A: Berendo Middle, Virgil Middle, and Adams Middle School.
Demographics

<table>
<thead>
<tr>
<th>School</th>
<th>Hispanic or Latino</th>
<th>English Learners</th>
<th>Free &amp; Reduced Price Meals</th>
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<tr>
<td><strong>MIDDLE SCHOOLS</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Adams Middle</td>
<td>98%</td>
<td>28%</td>
<td>99%</td>
</tr>
<tr>
<td>Berendo Middle</td>
<td>92%</td>
<td>35%</td>
<td>86%</td>
</tr>
<tr>
<td>Virgil Middle</td>
<td>86%</td>
<td>33%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Monseñor Oscar Romero Charter Middle</strong></td>
<td>97%</td>
<td>32%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>ELEMENTARY SCHOOLS</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Hoover</td>
<td>95%</td>
<td>76%</td>
<td>87%</td>
</tr>
<tr>
<td>Leo Politi</td>
<td>96%</td>
<td>55%</td>
<td>100%</td>
</tr>
<tr>
<td>Magnolia</td>
<td>99%</td>
<td>62%</td>
<td>100%</td>
</tr>
<tr>
<td>10th Street</td>
<td>98%</td>
<td>68%</td>
<td>96%</td>
</tr>
<tr>
<td>Gratts</td>
<td>95%</td>
<td>61%</td>
<td>100%</td>
</tr>
<tr>
<td>28th Street</td>
<td>97%</td>
<td>63%</td>
<td>95.9%</td>
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Note: Elementary schools which Monseñor Oscar Romero Charter expects to receive most students listed above.

Achievement

<table>
<thead>
<tr>
<th>School</th>
<th>2010-2011 API Statewide Rank</th>
<th>2010-2011 API Similar Schools Rank</th>
<th>2010-2011 API Growth</th>
<th>Met Schoolwide Growth Target</th>
<th>Met All Subgroup Growth Targets</th>
<th>2010-2011 Program Improvement</th>
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<tr>
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<td>7</td>
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<td>Berendo Middle</td>
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<td>6</td>
<td>700</td>
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<td>Virgil Middle</td>
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<td>4</td>
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<td>725</td>
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<td>1</td>
<td>681</td>
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*Data obtained from CDE Dataquest*

As indicated in the Achievement Chart above Monseñor Oscar Romero Charter 2010-2011 API Growth reflects a +15 growth above the surrounding schools.

School Culture

Monseñor Oscar Romero Charter School is committed to serving approximately 405 students when fully operational. Small learning cohorts of approximately 75 students will stay together with the same teachers...
for all three years at the school. Through this organizational structure and a curriculum organized around major concepts that students are expected to learn, Monseñor Oscar Romero Charter School will seek to graduate students who are thoughtful, engaged citizens of the 21st Century.

A TYPICAL DAY

Students arrive at school between 7:15 a.m. and 8:00 a.m. so that they can have breakfast and prepare for the day. Intervention and remediation activities are provided between 7:15 a.m. and 8:20 a.m. to all students.

Each school day at Monseñor Oscar Romero Charter Middle School begins with all students attending a reading elective course during first period, Success For All: The Reading Edge, which provides prevention, intervention, and gifted reading instruction. Students take standards based core subject classes of Language Arts, Math, Science, and Social Studies. Academic classes are scheduled between 8:20 a.m. and 3:00 p.m. during our Tuesday through Friday regular bell schedule. All students participate in Physical Education (PE), which incorporates an intramural sports program, including practices and games, team-building initiative games, and California Physical Fitness training. Students eat lunch at various times between 11:00 and 1:00. Tuesday – Friday, the regular school day ends at 3:30. From approximately 3:00 – 3:30, students have the opportunity to take elective courses such as Communications and Leadership or receive academic intervention support to master necessary skills in mathematics and English-Language Arts using programs such as Voyager Journeys and VMath.

While the Tuesday through Friday instructional day is consistent, school on Monday ends at 2:22 to allow for teachers to participate in professional development. On Monday mornings, after Success For All, the day begins with an assembly or an advisement period where the school gathers to receive weekly updates from school administration, teachers, and Student Leadership Council members. This is also a time when individual classrooms have an opportunity to showcase their projects school-wide or classroom-by-classroom, celebrate student achievement, and reflect on their behavior throughout the school year. All students participate in advisory classes where topics such as digital portfolio development, student performance data, conflict resolution, college awareness, and service-learning projects are discussed. The advisory curriculum is taught every Monday for 60 minutes each session.

Students participate in intervention workshops, enrichment, extra-curricular activities, and community service programs after school between 3:30 pm – 6:30 pm.

A LOOK INTO THE CLASSROOM

Prevention/Intervention/Acceleration Program:

During the first period of each day all students are leveled and placed into a reading elective block based on their instructional level. Therefore, if an 8th grade student with special learning needs or an English Language Learner is reading at the 4th reading level based on the Gates-MacGinitie normed reference test (see Appendix G for description), he or she is assigned to a certificated teacher that is responsible for teaching reading at the 4th grade reading level. The reverse is also true, if there is a 6th grade gifted student that is reading at the 9th grade reading level based on the Gates-MacGinitie, then he or she will have the opportunity to participate in an elective 9th grade Reading Edge Course.

The Reading Edge is a research-based and research-proven program designed to meet the unique needs of young adolescent readers. Since the range of reading achievement is extremely broad in this age group,
the Reading Edge provides instruction for students at beginning through 8th-grade+ reading levels. Students are assessed and placed at their appropriate reading levels. Students reading at a third-grade level or higher will focus on developing comprehension strategies using both narrative and expository texts. Students reading at earlier levels use high-interest fiction, nonfiction, and reader’s theatre to develop basic decoding skills, reading fluency, vocabulary building, and comprehension. All levels focus on building background knowledge and developing study skills to foster future success in school and beyond. Additionally, the Reading Edge uses cooperative-learning techniques to engage students with their learning and to create and foster a positive classroom environment.

Middle school students who are reading at a second and third grade level have mastered basic phonics skills, but they haven’t achieved enough reading fluency and vocabulary to make contact with the world of adult reading, contact that first occurs at the fourth grade reading level. The goal of these units is to give students at this level the help they need to achieve a fourth grade reading level as quickly as possible. This general goal can be broken down into the following areas:

1. The students acquiring word recognition skills. In levels 2 - 3, students are provided direct instruction in techniques and strategies they can use to successfully decode unfamiliar words, such as using phonetic clues within the word, using other words in the text as clues, breaking down multisyllabic words, and identifying prefixes, suffixes, and base words.

2. The students achieving greater reading fluency. Fluency is the ability to read smoothly at an acceptable speed with few errors and with good expression. While students can sometimes read fluently without understanding what they read, achieving fluency frees up the intellectual resources that students need to accomplish comprehension tasks.

3. The students continuing to develop their vocabulary. These students need help with both learning completely new words (a task that is particularly critical for students who are learning English as a second language) and with learning to read words that are already in their spoken vocabulary. Levels 2 - 3 offer activities that assist with both aspects of vocabulary development.

4. The students learning basic comprehension strategies. While levels 2 - 3 appropriately emphasize fluency over comprehension, the students will learn that fluency is only important to the extent that it results in better and more efficient understanding. Fluency is thus always taught in tandem with guidance and validates s for comprehension. The comprehension strategies that are offered range from basic clarifying techniques (such as sounding words out, looking at other words and pictures for clues, and asking for help) to important strategies that contribute to active reading, such as predicting, asking questions, making mind movies, and summarizing.

5. The students are learning to write in response to what they read. Levels 2 - 3 focuses on helping students write correct and complete sentences, applying appropriate punctuation, capitalization, grammar, and spelling, as well as vocabulary building.

Curriculum
Students in the Reading Edge are grouped into separate classes according to their reading levels.

Reading Level 1 (first grade reading level) focuses on giving beginning readers the tools they need for literal comprehension. It uses a sequence of illustrated stories, presented with phonetically regular text that becomes more difficult as students master new skills.
Reading Levels 2 - 3 (grades 2 and 3 reading levels) use simple fiction, nonfiction, and reader’s theater to focus on basic decoding skills and improving reading fluency.

Reading Levels 4 – 8+ (grades 4 through 8+ reading levels) use short stories, novels, poetry, and nonfiction to help students learn effective comprehension strategies.

Frequent feedback motivates students in all instructional levels:

- **Students get weekly feedback on their progress.**
  They set individual and team goals and track their progress. Being aware of their own gains and experiencing success a step at a time motivates students to take on new challenges with confidence.

- **As soon as they are ready, students are moved to the next level.**
  Every eight weeks students are given a test to identify their reading level. Assessing reading skills regularly assures that students are continually challenged and do not lose momentum.

- **The Reading Edge is flexible.**
  Teachers can use formal and informal assessment data from The Reading Edge to tailor instruction so that it meets the needs of their students and the school and state goals.

All instructional levels of the Reading Edge allow students to progress at their own pace, gaining pride and confidence in their abilities as readers. Instruction is consistently matched to students’ gains in ability. Within each class, motivated students are given the option to forge ahead with new material, even as they help their partners and teammates. All students, regardless of achievement levels, receive instruction that is keyed to their particular needs and to level-appropriate goals.

**CORE SUBJECT CLASSES:**

Standards based core subject classes include: Language Arts, Math, Science, and Social Studies. When entering a classroom, visitors will see standards based instruction at a prominent place in the classroom. Visitors will also see a unit board which will identify the state standards being addressed, the assessments being utilized, and specific learning objectives and outcomes for the day. Often in the first ten minutes of the classroom teachers will utilize a warm-up to help students activate background knowledge. Or, teachers may use the time to provide direct instruction to help students acquire new knowledge.

All instruction will follow the Strategic Design Model which trains teachers to use backwards planning process to make deliberate decisions to provide effective instruction. The Designing for Student Achievement method by Insight Education Group, teaches teachers to identify desired outcomes (Standards and Bloom’s taxonomy) align those outcomes to multiple assessments (formative, and summative assessment options are used) and to develop and differentiate instruction toward student needs (Bloom’s Taxonomy, research based strategies, and differentiated instruction.)

In a typical classroom visitors will see students working in leveled or collaborative groups actively engaged in culturally relevant project-based learning. While in their groups students utilize Thinking Maps to help them to think critically across all subject areas and to complete all of their standards based tasks and assessments. The following CRRE (Culturally Relevant and Responsive Education) instructional strategies utilized throughout the day:
• **Contrastive Analysis:** Oral and written language skills: integrating linguistic knowledge of SAAE (Standard American Academic English) into home language of Standard English Learners.

• **Personal Thesaurus:** To build on prior knowledge.

• **Culturally Relevant Literature:** Draws upon personal knowledge to make meaning of text: Learning environments that facilitate literacy acquisition and establish linkages between the home and school cultures.

• **Building on the Learning Styles and Strengths of SELs (Standard English Learner) learning styles:** Individual preferred orientations, social interactions during study time, and types of reward structures that motivate the individual to persist and try harder.

### THE 21ST CENTURY EDUCATED PERSON

The educated person in the 21st Century must have the critical thinking skills necessary to engage in continuous learning – essential for adaptation to the constantly changing economic and social environment of tomorrow. The educated person must not only value academic pursuits such as reading, writing, and mathematics, but also community interests and a respect for cultural diversity. The educated person uses knowledge and skills to analyze situations, formulate questions and ideas, and creatively present findings. Exercising such skills enables the educated person to perform well in the economic workforce and to become an active participant in the diverse global community.

In summary, MORCS supports changes in teaching, learning, and leadership that adequately prepare students for the 21st century as follows:

- Acquire and apply core knowledge and critical-thinking skill sets that are essential in an information age.
- Demonstrate creativity, innovation, and flexibility when partnering with business and community members to advance common goals.
- Make decisions and solve problems ethically and collaboratively.
- Use technology to gather, analyze, and synthesize information for application in a global economy.
- Exhibit positive interpersonal relationships that value multiple languages, cultures, and all persons.
- Display leadership skills that inspire others to achieve, serve, and work together.

### HOW LEARNING BEST OCCURS

The National Assessment of Educational Progress (NAEP), Scholastic Aptitude Test (SAT), and American College Test (ACT) scores consistently demonstrate gaps in performance between students by race and income. African-American, Latino/a, Native American, and low-income students demonstrate lower performance than their white, Asian, and economically advantaged peers. The Monseñor Oscar Romero Charter School leadership team continues to study effective practices that have worked to close this achievement gap.

Monseñor Oscar Romero Charter School has incorporated the following recommendations from Kati Haycock, Director of Education Trust:
- **Have uniform standards:** Monseñor Oscar Romero Charter School has clear and high expectations of all students that fully align with California state standards.

- **Make the curriculum challenging:** Rigorous curriculum is organized around major concepts that students are to know deeply.

- **Help students catch up:** A personalized environment and regular assessments ensure that no students fall behind. Initial assessments are conducted once students are enrolled in the school, to determine their proficiency levels in mathematics and language skills. Extra support before and after school is given to those students in need.

- **Provide good teachers:** All Monseñor Oscar Romero Charter School core subject teachers have an appropriate credential in their subject matter based on NCLB requirements for highly qualified teachers. In addition, regular planning and professional development time allow teachers the opportunity to continue to improve their practice.

Students learn best when they are challenged by clear and high expectations and supported by a caring community. They are excited by education that is meaningful and dynamic. Students are motivated by learning that requires them to problem solve and collaborate. Students learn best when they have an opportunity to form meaningful relationships with teachers, administrators, peers, and the surrounding community. They thrive in an environment where teachers, parents, and students work collectively to set goals and celebrate achievement.

Research supports that young people want to make a difference in their families and communities and they value experiences that empower them to do so. Learning must both reflect students’ lives and expand their understanding to encompass a global perspective. Therefore, MORCS provides opportunities for students to develop personal responsibility, manage their own learning, and practice democratic principles. Students at MORCS’ have opportunities to celebrate authentic accomplishments; as well as, cultural and individual diversity in an environment of tolerance and respect. These concepts are the foundation of Monseñor Oscar Romero Charter School.

**PROGRAM GOALS**

Monseñor Oscar Romero Charter School has created an educational environment that fosters success in the classroom and the community. To this end, the school has set forth the following program goals:

1. Prepare students for academic success in high school as well as post-secondary education.
2. Prepare students to be responsible and active participants in their community.
3. Enable students to become life-long learners.

In accordance with the Expected School-wide Learning Results (ESLRs), every student who graduates from Monseñor Oscar Romero Charter School will be:

- **An Effective Communicator,** able to read, write, converse and listen for a variety of purposes
- **An Information Manager,** able to locate, access, organize, evaluate and apply information in a complex and technological world
- **A Problem Solver,** able to apply a variety of thinking, creative and computing skills to produce solutions for practical and theoretical problems
- **A Productive Member of Society,** able to demonstrate healthy, responsible behavior and to work collaboratively and respectfully in a culturally diverse community
• *A Lifelong Learner*, able to set educational and career goals, to develop a realistic strategy to achieve those goals and to apply content knowledge and critical thinking skills to adapt to a rapidly changing environment

**INSTRUCTIONAL PROGRAM**

Monseñor Oscar Romero Charter School will offer students an academically rich program incorporating the following characteristics:

1. **Standards-Based, Research-Based Curriculum**: Monseñor Oscar Romero Charter School will offer a rigorous education for all students in line with the California State Standards. The school continues to use curriculum and instructional strategies founded on proven practices.

2. **Family-Community-School Partnerships**: Monseñor Oscar Romero Charter School actively engage families and the community in the life of the school, and students are engaged in service to the community.

3. **Technology Integration**: By incorporating technology within the curriculum, students learn computer skills while pursuing academic goals.

4. **Small Learning Communities**: Students are given the opportunity to work in small cohort groups throughout their three years at school, thereby increasing teacher-student interaction.

5. **Interdisciplinary, Project-Based Curriculum**: Students will understand how subjects relate to each other while achieving proficiency in all core subjects and becoming critical thinkers. Teachers engage students by organizing curricula around central ideas, building on students’ prior knowledge, and connecting learning to students’ lives.

6. **Culturally-Relevant Instruction**: Central American/Latino literature and cultural references are integrated into the instructional experience, to increase the relevance of school in students’ lives.

I. **Standards-Based, Research-Based Curriculum**

The state and national standards, Common Core Standards for each core subject area provides a basic framework for instruction at Monseñor Oscar Romero Charter School. Standards based core subject classes include: Language Arts, Math, Science, and Social Studies. From this baseline, students expand their knowledge, skills, and analysis through in-depth inquiry and exhibition projects. All students will be expected to create digital portfolios, which demonstrate essential skills, critical thinking, and problem solving across disciplines. Authentic assessments are used to judge student achievement beyond traditional evaluation instruments. Professional development will include teacher, staff and community coaching to help students meet a more demanding curriculum and to facilitate the support and cooperation of the entire charter school community. Differentiated instruction allows students multiple pathways to absorb information and learning, supporting both low- and high-performing students.

Among Monseñor Oscar Romero Charter School's practices is that all students are expected to demonstrate essential skills, critical thinking, and problem solving across disciplines. They must also develop the analytic skills and intellectual curiosity that helps them become self-motivated lifelong learners. Toward this end, Monseñor Oscar Romero Charter School students are developing strong “habits of mind.” Throughout the curriculum, students consider questions of evidence (how do we know what we know?); viewpoint (who is speaking?); connections and patterns (how are events/people/places connected?); supposition (what if? how might things have been different?); and meaning (why does this event, theory, or practice matter?). When possible, Latino and Central American educational elements are incorporated.
throughout the curriculum, reinforcing cultural relevance for students. Students achieve academic achievement through in-depth investigation, rigorous thought, and meaningful connections.

Monseñor Oscar Romero Charter School believes that a systematic standards-based instructional program ensures that students are successfully engaged in rigorous academic activities. Rigorous instruction, guided by data-based analysis of student achievement, ensures that students reach proficiency in Reading Language Arts and Math, Science, and Social Studies, and meet or exceed API and AYP targets.

Teachers at all grade levels are trained in a proven effective model of standards-based instruction: Strategic Design for Student Achievement (SDSA). SDSA comprises of a four-step process in which teachers analyze and prioritize content standards, align assessments to those standards, design instructional activities that are aligned to standards and assessments, and analyze achievement outcomes to determine effectiveness. Specifically, teachers trained in the SDSA model are able to perform the following design tasks:

1) Prioritize and Cluster Standards
   • Analyze the level of thinking (Bloom’s Taxonomy) embedded in each standard
   • Prioritize standards according to the following criterion:
     Priority 1
     *Does the standard represent a multi-faceted, complex idea that requires “uncoverage”?
     Priority 2
     *Does the standard represent a set of discrete skills or isolated pieces of knowledge?
     Priority 3
     *Is this non-essential knowledge that may enhance student understanding of the larger/broader topic?
   • Cluster content standards around identified “Priority 1” standards
   • Clearly communicate expected outcomes to students

2) Align Assessments
   • Make strategic decisions about when to use formative and summative assessments
   • Identify the “Achievement target” (knowledge, reasoning, skills, product, or dispositions) embedded in the content standards
   • Use the identified achievement target to select from among four kinds of assessments (selected response, constructed response, performance assessments, personal communication) to align to the standards
   • Clearly define and communicate assessment criterion to students prior to instruction

3) Design Rigorous Instruction
   • Define measurable, achievable objectives that align to given standards
   • Design engaging and rigorous instructional activities that align to standards and assessments
   • Differentiate instructional activities (process, product, and content) based on student readiness
   • Communicate performance expectations to students prior to beginning activities

4) Analyze Effectiveness and Efficiency
• Collaboratively examine student work to determine effectiveness of assessments and activities in supporting student mastery
• Analyze student achievement data to identify standards that require extension or remediation
• Conduct a collaborative lesson study to evaluate efficiency (effective coverage of content standards for mastery)

In a standards-based service-learning model, the third step is a process of aligning standards and assessments to real-world learning applications that take the shape of meaningful, rigorous, and assessable service experiences. By integrating a standards-based service-learning model into a dual immersion context, teachers are empowered to simultaneously ensure the mastery of California state content standards and bilingual language proficiency. Taken together, these strategies support closing the achievement gap for students who have been historically underserved by “one-size-fits-all” instructional methods found in many public school classrooms. An instructional model that integrates Strategic Design for Student Achievement (SDSA) and leadership training through service-learning is grounded in state-of-the-art brain-based research.

As part of the curriculum design process, research-based instructional strategies for increasing student achievement are embedded into the daily culture of the classroom. Strategies brought to light in Classroom Instruction that Works (Marzano, Pickering, and Pollock, 2001) are used by teachers in their classrooms. These researchers have compiled teaching practices and strategies that “have a high probability of enhancing student achievement for all students in all subject areas at all grade levels” (Marzano, Pickering, Pollock, 2001). Monseñor Oscar Romero Charter School also has found the use of these instructional practices to be effective for student academic achievement.

Monseñor Oscar Romero Charter School has found that the SDSA process enables teachers to design and deliver comprehensive standards-based lessons, connecting multiple standards from across the content areas, which effectively address and assess student mastery. This process is applied to curricular materials, adopted programs and texts. SDSA effectively allows teachers to identify learning opportunities connecting their adopted text and the state standards to enhancement of strategically research-based effective selected resources.

COMMON CORE STANDARDS

MORCS will implement Common Core Standards as they are adopted.

CURRICULUM FRAMEWORKS AND INSTRUCTIONAL MATERIALS

Proposed timelines for new curriculum frameworks will be a part of the CDE’s implementation plan. However, the Legislature has suspended all SBE action on curriculum frameworks until July 1, 2015. For framework development to begin before then, new legislation will be necessary.

Proposed timelines for new instructional materials adoptions will also be a part of the CDE’s implementation plan. The Legislative suspension of Education Code (EC) Section 60200 affects instructional materials adoptions as well as curriculum frameworks. Under current law, an evaluation criterion for instructional materials, which are contained within the curriculum framework for a given subject, must be adopted at least 30 months prior to SBE action on an adoption. However, Senate Bill X5 1 (Steinberg) allowed for a relaxation of that requirement for adoptions that follow the implementation of CCSS. (Appendix E, Common Core Standards)
II. Family-Community-School Partnerships

Monseñor Oscar Romero Charter School is committed to community-based education providing support for its students through an integrated approach to school, family, and community. Monseñor Oscar Romero Charter School embodies the belief that students thrive when they are part of a supportive community. Oscar Romero specifically defines community-based learning in the following ways:

- **Service Learning**: involves students in helping to determine and meet real, defined community needs. It is reciprocal in nature, benefiting both the community and the student by combining a service experience with a learning experience.
- **Community Resources in the Classroom**: to support student learning, Monseñor Oscar Romero Charter School draws on existing community relationships to involve parents/grandparents/family, college-age tutors, and mentors in the education of its students.
- **School as Community Center**: the school serves as a hub for life-long learning for the neighborhood providing services; such as, parenting workshops, computer literacy, and ESL classes.

**Service Learning.** Service Learning is an opportunity for students to apply classroom learning to tangible community problem solving in a way that brings education to life and grants it personal relevance. Teachers at Monseñor Oscar Romero Charter School are expected to establish community connections in their field and integrate service learning into their academic units. In order to be effective, service learning must be standards-based, rooted in rigorous academic outcomes, and provide ample opportunity for students to reflect upon their learning throughout the process. Students can use technology to research solutions other communities have used to solve problems, and to form partnerships to tackle problems that transcend neighborhoods.

Monseñor Oscar Romero Charter School integrates the classroom into the community through its service learning and community service programs. Teachers use the community to enhance and contextualize classroom learning. Students participate in a range of community activities from field trips to long-term volunteer work. Through service learning activities, students have the opportunity to see themselves as vital contributors to their own community. They can connect classroom learning with real life projects to develop their understanding and motivation for their role as learners and community members.

**Community Resources in the Classroom.** Monseñor Oscar Romero Charter School has invited resources from the community into the school. Monseñor Oscar Romero Charter School has drawn upon existing community partnerships with area colleges, universities, and community-based organizations to increase the resources and instruction of the school. The school brings the community into the classroom through its tutorial, enrichment, mentoring, and parent volunteer programs. Tutors and mentors are recruited from the University of California at Los Angeles (UCLA), University of Southern California (USC), Los Angeles Trade Tech College, California State University at Los Angeles, and the Los Angeles City College, building on YPI's current partnerships with these institutions of higher learning. Tutors work with students on homework and basic skills. University volunteers are recruited to lead a creative writing workshop, direct a play, or coach a sports team. Guest speakers and experts from the community are invited to share their experiences and insights with students and provide feedback for student projects. Professionals and college-aged mentors meet
regularly with students to engage them in enrichment activities, provide positive role models, and expose Monseñor Oscar Romero Charter School students to possibilities beyond their community.

School as Community Center. Monseñor Oscar Romero Charter School continues to build on the success of the Youth Policy Institute’s school-community partnerships. The school is a community center for technology training and access to continued learning. Computer labs on campus are accessible to Monseñor Oscar Romero Charter School families. Computer education, family literacy, English as a Second Language (ESL), health and nutrition, and job training classes for parents are offered during evenings and weekends. The school works actively with parents, students, and community groups to address issues of gang involvement and violence. The school campus has become a place for community celebrations, performances, meetings, and events.

In addition to the noted programs and partnerships above, Monseñor Oscar Romero Charter School has initiated and provided the following to fulfill its commitment to Family-Community-School Partnership:

**Parent Leadership Program** – The curriculum for the program includes the following sessions:

- Parent’s Rights
- Parent/Teacher Conferences
- Structure and Function of the School
- Understanding Standards Based Curriculum and Instruction
- Student Test-Taking Tips and Strategies
- The Structure and Function of the District
- Field Trip to School Board Meeting
- The Road to the University
- Field Trip to a Local University, and Financial Aid Workshop
- Let’s Read / Family Literacy Night
- Math Their Way / Family Math Night

Monseñor Oscar Romero Charter School believes that when parents understand the structures and operations of schools they can actively become involved in their students’ education. Research shows that parent involvement at their child’s school is positively correlated to increased achievement. (Keith, 1993)

**Healthy Families/Communities** - Through a partnership with one of the founding member organizations, Clínica Monseñor Oscar Romero, the school provides information and access to health screenings and enrolls families in the Healthy Families statewide insurance program. The school’s Director of Operations ensures that students and their families schedule check-ups, dental visits, etc. The students and families who are served by the Monseñor Oscar Romero Charter School also offer workshops that are provided after school or on weekends that focus on healthy eating habits, healthy lifestyles, and mental health resources.

III. Technology Integration
Monseñor Oscar Romero Charter School supports the evidence that effective use of technology enhances student achievement and motivation. When technology is integrated into a thoughtful, innovative lesson plan, technology can help open a classroom to a wealth of information and resources. Students must understand how to interpret and evaluate internet search results; as well as, how to communicate deep understanding using software applications and multimedia technology. Technology-savvy teachers are recruited to teach at Monseñor Oscar Romero Charter School. All of the teaching staff are involved in professional development activities that include educational technology and coaching. For example, teachers are trained in the use of the Internet as a research tool. Teachers are given useful strategies to guide their students to evaluate this research, and to determine Internet source credibility.

By integrating technology with project-based learning, students have learned realistic and effective ways to enhance their own education; such as, online research or more diverse ways to communicate with teachers and mentors. Technology has helped students understand appropriate grade-level scientific and mathematic concepts, collaboration with fellow students, and has helped to improve basic skills at their own pace. Technology enhances student learning by providing a multimedia-learning environment that caters to the students’ different learning styles.

Among the technology access, equipment and support for classrooms are as follows:

- Key technology applications have been integrated into every classroom, and students are proficient in basic Office applications, graphic design tools, IMovie, and a variety of web search tools. Future instruction will focus on web design and other advanced applications.
- 100% of students complete digital portfolios each year.
- All teachers and students have completed a technology survey that guides technology integration and professional development.
- The school has a fully functioning computer lab and technology classes available to all students.
- All elective classes – Reading, Communications, and Technology – are fully technology integrated, and those teachers regularly collaborate to design integrated, thematic, technology-based projects.
- ALEKS –Mathematics Increase student performance and retention with individualized assessment and learning. ALEKS’ powerful learning management system provides teachers with individual student results.
- Study Island - The web site gives our students the tools to study academic material in a fun and engaging way. Several choices of games, tests, and flashcards are provided for each content area. The subject areas include Math, English, Social Studies, Science, Foreign Language, and Home Economics. Each area is divided into several subcategories with the instructions for each activity. Our teachers use Study Island to supplement the classroom curriculum by entering their own content for "vocabulary, chapter reviews, and/or study guides for upcoming exams." The online Report Card keeps track of progress. Included is a print option for studying offline
- Voyager Journeys (vocabulary development program)- new version of VocabJourney®, an interactive, web-based reading component to help students boost their vocabulary and comprehension skills. Research has shown that vocabulary deficiencies are a primary cause of academic failure.
- Success For All- Success for All (SFA)® is a whole-school reform model that includes a reading, writing, and oral language development program for students in prekindergarten
through eighth grade. Classroom reading instruction is delivered in daily 90-minute blocks to students grouped by reading ability.

IV. Small Learning Communities
Monseñor Oscar Romero Charter School is a small learning community, in that there will never be more than 405 students enrolled.

Additionally, we provide a personalized learning environment and continuous relationships among students and faculty. The student population is organized into small cohorts of approximately 75 students throughout their three years at Monseñor Oscar Romero Charter School. Teaching teams comprised of 3-4 core-subject teachers (each teaching within their respective subject area), and one specialty instructor works collaboratively to meet the educational objectives. Each cohort and teaching team remains together for two years – 6th through 7th grades, thereby providing continuity from year to year. For example the English Language Arts teacher remains the same class from sixth through seventh grade. In this way, teachers are able to build upon the knowledge and skills from previous years to provide seamless instruction; they will come to know each student individually and be able to address his or her academic and social needs. Although the teachers are new to students in terms of the subject matter, the students will have familiarity with the teachers from their SFA Reading elective from grades 6-8. In the 8th grade year students are reassigned to single subject credential teachers.

Classrooms at Monseñor Oscar Romero Charter School are learning laboratories where ideas are embraced and members are supported. Students form positive peer groups as they advance together and work collectively in areas of academics and community projects. Respect, cooperation, and compassion is emphasized throughout this process and modeled by teachers and administrators.

A key feature of the personalized learning environment takes place during the advisory period. Students meet with faculty or staff in small groups (approximately 25:1 ratio) throughout the course of the school year. In the beginning of each year, the advisory groups focus on building a sense of community among students and adults and establishing trusting relationships. As the year progresses, the advisory period provides a forum for goal setting, problem solving, and launching service learning activities. At the middle and end of each year, the advisory provides an avenue for students to reflect on their effort in school, their behavior, and their academic accomplishments.

V. Interdisciplinary, Project-Based Learning
Core subject teachers work closely together in interdisciplinary teams to provide a coordinated approach to the major concepts that students are expected to know deeply. The school has implemented a curriculum that encourages the learner to connect multiple subject areas with each other. Students find that they are able to apply mathematic concepts in their physical science class; that they can use their English essay writing skills in history; that they can transfer earth science concepts to understand geography; and that mastery of Spanish conjugation improves their English grammar. Monseñor Oscar Romero Charter School’s students are engaged in interdisciplinary learning often find the content more exciting and relevant, especially if presented in a way that relates to their own lives.

Students actively engage in lessons and projects that require them to build on their prior knowledge, construct and demonstrate new knowledge, to analyze and reflect upon what they have learned, and to relate their learning to the world that surrounds them. Teaching methods include inquiry-based, inductive/deductive, direct-instruction, and cooperative learning. Students investigate the world around
them to develop questions and apply their learning. Monseñor Oscar Romero Charter School students complete Capstone Projects at the end of each semester that actively demonstrates competence to their teachers, peers, parents, and community.

An example of a project math students may engage in is a probability and statistics exploration where student teams design and implement various experiments to determine answers to such questions as, “How many students in our school are left-handed?” Students perform simulations for multiple trials, recording their data in a tally chart of their own design and a bar graph. Students then take the information they collect from their random sample and use it to predict (mathematically) how many students in the school are left and right handed. Student teams use tools such as HyperStudio and PowerPoint to present their findings and information to the class. Using a rubric the teacher creates to assess mastery; students have a clear understanding of what is expected of them in a successful presentation.

VI. Culturally Relevant and Responsive Education

Culturally Relevant and Responsive Education (CRRE) is defined as adjusting how we teach to the needs and experiences of students by using their cultural knowledge, prior experiences, frames of reference, and performance styles to make learning encounters more relevant and effective for them.

Research affirms that culture, teaching, and learning are interconnected and that school achievement increases to the extent that teaching employs the cultural referents of the students to whom it is directed (Gay, 2000).

To build students’ sense of connection to and pride in their culture, they are presented writings on Central American writers such as Ruben Darío, Miguel Angel Asturias, and Claribel Alegría. By studying the works of these important literary figures, students cultivate a deeper understanding of the role of Central American/Latino culture in our global community. Teachers collaborate regularly to determine how they can ensure that each unit of study includes materials and resources that reflect the cultural diversity of ALL students attending Monseñor Oscar Romero Charter School.

As participants in effective English Language Learners (ELLs) teachers continue to use the following strategies:

- Gain increased understanding of Standard English Learners (SELS) and the barriers that impact their ability to access core curricula.
- Gain an understanding of the origin and historical development of African-American, Mexican-American, and Central-American language and the impact that it has on learning.
- Become familiar with selected instructional strategies that support the acquisition of language & learning in ALL SELs.
- Deepen understanding of Mainstream English Language Development (MELD) Instruction-Developing Listening, Speaking, Reading, & Writing.

The ASES After School Program

Monseñor Oscar Romero Charter School participates in the After School Education and Safety (ASES) Program. The ASES Program is an after school education and enrichment program. In partnership with
Youth Policy Institute and other local community resources Monseñor Oscar Romero Charter School provides literacy, academic enrichment and safe constructive alternatives for MORCS students.

The ASES program provides an opportunity to maximize school reform strategies with community resources. The goal is to support local efforts to improve assistance to students and broaden the base of support for education in a safe, constructive environment. It is the intent of ASES program legislation to encourage schools and school districts to provide safe and educationally enriching alternatives for children and youth during non-school hours. The program creates incentives for establishing locally driven before and after school education and enrichment programs.

The ASES program involves collaboration among parents, youth, representatives from schools and governmental agencies, such as local law enforcement and local parks and recreation departments, and individuals from community-based organizations and the private sector. As such the leadership of Monseñor Oscar Romero along with the teachers, parents, students, and community define the type of ASES program that reflect the students and families of the Pico Union/Westlake Community.

Additionally, the ASES program must be aligned with, and not be a repeat of, the content of regular school day and other extended learning opportunities. A safe physical and emotional environment, as well as opportunities for relationship building, must be provided. After school programs must consist of the two elements below and ASES program leaders work closely with school site administrators and staff to integrate both elements with the school’s curriculum, instruction, and learning support activities.

1. An **educational and literacy element** provides tutoring and/or homework assistance designed to help students meet state standards in one or more of the following core academic subjects: reading/language arts, mathematics, history and social studies, or science. A broad range of activities may be implemented based on local student needs and interests.

2. The **educational enrichment element** offers an array of additional services, programs, and activities that reinforce and complement the school’s academic program. Educational enrichment includes but is not limited to, positive youth development strategies, recreation and prevention activities. Such activities involve the visual and performing arts, music, physical activity, health/nutrition promotion, and general recreation; career awareness and work preparation activities; community service-learning; and other youth development activities based on student needs and interests. Enrichment activities are designed to enhance the core curriculum.

**OPERATIONAL REQUIREMENTS**

All staff members who directly supervise pupils meet the minimum qualifications, hiring requirements, and procedures for an instructional aide in the school district. School site administrators approve site supervisors for the after school program and ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1.

A nutritious snack is provided daily to students participating in the program. The snack provided must meet the standards identified in EC Section 49430.

ASES grantees are required to operate programs a minimum of 15 hours per week and until 6:00 p.m., beginning immediately upon conclusion of the regular school day. Programs must plan to operate every regular school day during the regular school year.
ADVISORY PERIOD

Students meet with faculty or staff in small groups throughout the course of the school year. In the beginning of each year, the advisory groups focus on building a sense of community among students and adults and establishing trusting relationships. As the year progresses, advisory provides a forum for goal setting, problem-solving, and launching service learning activities. At the middle and end of each year, the advisory provides an avenue for students to reflect on their effort in school, their behavior, and their academic accomplishments.

A key feature of the personalized learning environment takes place during the advisory period. Students meet with faculty or staff in small groups (approximately 25:1 ratio) throughout the course of the school year. In the beginning of each year, the advisory groups focus on building a sense of community among students and adults and establishing trusting relationships. As the year progresses, the advisory period provides a forum for goal setting, problem solving, and launching service learning activities. At the middle and end of each year, the advisory provides an avenue for students to reflect on their effort in school, their behavior, and their academic accomplishments. In addition, students are given the opportunity to visit colleges and universities and are provided information for college preparatory. Advisory encourages and supports all students to become active participants in planning for college or university attendance.

ACADEMIC CORE CURRICULUM

The Monseñor Oscar Romero Charter School curriculum is guided by state and national standards. The guiding principles from the Curriculum Frameworks for California Public Schools: Kindergarten through Grade Twelve (California Department of Education, 1994-2003) are incorporated by each of the core content areas. Course curriculum meets the objectives outlined in the Content Standards for California Public Schools: Kindergarten through Grade Twelve (California Department of Education, 2001). Teachers stay connected to national professional organizations through their publications and conferences to remain current in their content and methodology.

Reading is focused in all content area learning and all teachers are held responsible for assisting students in increasing their skills in reading. Through this intensive effort, students gain access to the core curriculum and academic language of their grade level content.

Monseñor Oscar Romero Charter School teaches all CA State content standards in all core subject area in grades 6-8. Please see attached Appendices E and F for a listing of all standards. English Language Development standards are taught through an elective communications course and across all subject areas.

Below is a description of general content objectives and curriculum skills to be taught at Monseñor Oscar Romero Charter School.

English Language Arts

English Language Arts courses prepare students for thoughtful study by conveying the importance of becoming active thinkers during reading and writing exercises. In the area of curriculum development and language arts instruction for grades 6-8, Monseñor Oscar Romero Charter School provides the following:
Developed and implemented a language arts curriculum that incorporates the grade-level curriculum content specified in the *English-Language Arts Content Standards for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education, 2001). See detailed summary below.

- Integrated reading, writing, speaking, and listening to form a greater understanding of history/social science, mathematics, and science.
- Developed and implemented important “habits of mind” in the form of evidence, connections and patterns, supposition, and meaning that produce active and thoughtful writers, poets, researchers, and speakers.
- Teach students to read with ease, fluency, and enjoyment.
- Expose students to multicultural fiction, non-fiction, poetry, essays, and scripts, including works by Latino authors, with a special emphasis on Central American authors.
- Expose students to multicultural fiction, non-fiction, poetry, essays, and scripts, including works by Latino or Central American authors.
- Teach students to write with clarity, expression, and purpose.
- Coach students to deliver and critique oral presentations effectively.
- Engage students to reflect upon ways literature and writing impact their lives through authentic writing and multicultural literature selections.
- Integrate appropriate technology and technological analysis into the study of English-Language Arts.

### Sixth Grade Language Arts (See Appendix for all State Standards)

| **Reading: Word Analysis, Fluency, and Systematic Vocabulary Development** | Students will use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. |
| **Reading: Comprehension (Focus on Informational Materials)** | Students will read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. |
| **Writing** | Students will write clear, coherent, and focused essays. The writing exhibits students’ awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students will progress through the stages of the writing process as needed. |
| **Literary Response and Analysis** | Students will read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They will clarify the ideas and connect them to other literary works. |
| **Written and Oral English Language Conventions** | Students will write and speak with a command of standard English conventions appropriate to the grade level. |
| **Listening and Speaking** | Students will deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They will learn to evaluate the content of oral communication. |

### Seventh Grade Language Arts (See Appendix for all State Standards)

*Monseñor Oscar Romero Charter School*
**Reading: Word Analysis, Fluency, and Systematic Vocabulary Development**

Students will use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

**Reading: Reading Comprehension (Focus on Informational Materials)**

Students will read and understand grade-level-appropriate material. They will describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. Students will understand various structural features of informational materials and students will comprehend and analyze grade-level-appropriate text.

**Literary Response and Analysis**

Students will read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They will clarify the ideas and connect them to other literary works.

**Writing**

Students will write clear, coherent, and focused essays. The writing will exhibit students’ awareness of the audience and purpose. Essays will contain formal introductions, supporting evidence, and conclusions. Students will progress through the stages of the writing process as needed.

**Written and Oral English Language Conventions**

Students will write and speak with a command of standard English conventions appropriate to the grade level.

**Listening and Speaking Strategies**

Students will deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students will evaluate the content of oral communication.

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**Eighth Grade Language Arts (See Appendix for all State Standards)**

| Reading: Word Analysis, Fluency, and Systematic Vocabulary Development | Students will use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. |
| Reading: Comprehension (Focus on Informational Materials) | Students will read and understand grade-level-appropriate material. They will describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. |
| Literary Response and Analysis | Students will read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They will clarify the ideas and connect them to other literary works. |
| Writing Strategies | Students will write clear, coherent, and focused essays. The writing will exhibit students’ awareness of audience and purpose. Essays will contain formal introductions, supporting evidence, and conclusions. Students will progress through the stages of the writing process as needed. |
| Written and Oral English Language Conventions | Students will write and speak with a command of standard English conventions appropriate to this grade level. |
| Listening and Speaking Strategies | Students will deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They will evaluate the content of oral communication. |

All teachers at Monseñor Oscar Romero Charter School are trained to use strategies such as Specially Designed Academic Instruction in English (SDAIE), Thinking Maps, and Total Physical Response to support ELL learners of all levels during regular ELA classes.
**Mathematics**

Students will continue to acquire a combination of mathematical hands-on skills and conceptual understanding. In the area of curriculum development and mathematic instruction for grades 6-8, Monseñor Oscar Romero Charter School provides the following:

- Developed and implemented a mathematics curriculum that incorporates the grade-level curriculum content specified in the *Mathematics Content Standards for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education, 2001). See detailed summary below.
- Integrate the core concepts of numbers, algebra, geometry, and statistics into a greater understanding of science, history-social science, and language arts.
- Developed important “habits of mind” in the form of evidence, connections and patterns, supposition, and meaning that produce active and thoughtful mathematicians and statisticians.
- Teach students to understand and intuitively use mathematical reasoning: analyzing a problem; estimating a solution; expressing a clear solution and process; and checking validity of results.
- Engage students to reflect upon ways mathematical concepts and theories impact their lives through real-life examples and problems.
- Integrate appropriate technology and technological concepts into the study of mathematics.
- Incorporate the achievements of the ancestral cultures such as the Maya of Central America into the mathematics curriculum.

**Sixth Grade Mathematics**

By the end of grade six, students will have mastered the four arithmetic operations with whole numbers, positive fractions, positive decimals, and positive and negative integers; they can accurately compute and solve problems. They will apply their knowledge to statistics and probability. Students will understand the concepts of mean, median, and mode of data sets and how to calculate the range. They will analyze data and sampling processes for possible bias and misleading conclusions, and they will use addition and multiplication of fractions routinely to calculate the probabilities for compound events. Students will conceptually understand and work with ratios and proportions, and they will compute percentages (e.g., tax, tips, interest). Students will know about the formulas for the circumference and area of a circle. They use letters for numbers in formulas involving geometric shapes and in ratios to represent an unknown part of an expression. They solve one-step linear equations.

**Seventh Grade Mathematics**

By the end of grade seven, students will be adept at manipulating numbers and equations and understand the general principles at work. Students will understand and use factoring of numerators and denominators and properties of exponents. They will know the Pythagorean Theorem and solve problems in which they compute the length of an unknown side. Students will know how to compute the surface area and volume of basic three-dimensional objects and understand how area and volume change with a change in scale. Students will make conversions between different units of measurement. They will know and use different representations of fractional numbers (fractions, decimals, and percents) and are proficient at changing from one to another. They will increase their facility with ratio and proportion, compute percents of increase and decrease, and compute simple and compound interest. They will graph linear functions and understand the idea of slope and its relation to ratio.
Eighth Grade Mathematics
Students will study number sense, algebra and functions, measurement and geometry, statistics, data analysis, probability and mathematical reasoning. Through the study of algebra, students will develop an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts will be developed and used in a wide variety of problem-solving situations.

History and Social Science
Students will learn about important events and documents shaping history as well as explore fundamental concepts of geography, economics, political science and sociology. In the area of curriculum development and history-social sciences instruction for grades 6-8, Monseñor Oscar Romero Charter School will:

- Develop and integrate a history and social sciences curriculum that incorporates the grade-level curriculum content specified in the *History-Social Sciences Content Standards for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education, 2001). See detailed summary below.
- Integrate the core concepts of history and the social sciences into a greater understanding of science, mathematics, and language arts.
- Develop and integrate important “habits of mind” in the form of evidence, connections and patterns, supposition, and meaning that will produce active and thoughtful historians and social scientists.
- Present history through primary sources such as art, letters, music, maps, and personal accounts.
- Engage students in historiography enabling them to compare sources, identify bias, cite trends, and understand cause and effect, and debate issues of historical significance.
- Use geography as a medium for understanding historical trends and events, the movement of people and ideas, and the human relationship to its natural environment.
- Engage students to reflect upon ways history and the social sciences impact their lives through trends in government, economics, civics, and social change.
- Integrate appropriate technology and technological analysis into the study of history and the social sciences.
- Filter through the lens of the Central American experience of Spanish and Portuguese conquest, the influence of the Catholic Church, slavery in the New World, European colonization and Latin American independence.

All grades will integrate the following skills into the study of social studies: historical and social sciences analysis, chronological and spatial thinking as well as research, evidence, and point of view.

Sixth Grade History-Social Science
Students will study World History and Geography in Ancient Civilizations. Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students will develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students will analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.
Seventh Grade History-Social Science
Students will study World History and Geography in Medieval and Early Modern Times. Students in grade seven will study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A.D. 500-1789. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students will study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. They will examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. They will learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science, and the dogma of belief. Finally, students will assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today.

Eighth Grade History-Social Science
Students will study United States History and Geography: Growth and Conflict. Students in grade eight will study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students will trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They will learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They will make connections between the rise of industrialization and contemporary social and economic conditions.

Science
Students will begin to understand how scientific processes operate and how those processes relate to one another. In the area of curriculum development and science instruction for grades 6-8, Monseñor Oscar Romero Charter School has:

- Developed and implemented a science curriculum that incorporates the grade-level curriculum content specified in the Science Content Standards for California Public Schools: Kindergarten through Grade Twelve (California Department of Education, 2001). See detailed summary below.
- Integrated the core concepts of earth science, life science, and physical science into a greater understanding of history-social science, mathematics, and language arts.
- Developed important “habits of mind” in the form of evidence, connections and patterns, supposition, and meaning that will produce active and thoughtful scientists.
- Taught students to understand and intuitively use the scientific method: identify a problem; pose relevant questions; state a hypothesis; conduct an experiment; understand the variables; analyze the data; and reach a conclusion or solution that serves as the hypothesis for the next round of inquiry.
- Provided opportunities for lab experiments, field trips, and service learning where students gather, manipulate and record data from their community to better understand the natural world around them.
- Engaged students to reflect upon ways scientific concepts and theories impact their lives through their environmental and personal health.
- Integrated appropriate technology and technological concepts into the study of science.
- Incorporated the achievements of the ancestral cultures such as the Maya of Central America into the science curriculum.
Sixth Grade Science
Students focus on the study of Earth Science. This course includes such topics as: plate tectonics and earth's structure, shaping earth's surface, thermal energy, energy in the earth system, ecology, and investigation and experimentation skills.

Seventh Grade Science
Students study Life Science, including Cell Biology, Genetics, Evolution, Earth and Life History, Structure and Function in Living Systems, Physical Principles in Living Systems. Students also develop skills in investigation and experimentation.

Eighth Grade Science
Students focus on Physical Science. Topics of study include: Motion Forces, Focus on Physical Science, Motion, Structure of Matter, and Earth in the Solar System, Reactions, Chemistry of Living Systems, Periodic Table, Density and Buoyancy. Students also enhance their skills in investigation and experimentation.

In addition to the core subjects listed above, students have the opportunity to study the following:

Visual and Performance Arts
In the area of curriculum development and visual and performance arts instruction for grades 6-8, Monseñor Oscar Romero Charter School has:

- Developed and implemented a visual and performance arts curriculum that incorporates the grade-level curriculum content specified in the Visual and Performance Arts Content Standards for California Public Schools: Kindergarten through Grade Twelve (California Department of Education, 2002).
- Integrated art and art appreciation to form a greater understanding of history-social sciences, mathematics, science, and language arts.
- Developed important “habits of mind” in the form of evidence, connections and patterns, supposition, and meaning that will produce active and thoughtful artists and performers.
- Provided opportunities for students to discover, develop, and polish artistic talent in the areas of dance, visual arts, music, and theater.
- Engaged students in an appreciation of visual and performance art through visits to museums, theaters, and concert halls as well as visits by guest performers.
- Engaged students to reflect upon ways art and performance impact their lives through culture and community.
- Integrated appropriate technology and technological innovations into the production of art and performance.

Foreign Languages
The school supports English Language Achievement by including Spanish Language Arts instruction. Academic research suggests that when students have significant proficiency in their primary language, Spanish, the transition process increases their ability to advance in English. The goal of the Spanish language program is to increase and support proficiency in Spanish, thus development of their academic language in English by providing effective transition strategies.
The enrollment of Spanish speaking students in Spanish Language Arts also provides students with exposure to the rich cultural heritage of Central American/Latino literature and poetry. By studying the works of important literary figures, students cultivate a deeper understanding of the role of Central American/Latino culture in our global community. Students are not limited to these role model but are further supported with international and American literary writers and models.

Monseñor Oscar Romero Charter School has:

- Developed and integrated a World Languages curriculum guided by the Standards for Foreign Language Learning: Preparing for the 21st Century (American Council on the Teaching of Foreign Languages, 1995) until the release of the revised Foreign Language Content Standards for California Public Schools: Kindergarten through Grade Twelve.
- Integrated foreign language and culture, especially that of Central America, to form a greater understanding of history/social sciences, mathematics, science, and English language arts.
- Developed important “habits of mind” in the form of evidence, connections and patterns, supposition, and meaning that produces active and thoughtful linguists and translators.
- Offers opportunities for native Spanish speakers to study advanced levels of Spanish literature and writing.
- Provided a variety of settings for students to practice speaking, reading, and writing in a second language including interactive classroom exercises, language labs, foreign language computer software, and interaction with native speakers.
- Engage students to reflect upon ways native and foreign languages impact their lives through culture, community, and international relations.
- Integrated technology and technological innovations into the study and practice of foreign languages.

Physical Education and Health
In the area of curriculum development and physical education and health for grades 6-8, Monseñor Oscar Romero Charter School has:

- Developed a health curriculum that incorporates the grade-level curriculum content specified in the Challenge Standards for Student Success: Health Education (California Department of Education, 1998).
- Approaches physical fitness with the goals of personal challenge, teamwork, sportsmanship, and fun.
- Promotes excellent physical, social, and emotional health among students through stress management, sex education, nutrition, gang prevention, and conflict resolution.
- Engages students to reflect upon ways physical education and health impact their lives through personal well-being.
INSTRUCTIONAL MATERIALS

Instructional materials at Monseñor Oscar Romero Charter School were chosen by teachers and the Administrator and coordinated within the teacher teams. Textbooks are integrated as appropriate in relation to an analysis of standards via the Strategic Design process. Specifically, teachers cluster standards to design units, and then integrate textbook resources as appropriate to address standards in each unit.

Student texts and instructional materials are identified based on the following criteria:
- Alignment with state standards
- Research-base and evaluation data showing success with similar student populations
- Accessibility for students
- Alignment with the school’s mission
- Ease of use for teachers

The school continuously evaluates, updates, and revises textbook adoptions based on student needs and research about the most effective resources. The following is a current list of textbooks in use at the school:

<table>
<thead>
<tr>
<th>Level</th>
<th>Subject</th>
<th>Title</th>
<th>Publisher</th>
<th>Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Language Arts</td>
<td>Elements of Literature</td>
<td>Holt Rinehart Winston</td>
<td>In-Class, Home</td>
</tr>
<tr>
<td>6</td>
<td>Math</td>
<td>California Mathematics</td>
<td>Scott Forseman</td>
<td>In-Class</td>
</tr>
<tr>
<td>6</td>
<td>Science</td>
<td>Focus on Earth Science</td>
<td>Glencoe McGraw Hill</td>
<td>In-Class</td>
</tr>
<tr>
<td>6</td>
<td>Science</td>
<td>Focus on Earth Science</td>
<td>Prentice Hall</td>
<td>Home</td>
</tr>
<tr>
<td>6</td>
<td>Social Studies</td>
<td>A Message of Ancient Days</td>
<td>Houghton Mifflin</td>
<td>In-Class, Home</td>
</tr>
<tr>
<td>7</td>
<td>Language Arts</td>
<td>Elements of Literature</td>
<td>Holt Rinehart Winston</td>
<td>In-Class, Home</td>
</tr>
<tr>
<td>7</td>
<td>Math</td>
<td>Mathematics Concepts and Skills Course 2</td>
<td>McDougall Littell</td>
<td>In-Class</td>
</tr>
<tr>
<td>7</td>
<td>Science</td>
<td>Focus on Life Science</td>
<td>Glencoe McGraw Hill</td>
<td>In-Class</td>
</tr>
<tr>
<td>7</td>
<td>Science</td>
<td>Focus on Life Science</td>
<td>Prentice Hall</td>
<td>Home</td>
</tr>
<tr>
<td>7</td>
<td>Social Studies</td>
<td>Across The Centuries</td>
<td>Houghton Mifflin</td>
<td>In-Class, Home</td>
</tr>
<tr>
<td>8</td>
<td>Language Arts</td>
<td>Elements of Literature</td>
<td>Holt Rinehart Winston</td>
<td>In-Class, Home</td>
</tr>
<tr>
<td>8</td>
<td>Math</td>
<td>Algebra 1 Concepts and Skills</td>
<td>McDougall Littell</td>
<td>In-Class</td>
</tr>
<tr>
<td>8</td>
<td>Science</td>
<td>Focus on Physical Science</td>
<td>Glencoe McGraw Hill</td>
<td>In-Class</td>
</tr>
<tr>
<td>8</td>
<td>Science</td>
<td>Focus on Physical Science</td>
<td>Prentice Hall</td>
<td>Home</td>
</tr>
<tr>
<td>8</td>
<td>Social Studies</td>
<td>A More perfect Union</td>
<td>Houghton Mifflin</td>
<td>In-Class, Home</td>
</tr>
</tbody>
</table>
Teachers are encouraged to use original and primary source material to enrich lesson as much as possible. Instructional materials will include novels, photographs, essays, speeches, video, textbooks, and manipulatives. Teachers and students have access to the Internet, educational software, word processing, data processing, and digital graphics in each classroom. Instructional material will be relevant, thought provoking, and interactive.

**RECRUITING QUALIFIED TEACHERS**

Teachers who are qualified to deliver the instructional program are recruited through various search methods, such as EdJoin, Craigslist, CCSA, Teach for America, at local universities, and at community organizations. Recruitment is held at local job fairs, universities and participating teacher recruitment centers. It is necessary to find teachers appropriate for the school’s instructional approach (project-based learning, technology integration, etc.).

A recruitment committee, consisting of teachers, administrators and other certificated staff, participate in job fairs sponsored by colleges, universities and organizations such as the California Charter Schools Association to screen and recommend teacher candidates for hire at Monseñor Oscar Romero Charter School. An interview committee, separate from the recruitment committee, but also consisting of teachers, administrators, other certificated and classified staff, interview candidates and invite selected candidates back to present lessons in core subject areas. Candidates are observed by this same committee and recommended for hire to the Board of Directors.

The Monseñor Oscar Romero Charter School selects its own staff and is deemed the exclusive public employer of its employees for the purposes of the Educational Relations Act (EERA). The selection procedure does not discriminate on the basis of affiliations, political or religious acts or opinion, race, national origin, ancestry, gender, actual or perceived sexual orientation, marital status, disability or age. Staff racial-ethnic balance continues to comply with federal laws requiring that no teaching staff be identified as intended for students of a particular race, color or national origin. The Code of Ethics, adapted from Title 5, California Education Code, Section 80130, applies to all staff, full and part-time.
MEETING STUDENTS WITH SPECIAL NEEDS

Students entering Monseñor Oscar Romero Charter School have arrived with a range of basic reading and mathematics skills from very poor to gifted and talented, based on data from potential feeder elementary schools. Students also have arrived with a range of English language skills from native English speakers to fully bilingual to students who speak very little English at all. Monseñor Oscar Romero Charter School strives to serve all students and provide services to meet their individual needs.

Use Three Tier Model:

Tier I.
Tier I Instruction requires: Initial assessment of CST/STAR results from previous year and in-house data from the previous year. Student Individual Educational Plans (IEP) if applicable.
- At least 90 minute un-interrupted literacy block, adapt to all instruction.
- Intensity:
  - Academic engagement of all students
  - Explicit, systematic instruction
  - Multiple opportunities to respond to instruction
  - Immediate corrective feedback
  - Scaffold practice of new skills
- Afterschool
- Classroom observation and teacher support
- Parent collaboration, support, partnership
- Coaching provided for administrators through Leadership Training and monitoring of each teacher through:
  - Quarterly Benchmarks which are monitored by each teacher, Director of Instruction, and the board.
  - Ongoing Study Island
  - The 4 Sight Assessment
  - VocabularyJourney Assessments
  - Success for All Program
I. Academically Low-Achieving Students

Students arriving with standard scores below grade level in reading and math are incorporated into the Three Tier model described above and are enrolled in supplemental programs such as Success for All Reading Edge and Kahn Academy Math, ALEKS, and Study Island. Monseñor Oscar Romero Charter School is uniquely positioned to use computer-assisted intervention programs that assess students and adapt to their needs in real time. All students are receiving reading instruction at their level of proficiency through the Reading Edge. Students struggling with math computation receive support during and after school via ALEKS, Study Island, and Kahn Academy Math. Identified students are enrolled in after-school tutoring sessions to supplement regular instruction. Tutors are recruited from YPI’s AmeriCorps program.

Regular progress monitoring is also an essential component of the academic support structure. Student reading and math proficiency are regularly assessed, and the data is used to identify appropriate placements, modify instruction, and identify student needs. (See Elements 2 and 3 of the petition, below).

II. English Learners

Monseñor Oscar Romero Charter School has a high number of English Learners (ELLs), 32% of students are ELLs, with 6% of the school population was reclassified in 2010-2011. Therefore, literacy acquisition will continue to be a major part of the foundation for instruction at Monseñor Oscar Romero Charter School. Research resources utilized to develop the program include Quality Teaching for Tier II Targeted or Strategic Instructional/Intervention

Instruction and/or intervention that goes beyond quality Tier I instruction

- Provided in small group or one-to-one
- Systematic and integrated instruction
- Provided by trained personnel
- Frequent and intense
- Progress monitoring occurs with curriculum based measurement tools (CBMs or others) and it monitors what is being instructed

How do you know when a student needs Tier II?

- When a student demonstrates lack of progress over time
- Poor response to group instructional procedures used in Tier I
- These services are provided in addition to Tier I as a problem solving process or a standard treatment protocol

Tier III/Intensive Intervention

Intensive instruction – more intense, explicit and systematic than Tier II

- Targeted with thorough assessment (narrow focus on specific skill deficiencies)
- Likely include longer intervention that may or may not include the provision of special education services
- Could include a different curriculum
- Always assess quantity of time and quality of instruction we are focusing on accelerating student learning

Based on student response to the “intensity” of intervention determination may be made about referral and eligibility for special education
The Monseñor Oscar Romero Charter School English language support program consists of five steps, 1) Identification, 2) Assessment, 3) Support Services, 4) Transition, and 5) Monitoring.

1) Identification: A home language survey (HLS) is distributed to every student as part of the enrollment process. The purpose of the HLS is to identify students who come from homes where a language other than English is spoken. The survey will be equitable, comprehensive, and not based on prior assumptions.

2) Assessment: Standardized tests such as the California English Language Development Test (CELDT) is given to each incoming ELL to determine each student’s home language and English language proficiency level. The CELDT is administered to all new students with a home language other than English (as indicated on their HLS) and to all English learners annually to determine students’ individual proficiency level for reclassifying if necessary.

3) Support Services: Appropriate language support services are provided to all students that require them.

   • Teachers integrate ELD standards through the Strategic Design Process. As they design standards-based units, teachers examine the ELD standards to find links, and incorporate them into their unit plans as appropriate. ELA teachers use the ELD-ELA map in Appendix F.

   ELL students are identified using CELDT and CST scores. ELL student progress towards meeting ELD standards is examined though ELA assessments 4 times per year (led by the schools administrators). ELA assessments (Gates MacGinitie and 4Sight) are cross-referenced to ELD standards using the ELA-ELD map in Appendix F, and progress on ELD standards is recorded for each student.

   • English Language Learner support and training is provided by a qualified consultant. The school’s Coordinator monitors teachers providing Specially designed academic instruction in English (SDAIE), and works closely with teachers to provide and support effective teaching strategies for classes containing ELL students. Teachers monitor ELLs through daily reading, writing, and discussion activities to determine each student’s literacy habits and skills. Based on these observations, plans to address the needs have been developed and implemented into the curriculum. Teachers are encouraged to use the Cognitive Academic Language Learning Approach. This three-pronged approach integrates language learning, academic content, and learning strategies. Language is learned within the context of a lesson. Learning strategies such as prediction, organizing information, and note-taking are taught explicitly and help ALL students become more effective learners. The ELL program uses the same educational content being provided as part of the regular school programs.

4) Transition: Once a student gains proficiency in English, Monseñor Oscar Romero Charter School staff is responsible for transferring the student out of the ELL program and into the regular school program. Transfers are based on pre-determined criteria established by staff at the school.

5) Monitoring: Students exiting an ELL program and into a regular program are continuously monitored for academic progress. Staff will determine if the regular program is adequately addressing student
needs or if further language development is required. MORCS’ Coordinator of English Language Learners maintains transition and monitoring documents and works closely with teachers using the Three Tier Model as follows:

6) Monseñor Oscar Romero Charter School uses the following LAUSD criteria for reclassifying English Language Learners:

1. The student has an Annual CELDT overall performance level of 4 or 5 with skill area scores of 3 or higher in Listening, Speaking, Reading and Writing.
2. The student scores Basic or above on the ELA section of the CST.
3. The student is judged successful in a mainstream English program based on a grade of C or better in English or ESL 3/4.
   a. Note: Grade-level English 2.5 credit classes and intervention courses are excluded from the reclassification criteria.
4. The parent has been consulted and notified that the student is eligible for Reclassification, using the district’s Notification of Reclassification Letter.

Instruction for Monseñor Oscar Romero Charter School students identified as ELL will integrate the CA State English Language Development Standards. (See attached Appendix F for ELD standards mapped to ELA standards.)

All ELL students participate in an elective class that will focus on building vocabulary and reading comprehension. (See Appendix I for description of the Success for All: Reading Edge Program.) Furthermore, in order to support an immersion model of language development, communications classes focus on oral language, which is an important precursor to academic language proficiency. The Capstone projects provide students with the concrete experiences that help them transition from BICS (Basic Interpersonal Communication Skills) to CALP (Cognitive Academic Language Proficiency). The projects also reinforce oral presentation.

Monseñor Oscar Romero Charter School seeks to recruit teachers that hold either a BCLAD or CLAD credential and can use their bi-cultural training to better serve our ELLs. Teachers are well-versed in Specially Designed Academic Instruction in English (SDAIE) and English Language Development (ELD) techniques. If necessary, after-school supplemental programs or summer classes available to support ELL development.

III. Special Education Students

Special Education Program
All charter schools must adhere to all terms and conditions of the Chanda Smith Modified Consent Decree (MCD) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Charter schools must ensure that no student otherwise eligible to enroll in their Charter School will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.
Prior to Los Angeles Unified School District ("LAUSD" or "District") Governing Board approval, Monseñor Romero Charter School will execute a Memorandum of Understanding ("MOU") by and between LAUSD and Monseñor Romero Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education or provide approved legal verification of membership in another state-approved SELPA with agreement to adhere to the LAUSD’s Modified Consent Decree ("MCD") requirements (see MOU execution requirements below). Monseñor Romero Charter Schools who are considering joining another SELPA shall provide the required notification of intent to leave the SELPA at least one year and one day prior to the anticipated exit date (Education Code § 56195.3 [b]).

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but will now create two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). The Charter-operated schools will not have a LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements:

All charter schools chartered by LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the Chanda Smith Modified Consent Decree ("MCD") and other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes eighteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the Modified Consent Decree, data requests from charter schools that are not connected to the District’s current Student Information Systems ("SIS") are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

- The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- CBEDS, which is due at the end of October of Each School Year.
• All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
• Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

The District is currently in the process of developing an Integrated Student Information System (“ISIS”) as required by the MCD. Although most charter schools are not currently utilizing the District’s current SIS, the MCD requires all charter schools to implement the use of ISIS once it is developed.

**Socioeconomically Disadvantaged Students**
Monseñor Oscar Romero Charter School adheres to the regulations of the reauthorization of the Elementary and Secondary Education Act, *No Child Left Behind*, and continues to utilize funding and other resources to enhance the school-wide Title I program by providing:

• Whole group, small group and individualized direct instruction
• A Family Center that is open from 8:00 a.m. to 4:30 p.m. and classes for parents in E.S.L., parenting skills, computer education, and other services as requested by the Charter School community
• Field trips aligned to specific areas of study
• Multiple computers in all classrooms, access to technology
• After school tutoring
• Supplementary materials and resources in all classes (manipulative materials, software in all core subjects, classroom libraries, etc.)

**Gifted Students**
Monseñor Romero Charter School will address the needs of gifted learners by providing them with challenging curriculum and project-based learning. The school’s Coordinator will continue to identify, monitor, and ensure that services are provided to identified students. Monseñor Romero Charter School will continue to work diligently to implement a variety of strategies to identify and support gifted and talented students:

• Art, music and science enrichment/opportunities
• Art and science labs/use of technology
• Digital learning laboratory
• Multiple computers in all classrooms
• School psychologist to identify students for program
• Individualized assistance and support from paraprofessionals/tutors
• Use of differentiated instruction
• Supplementary enrichment materials for core subjects
• Allow for leadership opportunities by participating in various school functions
High achieving students are identified through a multifaceted approach utilizing summative and formative classroom assessments, teacher observations, parent input, and performance on standardized assessments including the California Standards Test (“CST”) and the CELDT.

Monseñor Oscar Romero Charter School will attend to the needs of gifted students through components like presentations on learning through which students’ exhibit what they have learned to peers, teachers, family and community members. Gifted students will be challenged in Language Arts through the Success for All reading program, in which students are placed at their achievement level in reading. Students performing above grade level in Math will be challenged by appropriate content in the ALEKS program, which continuously adapts to each individual student’s ability level. Under the guidance of a teacher who provides enrichment and support to each student to attain their maximum ability, gifted students will have the opportunity to choose and pursue their own interests.

Monseñor Oscar Romero Charter School is committed to challenging its entire student body to achieve at their greatest potential. Students with a particular talent or interest will be encouraged to develop these interests with teachers in the classroom and experts from the community. In addition to rich academic instruction, Monseñor Oscar Romero Charter School will provide extensive enrichment programs in the hours before and after regular school hours. Students interested in academic challenges will be able to enroll in courses such as: intensive math, Spanish literature, and writing workshop. In addition, homework help and tutoring will be available. Students with artistic talents, or interest in developing them, will be able to enroll in programs such as theater, digital photography, music, and graphic design. Students looking for physical activity will be able to participate in sports and dance classes. A team of teachers, community members, paid college students, and student volunteers will teach these classes.

**STUDENT RECORDS CONFIDENTIALITY**

Monseñor Oscar Romero Charter School will adhere to The Family Educational Rights and Privacy Act (FERPA) and all other applicable state and federal laws regarding the confidentiality of pupil record information.

**FEDERAL AND STATE LAWS AFFECTING FAMILY EDUCATIONAL RIGHTS AND PRIVACY**

The privacy of school records is protected by Federal and State laws which cover nearly every type of pupil record maintained by local schools or school district central offices. Such records might include information about attendance, health, grades, behavior, athletic eligibility, or activities in class. The law prohibits the release of pupil records information without written consent of the parent, or student (18 years or older). Records or information maintained by any school official exclusively for personal- reference or use are not considered pupil records and are not subject to Federal and State privacy laws. Unless otherwise prohibited by law, any natural parent, adopted parent, or legal guardian may have access to and review the pupil records of their child. Also, students who are 18 years and older have the right to access and review his/her record. School employees who have a legitimate educational interest have a right to access pupil record information without the consent of the parent or student. Other individuals or agencies may be authorized to access, review and/or obtain pupil records by court order or by statute.

`Directory information is routine information maintained by the school. It is not considered pupil record information and does not require the same level of confidential treatment as pupil record information. Under the law, MORCS may identify certain categories of information as directory information and may provide directory information to certain individuals, officials, and organizations identified by the district as those who have a legitimate need to know. Parents and/or adult students have the right to limit or deny the`
release of any portion of directory information. Additionally, parents and/or adult students may deny the release of directory information to any designated recipient.

Any and all of the following items of directory information relating to a pupil may be released to a designated recipient upon request unless a written request is on file to withhold its release.

Name
Address
Telephone
Date of birth
Dates of attendance
Previous school(s) attended

Location of Pupil Records
Pupil records are maintained on this site. The following is a list of records and where they are maintained:

1. Pupil records pertaining to student health are maintained in the Main Office with the school nurse as immediate custodian.
2. Academic progress, counseling, or guidance assistance are maintained in the Main Office, with the Administrator who oversees Counseling as the immediate custodian.
3. Attendance is maintained in the Main Office, with the Administrator who oversees attendance as the immediate custodian.
4. Class grades are maintained in each class with each teacher as the immediate custodian.

Pupil Record Information
The review of any or all pupil records will be during regular school hours and will be arranged at a time mutually convenient to the parent (or student, when applicable) and the school official, i.e. counselor, administrator. When a pupil record of one student includes information concerning other students, the parent or adult student who wishes to inspect and review such material may see only such part as relates to the child of that parent or to the particular adult student. If the parent or adult student requests a copy of the whole or any part of a pupil record, the copy will be provided. The school may charge a fee for the copy.

For all pupil records, other than grades, a parent (or former student) may challenge the content of such pupil records by filing a written request to remove or correct any recorded information that is:

- An unsubstantiated personal conclusion or inference.
- Inaccurate.
- A conclusion of inference outside of the observer's area of competence.
- Not based on the personal observation of a named person with the time and place of the observation noted.
- Misleading.
- In violation of the privacy or other rights.

With regard to the challenge of grades, in the absence of clerical or mechanical mistake, fraud, bad faith or incompetence, the grade given to each pupil in a course by a teacher shall be final. Challenges to grades must be submitted in writing to the administrator supervising the teacher’s department. The review of a grade challenge will be conducted by the administrator.

Records or information maintained by a school official exclusively for personal reference or use and which are not available to any other person, except his or her substitute, are not pupil records available for inspection, review, or challenge by the parent or adult pupil.

Upon the written request by a school in which the student seeks or intends to enroll, education records of the student will be forwarded to the school, unless there is a hold on the record.
Complaints
Parents have the right to file complaints regarding school procedures affecting rights of privacy with the Director of Operations of Monseñor Oscar Romero Charter School or California State Department of Education and / or the Family Educational Rights and Privacy Act Office, Department of Health, Education, and Welfare, 330 Independence Avenue, S.W., Washington, D.C. 20201.

Professional Development
Monseñor Oscar Romero Charter School is committed to supporting its staff and teachers by providing ongoing opportunities for professional growth and development. The overall goal will be to create a community of learners amongst the teachers and staff of the school – this will effectively model for students what it means to be a life-long learner. Creating a community of learners will require attention to team-building, setting norms for collaborative work, and inclusion of teachers in important educational decisions.

Monseñor Oscar Romero Charter School will continue to foster a collaborative school environment whereby teachers are given time to work together to develop lessons and units, identifying students in need to extra support, and review student data. All teachers will be encouraged to seek assistance from Monseñor Oscar Romero Charter School staff or other teachers throughout the year. Monseñor Oscar Romero Charter Middle School desires to create an open environment where teachers feel part of a team and are able to trust each other for various school related issues.

Monseñor Oscar Romero Charter School believes that effective professional development focuses on increasing teachers’ core curriculum knowledge, enhances teachers’ instructional strategies to meet the diverse needs of students, and provides teachers with support creating effective assessments to measure student learning.

Our approach to professional development is to support teachers’ instructional planning for effective instructional delivery. Using the Backwards Design, teachers learn a comprehensive process to improve student achievement in a standards-based system:

1. Identifying and Prioritizing Desired Results (Standards)
2. Designing and Aligning Assessments to the Desired Results
3. Designing Effective Classroom Instruction That Provides Opportunities for All Learners

Monseñor Oscar Romero Charter School looks to the Coalition of Essential Schools, the School Redesign Network, as well as other qualified educators to provide professional development guidance. YPI has provided successful coaching in the integration of technology into curriculum to schools, and will provide this service to teachers at Monseñor Oscar Romero Charter School. In this work, the following professional development strategies are used as follows:

- Disaggregating student data to determine learning priorities, monitor progress, and help sustain continuous improvement
- Collaborative review of student work and teacher assignments
- Discussion of research-based strategies and their usefulness for the Monseñor Oscar Romero Charter School student population
- Support for the implementation of service-learning projects
• Technical assistance in utilizing technology to support student learning
• Sharing of effective practices across classrooms

In the current school schedule, teachers will have common planning time 4 days each week. In addition, each Monday teachers have opportunities to participate in a one hour and twenty minute professional development sessions. Five eight hour professional development days is included throughout the school year.

**PROFESSIONAL DEVELOPMENT DESIGN**

Teachers are provided with professional development that revolves around narrow, single “topics” such as classroom management, assessment, or differentiating instruction. Monseñor Oscar Romero Charter School supports research-based findings that a process-oriented approach to professional development in which participants learns how to use a comprehensive process of instructional planning that links critical components necessary for improving student achievement in a standards-based system:

1. Identifying and Prioritizing Desired Results (Standards)
2. Designing and Aligning Assessments to the Desired Results
3. Designing effective classroom Instruction that provides opportunities for all learners

The following objectives provide a general outline of the “Strategic Design for Student Achievement” model. This model has been shown to contribute to improved teacher and student performance. The process empowers teachers to make their own decisions about the utility of the resources available to them and the types of resources/programs needed to help them meet their instructional goals. At the same time the process helps students understand the relevance of the day-to-day classroom activities taking place by linking those activities to a larger purpose.

**Training Outcomes**

Professional development of the faculty and staff is of primary importance to the Monseñor Oscar Romero Charter School community. As the school has progressed, student learning needs have been primarily addressed through the faculty meetings, leadership meetings, setting of goals, benchmarks, and assessments of student achievement data. MORCS recognizes that school staff as a professional learning community and believes that strategic planning includes allocation of sufficient funds to ensure ongoing professional development.

Monseñor Oscar Romero Charter School uses professional development time to assist teachers accentuate key concepts schoolwide, make cross-curricular connections, coordinate units, and integrate content areas. Monseñor Oscar Romero Charter School ensures that teachers of related subjects (i.e. science and mathematics) meet for common planning time during the week. This time is built into teachers' schedules as part of the school day. This time is used to plan strategically and build units around “big ideas” or knowledge networks. This time has also been used to establish and implement writing rubrics and other instructional tools or strategies.

The sessions listed below are pre-service training opportunities for teachers. Teachers are provided ongoing monthly coaching and support visits, along with office hours to provide teachers with continuous feedback about their instructional practice. These coaching sessions allow teachers to reflect and adapt
strategies to better meet the needs of their students to impact greater academic achievement gains on periodic assessments and ultimately the CST.

**SESSION 1 - Theme: Begin with the End in Mind (desired results, goals, or standards)**

The focus for session one is to provide an overview of the strategic design process, as well as afford participants with the tools necessary to analyze and prioritize content standards. *This is a necessary prerequisite step to effectively designing assessments that are aligned to standards.* During session one, participants are introduced to a Unit Planning Guide designed to help teachers effectively design standards-based units. Specifically, participants address the following:

- Understand the three steps of the strategic design process (identifying desired results, designing and aligning assessments to those results, designing instructional activities).
- Apply a concrete process for analyzing standards that helps teachers internalize the standards as well as determine the following information:
  - Level of thinking (Bloom’s) required by students to reach mastery of the standard *(this are tied to creating assessments)*
  - Identification of standards that serve as “anchors” upon which units can be based. Other standards are tied to these “anchor” standards within each unit designed by teachers. *(this are tied to creating assessments for units as well as individual lessons within the unit)*
  - Creation of objectives linked to standards
- Determine effective methods for communicating standards to students

**SESSION 2 - Theme: Aligning Assessments to Standards**

The focus for session two is on designing effective assessments that are aligned to standards. Specifically, participants discuss and use criteria for selecting the most effective and efficient measure of standard mastery. Additionally, teachers continue using the Unit Planning Guide to create standards-based units and lessons. Several completed examples are shared and used as models.

During the second session participants are offered in-service and support to:

- Identify four overarching assessment methods from which to choose when designing standards-based assessments (both formative and summative)
- Match an appropriate assessment method to each standard
- Examine elements of effectively communicating assessment expectations to students
- Use the Unit Planning Guide to continue developing standards-based units and lessons with a focus on developing assessments aligned to standards

Please refer to “Standards-Based, Research-Based Curriculum” for details on how the implementation of standards-based instruction will impact greater academic achievement.

California Charter Quality Institute

YPI Charter Schools Inc. was selected to participate in the California Charter Schools Association’s California Charter Quality Institute (CCQI) in order to help in the operations Monseñor Oscar Romero Charter School. Although the program has been modified by the Executive Director and presented and
supported by the Leaders of Learning Teacher Support Process, which includes the Leadership Team, Teachers on Special Assignment and other administrations the lessons learned by the CCQI are outlined. The CCQI supports school leaders to create high-quality charter schools with a powerful combination of professional development, executive coaching, and on-site support responsive to the unique needs of each selected charter school. Over a three-year period, CCQI assisted our school leadership team create and is now instituted:

- Superior student learning results
- A culture of continuous quality improvement
- Sound business and fiscal operations
- An effective governing board

The California Charter Quality Institute is designed to meet the needs of charter schools at every stage of development, including new schools and existing schools with a strong commitment to continuous improvement. This process was instituted into Monseñor Oscar Romero Charter School’s operations, curriculum and instruction as follows.

**Key Program Components**

The CCQI Leadership Residency: The Monseñor Oscar Romero leadership team participated in the CCQI Leadership Residency. The CCQI faculty and coaches partnered with the leadership team and developed a strategic action plan for achieving school excellence. The Institute focused on key issues and challenges in Instruction, Curriculum, & Assessment; Quality Improvement; Board Governance; Human Resources & Leadership Development; and Finance & Business Systems. During the Residency, participants worked with some of California’s most experienced and successful charter leaders to develop a site-specific professional development and strategic plan that addresses the priority challenges facing the school. This training became a foundation for continued strategic planning.

- **Coaching:** At the Residency and throughout the three-year Institute, CCQI participants partner with an executive coaching team comprised of veteran charter leaders who have developed exemplary charter schools. Coaches provide support on-site and via phone and e-mail to help charter leaders achieve and sustain school-wide success. In addition, CCQI faculties are available for on-site instructional coaching tailored to the needs and focus areas of the school (e.g., literacy, project-based learning, etc.). Monseñor Oscar Romero Charter School has had the good fortune of being paired up with Joe Lucente, a veteran school leader and Los Angeles charter school pioneer, who mentored the school’s leadership and shared his expertise. Joe continues to mentor the team through his position as the YPI Charter Schools Board Treasurer.

- **Regional Workshops:** Following the summer Residency, CCQI offered a broad range of professional development workshops to support school teams in tackling learning and organizational challenges. Workshops include (but are not limited to): Instructional Design, Effective Governance, Project-Based Learning, Strategic Approaches to School Improvement, and more. Workshops are held in San Diego, Los Angeles, and greater Bay Area locations.
- **On-Site Systems Deployment**: CCQI provided several days of customized onsite consultation focused on implementing sound business operations, student information and assessment systems, and effective governing board processes. This process facilitated Monseñor Oscar Romero Charter School to address the needs of students, parents, teachers, and all stakeholders using the developed and implemented strategic plan that are evaluated and assessed on a continuous manner (i.e. quarterly, benchmarks, years, etc.)

Monseñor Oscar Romero Charter School has hired credentialed teaching professionals that are able to implement all core curriculum subjects. Professional development is necessary for the continuous improvement of all instructional initiative. The outline below details the specific initiatives that will be addressed in the first five years of operation with the understanding that other professional needs will be addressed both formally and informally throughout the years in coaching and faculty meeting forums.

Professional development is continuous and ongoing, which involves data analysis of CST’s, STAR, and other assessments and benchmarks. Reflective data taken from leadership, faculty, staff, and parents are all used in developing a professional development focus for our school’s professional learning community.

<table>
<thead>
<tr>
<th>Year</th>
<th>Professional Development Themes</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year One</td>
<td>Developed and revisit Instructional Vision</td>
<td>All Teachers will teach reading across the content areas.</td>
</tr>
<tr>
<td>Year Two</td>
<td><strong>Design Instructional Program through collaboration with teachers, administrators, and UCLA professors</strong></td>
<td>All Teachers will be able to design standards-based interdisciplinary and project based lessons.</td>
</tr>
<tr>
<td>Year Three</td>
<td>Provide Strategic Design for Student Achievement Training &amp; Coaching (“Standards-Based, Research-Based Curriculum”)</td>
<td>All Teachers will use the student’s culture to engage and motivate students to learn.</td>
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<tr>
<td>Year Four</td>
<td></td>
<td>All Teachers will be able to differentiate instruction to meet the needs of all of their students (Please refer to “Culturally Relevant and Responsive Education” for details on the program)</td>
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<tr>
<td>Year Five</td>
<td></td>
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<tr>
<td>Ongoing</td>
<td>Revisiting of Instructional Vision, setting of benchmarks, evaluation of students’ results to provide data-driven instruction.</td>
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</tr>
<tr>
<td>Year Two</td>
<td>Review Instructional Vision &amp; Initiatives</td>
<td>All students will be able to use thinking maps in order to develop the eight thinking processes that he or she will need to be able to successfully navigate from middle school through graduate school.</td>
</tr>
<tr>
<td>Year Three</td>
<td><strong>Implement Instructional Program Designed by UCLA</strong></td>
<td>All Teachers will learn to use the primary language to support student learning in classrooms.</td>
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<tr>
<td>Year Four</td>
<td>Provide Thinking Maps Training &amp; Support</td>
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<tr>
<td>Year Five</td>
<td>Provide ELD Training &amp;</td>
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<tr>
<td>Ongoing</td>
<td></td>
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<tr>
<td>Year Three (2009-2010)</td>
<td>Year Four</td>
<td>Year Five</td>
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<tr>
<td><strong>Support</strong></td>
<td><strong>Review Instructional Vision &amp; Initiatives</strong></td>
<td><strong>Review and refine the implementation of the Instructional Vision &amp; Initiatives</strong></td>
</tr>
<tr>
<td>- Provide Voyager Mathematics Intervention Training &amp; Support</td>
<td>- Provide Write For the Future, Secondary Writing Program (Thinking Maps Inc.)</td>
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</tbody>
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<tr>
<th>Years Four, Five, Six On-going Professional Development</th>
<th></th>
<th></th>
<th><strong>Any staff members joining Monseñor Oscar Romero Charter Middle School after the initial year of operation will be trained on past professional development initiatives.</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Year Four</strong></td>
<td><strong>Year Five</strong></td>
<td><strong>Ongoing</strong></td>
<td><strong>Teachers will use writing across the curriculum to develop strategic thinkers, readers, and writers.</strong></td>
</tr>
<tr>
<td><strong>Year Five</strong></td>
<td><strong>Ongoing</strong></td>
<td><strong>Teachers will use writing across the curriculum to develop strategic thinkers, readers, and writers.</strong></td>
<td><strong>Any staff members joining Monseñor Oscar Romero Charter Middle School after the initial year of operation will be trained on past professional development initiatives.</strong></td>
</tr>
</tbody>
</table>
# Monseñor Oscar Romero Charter School
## Calendar 2012-2013 School Year

<table>
<thead>
<tr>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/13/12</td>
<td>1st Day of Instruction</td>
<td>12/18/12</td>
<td>End of 1st Semester</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/3/12</td>
<td>Labor Day</td>
<td>1/21/13</td>
<td>M.L. King Jr. Day</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/12/12</td>
<td>Veteran's Day</td>
<td>2/18/13</td>
<td>President's Day</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/22 &amp; 11/23</td>
<td>Thanksgiving</td>
<td>3/25/13-4/1/13</td>
<td>Spring Break</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/18/12 - 1/07/13</td>
<td>Winter Break</td>
<td>3/31/13</td>
<td>Easter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/05/13</td>
<td>Christmas</td>
<td>5/27/13</td>
<td>Memorial Day</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/1/13</td>
<td>New Year's Day</td>
<td>6/8/13</td>
<td>End of 2nd Semester</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Calendar Key
- **Monsenor Oscar Romero Charter School Holidays and Key Dates**
- **Teacher professional day**
- **Parent Conferences**
- **CST Testing**
ELEMENT 2: MEASURABLE PUPIL OUTCOMES

MEASURES AND SKILL DEVELOPMENT

Monseñor Oscar Romero Charter School will evaluate academic as well as critical-thinking, problem-solving, and interpersonal skills. The following student outcomes are more fully described in Element 1 under “Academic Core Curriculum.” In addition, the assessment methods by which the outcomes will be evaluated are outlined in Element 3 under “Methods to Measure Student Outcomes”.

Measurable Student Outcomes

The following outcomes will demonstrate the extent to Monseñor Oscar Romero Charter School which has met its established goals:

Goal 1: **Students will strive to master the rigorous academic content of the California State Content Standards, and think critically and reflectively about their academic success, accepting personal responsibility for improvement.**

Measurable Outcomes:

Monseñor Oscar Romero Charter School’s *Academic Performance Index (API)* will meet or exceed its target.

<table>
<thead>
<tr>
<th>Monseñor Oscar Romero Charter School</th>
<th>API</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007-2008</td>
<td>723</td>
<td>Base</td>
</tr>
<tr>
<td>2008-2009</td>
<td>709</td>
<td>-7</td>
</tr>
<tr>
<td>2009-2010</td>
<td>672</td>
<td>-36</td>
</tr>
<tr>
<td>2010-2011</td>
<td>671</td>
<td>+54</td>
</tr>
<tr>
<td>2016-2017 (goal)</td>
<td>800</td>
<td></td>
</tr>
</tbody>
</table>

Monseñor Oscar Romero Charter School will maintain a 5-point higher API score than District similar schools and achieve an API of 800 by the end of the charter term.

As per the requirements of *No Child Left Behind, Adequate Yearly Progress (AYP)* will be demonstrated by Monseñor Oscar Romero Charter School through an average increase of 3% of the total number of students who score in the *Proficient or Advanced* range for the majority of the years covered by this renewal petition.
CST Mathematics data for 2010-11 indicates that 22% of Monseñor Oscar Romero's students scored proficient/advanced while the Median of Resident Schools indicates that 38% of students scored proficient/advanced. Therefore, Monseñor Oscar Romero Charter School will meet or exceed the Resident Schools Median of students scoring proficient/advanced in Mathematics based on the CST scores for the 2012-13 school year. The Charter Schools Division will monitor this through its ongoing oversight.

- CST Mathematics data for 2010-11 indicates that 44% of Monseñor Oscar Romero's students scored Below Basic and Far Below Basic while the Resident Schools Median of students scoring Below Basic and Far Below Basic was 36%. Therefore, Monseñor Oscar Romero will have a lower percentage of students scoring Below Basic and Far Below Basic in Mathematics than the Resident Schools Median based on CST scores for the 2012-13 school year. The Charter Schools Division will monitor this through its ongoing oversight.

- CST Mathematics data in the area of Algebra for 2010-11 indicates 20% of Monseñor Oscar Romero's students scored proficient/advanced. Monseñor Oscar Romero will increase the percentage of students scoring proficient/advanced in Algebra to at least 40% based on CST scores for the 2012-13 school year.

As part of its annual review, Monseñor Oscar Romero Charter School will provide a written in-depth analysis of its CST proficiency rates in math for each of its subgroups. If AYP proficiency is unmet for any subgroup, Monseñor Oscar Romero Charter School will also provide rationale for performance and a strategic plan (with timelines and individuals responsible) for increasing performance levels. This analysis will be submitted at least one week prior to the scheduled annual review for Division analysis.

Continuous effort to meet Annual Measurable Objectives (AMOs) will be demonstrated through an average 5% increase in number of students scoring in the Proficient or Advanced range for the majority of the years covered by this charter renewal.

Goal 2: Monseñor Oscar Romero Charter School will rank 4 or better on the similar school Academic Performance Index ranking system in the year prior to charter renewal or two of the last three years prior to charter renewal.

Similar Schools Rank of 4 was achieved for school year 2010-2011.
Monseñor Oscar Romero Charter School will rank 4 or better on the statewide Academic Performance Index ranking system in the year prior to charter renewal or two of the last three years prior to charter renewal.

Statewide Academic Performance Index ranking was not achieved for school year 2010-2011-ranking of a 2. During the 2009-2010 school year an index ranking of 4 was realized.

Monseñor Oscar Romero Charter School will gain accreditation by the Western Association of Schools and Colleges (“WASC”) or other state-approved accreditation process.

Goal 3: **Students will build a foundation for a responsible work ethic by regular and punctual attendance.**

**Measurable Outcome:**

The attendance rate of Monseñor Oscar Romero Charter School will continue to be **96.5% or higher**. Attendance is assessed monthly. The School’s Coordinator will monitor and oversee all attendance records. Teachers will continue to be responsible for assuring accurate attendance is taken on a daily basis. Monthly attendance records are posted and documented with attendance rates. Classes who have a below target attendance rate are supported by providing assistance in making phone calls to families who have frequent absences.

Monseñor Oscar Romero Charter School will pursue the following school growth outcome goals:

- 95% attendance rate will be maintained

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Enrollment</th>
<th>Average Attendance</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>55</td>
<td>51.36</td>
<td>93.38%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>148.6</td>
<td>140.48</td>
<td>94.54%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>227</td>
<td>215.98</td>
<td>95.15%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>261.8</td>
<td>251.3</td>
<td>95.99%</td>
</tr>
</tbody>
</table>

Goal 3: **Students will master English language skills to fully access all educational, social, cultural and employment opportunities of mainstream society.**

**Measurable Outcome:**

English Learners will increase individual **CELDT scores** for the majority of the years covered by this renewal petition and is assessed annually.
Monseñor Oscar Romero Charter School’s **reclassification rate** will meet or exceed the rate of reclassification for similar neighborhood schools by 2% for the majority of years of this charter renewal petition.

**EL Redesignation/Reclassification:** Monseñor Oscar Romero Charter School’s has effectively redesignated over 38% of English Language Learners school-wide.

<table>
<thead>
<tr>
<th>Year</th>
<th>Student Population</th>
<th>Percent of English Learners</th>
<th>Percent of Redesignated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1 -2007-2008</td>
<td>57</td>
<td>60%</td>
<td>0%</td>
</tr>
<tr>
<td>Year 2-2008-2009</td>
<td>143</td>
<td>55%</td>
<td>0%</td>
</tr>
<tr>
<td>Year 3 -2009-2010</td>
<td>227</td>
<td>31%</td>
<td>32%</td>
</tr>
<tr>
<td>Year 4 -2010-2011</td>
<td>261</td>
<td>34%</td>
<td>6%</td>
</tr>
</tbody>
</table>

*Data retrieved from CDE Dataquest

Monseñor Oscar Romero Charter School uses the following LAUSD criteria for reclassifying English Language Learners:

1. The student has an Annual CELDT overall performance level of 4 or 5 with skill area scores of 3 or higher in Listening, Speaking, Reading and Writing.
2. The student scores Basic or above on the ELA section of the CST.
3. The student is judged successful in a mainstream English program based on a grade of C or better in English or ESL 3/4.

Note: Grade-level English 2.5 credit classes and intervention courses are excluded from the reclassification criteria.

**Student Outcomes Align with State Standards.**

Monseñor Oscar Romero Charter School expects its students and graduates (end of 8th grade) to develop the following abilities:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Purpose</th>
<th>Grade</th>
<th>Timeline</th>
<th>Performance Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts Skills 4 Sight</td>
<td>CST Equivalent</td>
<td>6-8</td>
<td>Quarterly (4 times a year)</td>
<td>70 %</td>
</tr>
<tr>
<td>Gates-MacGinitie Reading</td>
<td>Reading Comprehension, Vocabulary, Measurement</td>
<td>6-8</td>
<td>Quarterly (4 times a year)</td>
<td>Grade Level Status</td>
</tr>
<tr>
<td>Study Island-Software</td>
<td>Literacy – Phonics, Grammar, Sentence Structure, all major</td>
<td>6-8</td>
<td>Every two weeks using computer assisted learning, Throughout the year as episodes or</td>
<td>Reading Level</td>
</tr>
<tr>
<td>Component</td>
<td>Strand</td>
<td>Grade Level</td>
<td>Frequency</td>
<td>Coverage</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>---------------------------------------------</td>
<td>-------------</td>
<td>----------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Publisher Assessments</td>
<td>Language Arts Standards</td>
<td>6-8</td>
<td>Teacher choice, Approximately 4</td>
<td>Times a year</td>
</tr>
<tr>
<td>Various Software Monitoring Voyager/VocabularyJourneys</td>
<td>Language Arts Standards</td>
<td>6-8</td>
<td>Throughout the year as episodes</td>
<td>or units on the software are completed</td>
</tr>
<tr>
<td>Internally-created Assessment (Teacher Formative Assessments)</td>
<td>Measure standards mastery</td>
<td>6-8</td>
<td>Daily or Weekly</td>
<td></td>
</tr>
<tr>
<td>ELA CST</td>
<td>Mastery of Content Standards</td>
<td>6-8</td>
<td>Annual</td>
<td></td>
</tr>
<tr>
<td>Portfolios-Student Reflections</td>
<td>Learning Experiences are captured</td>
<td>6-8</td>
<td>On-going</td>
<td></td>
</tr>
<tr>
<td>Presentation of Learning</td>
<td>Service Learning Project Mastery</td>
<td>8</td>
<td>Annual</td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics Skills 4Sight Mathematics</td>
<td>CST Equivalent</td>
<td>6-7</td>
<td>Quarterly (4 times a year)</td>
<td>70%</td>
</tr>
<tr>
<td>Study Island Mathematics Skills</td>
<td>CST Equivalent</td>
<td>6-8</td>
<td>Quarterly (4 times a year)</td>
<td>70%</td>
</tr>
<tr>
<td>Voyager Mathematics</td>
<td>Measure standards mastery</td>
<td>6-8</td>
<td>Ongoing</td>
<td>70%</td>
</tr>
<tr>
<td>CST Math</td>
<td>Math Numeracy</td>
<td>6-8</td>
<td>Every Six weeks out of our learning lab (six times a year)</td>
<td>Grade Level Status</td>
</tr>
<tr>
<td>Various Software Monitoring—Study Island Math, ALEKS, Kahn Academy</td>
<td>Mathematics Standards</td>
<td>6-8</td>
<td>Throughout the year as episodes</td>
<td>or units on the software are completed</td>
</tr>
<tr>
<td>Internally-created Assessment</td>
<td>Measure standards mastery</td>
<td>6-8</td>
<td>Daily or Weekly</td>
<td>70%</td>
</tr>
<tr>
<td>Published—Designed Assessments</td>
<td>Measure standards mastery</td>
<td>6-8</td>
<td>Daily, weekly, and each quarter</td>
<td>70%</td>
</tr>
<tr>
<td><strong>English Language Learners</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Various Software Monitoring Voyager/VocabularyJourneys</td>
<td>Measures English Language Development</td>
<td>6-8</td>
<td>Three Times a year</td>
<td>Level 4 or RFEP Equivalency</td>
</tr>
<tr>
<td>Internally-created Assessment</td>
<td>Measure standards mastery</td>
<td>6-8</td>
<td>Daily or Weekly</td>
<td>70%</td>
</tr>
<tr>
<td>Published—Designed Assessments</td>
<td>Measure standards mastery</td>
<td>6-8</td>
<td>Daily, weekly, and each quarter</td>
<td>70%</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Monseñor Oscar Romero Charter School addresses all state standards for each grade and subject level, as found in Appendix E. Specific subject proficiency targets are noted in the Academic Growth section below.

In addition, students at Monseñor Oscar Romero Charter School foster lifelong learning and interpersonal skills. All service learning activities include assessments and reflection on students’ core subject knowledge as well as the following life skills, including:

<table>
<thead>
<tr>
<th>Life Skills</th>
<th>Outcomes</th>
<th>Measurement</th>
<th>% of Student Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration and Cooperation</td>
<td>Gain knowledge of and demonstrate the managerial, adaptive, and associative skills appropriate to their level</td>
<td>Student Personalized Education Plan (PEP) Student Portfolios Student Reflections Student Surveys</td>
<td>80%</td>
</tr>
<tr>
<td>Self-assessment</td>
<td>Assess themselves, be aware of their status, and change accordingly their own behavior and attitudes</td>
<td>Student Personalized Education Plan (PEP) Student Portfolios Student Reflections</td>
<td>80%</td>
</tr>
<tr>
<td>Goal Setting</td>
<td>Learn to set their own short-term and long-term goals in keeping with their own goals and abilities</td>
<td>Student Personalized Education Plan (PEP) Student Portfolios Student Reflections Student Surveys</td>
<td>80%</td>
</tr>
<tr>
<td>Critical Thinking and Problem Solving</td>
<td>Learn to be effective problem solvers and develop advanced critical-thinking skills</td>
<td>Student Personalized Education Plan (PEP) Student Portfolios Student Reflections Student Surveys</td>
<td>80%</td>
</tr>
<tr>
<td>Self-discipline</td>
<td>Learn to control their behavior</td>
<td>Student Personalized Education Plan (PEP) Student Portfolios Student Reflections Student Surveys</td>
<td>80%</td>
</tr>
</tbody>
</table>
Monseñor Oscar Romero Charter School designs projects and lesson plans for each core subject according to California State Content Standards. Additionally, all applicable No Child Left Behind (NCLB) regulations are included in the curriculum or assessment procedures as necessary. Monseñor Oscar Romero Charter School adhere to the same applicable Title I accountability requirements as other public charter schools in the state, including AYP.

**STUDENT PROGRESS**

Monseñor Oscar Romero Charter School holds clear and high expectations for its students and their academic achievements. The benchmarks set forth by Monseñor Oscar Romero Charter School faculty helps guide students into the appropriate academic path and prepare them for their eventual careers. Monseñor Oscar Romero Charter School staff and faculty will monitor student progress according to expected outcomes.

The following are standards for student performance that Monseñor Oscar Romero Charter School strives to demonstrate. Interim progress reports were issued annually for the first two years, and in future years at intervals to be agreed upon by LAUSD and Monseñor Oscar Romero Charter School.

**ACADEMIC GROWTH**

All data is disaggregated to show how sub-groups; e.g. English Learners (ELs), non-LEP-ELLS, mobility, gender, etc. perform. The school Administrator, staff, and teachers will be held accountable to the Board for meeting the school outcome goals. Monseñor Oscar Romero Charter School will pursue the following outcome goals:
Pursuant to AB1137, we expect the Monseñor Oscar Romero Charter School charter petition to be renewed should it satisfy at least one of the preceding student outcome goals. Additionally, Monseñor Oscar Romero Charter School will pursue the following supplementary goal:

- Dropout rate of less than the District average of 2.2% in seventh and eighth grade
• Annual API school growth target will be met or exceeded

Monseñor Oscar Romero Charter School believes that each student needs to be assessed individually according to his/her total needs. All students will have an Individualized Learning Plan which will include interest, career, and learning styles surveys, along with goal setting forms and academic tracking records. Every student will be assessed upon enrollment. This assessment will become the baseline data used to construct goals. While Monseñor Oscar Romero Charter School does not endorse social promotion and does expect academic achievement, readiness to move to the next grade level will be examined on an individual basis. Evaluation will be viewed as a tool to promote continuous improvement in each student. The school director, staff, and teachers are held accountable for meeting each student’s progress goals. They in turn are accountable to the Board.
ELEMENT 3: METHODS BY WHICH PUPIL PROGRESS IS MEASURED

STUDENT ACHIEVEMENT

Monseñor Oscar Romero Charter School has implemented a rigorous assessment program to ensure that student performance levels are meeting or progressing towards the state and school academic objectives. Students are assessed regularly throughout their years at Monseñor Oscar Romero Charter School through a variety of methods (see chart below with assessment methods). Student content mastery is assessed using multiple measures that are based on an assessment program that improves learning and provides ample assurances of accountability and objectivity. This approach to assessment is conducive to benchmarking students individually, evaluating groups of students, and assessing the school as a whole on an annual basis, using local, state, and national standards. Monseñor Oscar Romero Charter School will meet all statewide standards and conduct the pupil assessments required pursuant to Section 60602.5 and any other statewide standards authorized in statute or assessments applicable to students in non-charter public schools.

Assessment at Monseñor Oscar Romero Charter School is fully integrated into teaching and learning. Assessments guide the course of instruction. Students will demonstrate their ability to integrate knowledge, skill, and analysis to produce authentic work. They will have the opportunity to synthesize information across disciplines and evaluate their own learning and progress. Examples of such work at Monseñor Oscar Romero Charter School include: essays, performances, debates, staged conferences, presentations, and community service projects.

Monseñor Oscar Romero Charter School utilizes formative and summative assessment data to monitor student achievement. Student achievement data is collected daily, weekly, monthly and annually, both formally and informally to measure student progress. The school closely monitors the achievement of student data systematically to include the following demographic characteristics:

• Ethnicity
• Percentage of EL students
• Percentage of Special Education students
• Percentage of students qualifying for free/reduced lunch
• Total enrollment

Publishers’ tests continue to be used to determine consistent and continuous student progress toward state content standards. Assessments are conducted based on the recommended schedule of each adopted program, but the general timeframe calls for regular and end-of-unit assessments for each state adoption.

Teacher-developed assessments continue to contribute additional information to measure student progress, while anecdotal records and observation continue to provide the personalized, individualized information necessary to address the five learning systems of the brain and to maintain an effective learning environment for every student.

Where state adopted materials and assessments are not available (visual and performing arts, and physical education), teacher-designed assessments aligned with the Content Standards of the State of California and the pacing schedules developed by the FACS staff members responsible for each of the above named curricular areas determine levels of progress toward mastery of respective standards at each trimester reporting period.
Monseñor Oscar Romero Charter School has a data driven culture where the Director of Instruction is responsible for collection, aggregating and analyzing all schoolwide data. The Director of Instruction collaborates with teachers when analyzing teacher formative assessments. Each week the Director of Instruction is as follows:

- Teacher submit weekly lesson plans to the Director of Instruction by 12 midnight on Sunday.
- Each Monday the Director of Instruction provides feedback and support to all teachers regarding lesson plans submitted for the week.
- Teacher than address the recommendations by the collaboration of the Director of Instruction and the teachers.
- Instructional delivery based on the lesson plan is then monitored by iObservations Protocols, student results on Study Island, teacher Formative Assessment (ongoing).
- Students who have not shown mastery of Content Standards trigger that data for the Director of Instruction and the teacher to develop an immediate intervention. This intervention is then supported during the day and during afterschool tutoring.
- Reteaching, assessment and moving the student forward.

Every quarter benchmark assessments are administered to all students. The Director of instruction oversees this implementation. Director of Instructions is responsible for communicating data outcomes to teachers. Teacher data conferences are held immediately thereafter, with the DI, after so that the teacher has a moment to reflect with a critical though partner about the outcomes. During each conference the following items are discussed:

- Formative Assessments that were used.
- Is the teacher satisfied with the outcomes? Why or why not?
- Why was this particular assessment used, did it yield the expected outcome?
- What changes can be made to get closer to the teachers expected outcome?
- Did the formative assessment assess the right skill set?

Student data expectations are posted in throughout the school in common areas. Teachers post data by class inside the classroom. Teachers are responsible for communicating data outcomes to students. Students receive assessment data within the week of an assessment. The data is reviewed with the student both in the classroom and academic goals are set with advisory teachers. Students must maintain a 3s (a “C” average) in order to participate in extra-curricular activities.

Data results are provided to parents every 5 weeks in report cards. Report cards reflect assessments used during that period i.e. benchmarks, publisher results, teacher formative assessments, projects, etc. Report are provided in person to parents at “parent conferences” twice a year, and mailed directly to their home. Students are provided report cards in the same sequence as parents. The Director of Operations is responsible for communicating data outcomes to parents and community.

**METHODS TO MEASURE STUDENT OUTCOMES**

Monseñor Oscar Romero Charter School uses the following methods to assess student progress and fulfillment of instructional objectives:
• **School wide Quarterly Assessments**, such as Gates-MacGinitie and 4Sight (see Appendix G for description), is used to monitor student progress and to determine if students are in need of additional interventions or more challenging curriculum for gifted students.

• **Classroom Assessment** provides ongoing analysis of student progress on a daily basis. Each lesson incorporates some form of assessment to determine whether the objectives of that lesson were met. Daily assessments are documented in the form of class work and activities and are recorded in teacher grade books. Teachers monitor student progress through exams, essays, research assignments, presentations, and group projects. Teachers may administer these assessments within their content area or collaborate across disciplines. Classroom assessments reflect unit objectives, provide opportunity for authentic work, and allow for peer review and self-reflection. Parents are informed of their child’s progress and report cards will be sent home quarterly. Teachers are encouraged to provide a narrative report in addition to a letter grade for each student. Teacher teams meet weekly to discuss the progress of students in their cohort. These meetings allow teachers to share concerns, teaching strategies, and successes in order to best meet the needs of each student.

• **Portfolios** provide students with the opportunity to reflect upon and demonstrate their learning. Students at Monseñor Oscar Romero Charter School document their mastery of skills deemed essential for success in the 21st Century through academic portfolios. Portfolios include collection of drafts, polished pieces, class projects, videos, web pages, and DVDs that document each student’s growth and progress. Students engage with their teachers and peers in a meaningful reflection process with each piece they add to their portfolio. Throughout this process students analyze their academic progress and, with a teacher, set new short and long term goals. Teachers and staff according to a predetermined scoring rubric evaluate student portfolios on a quarterly basis and submitted annually by each student.

• **Capstone Projects** at the end of each semester demonstrate student learning across disciplines. Students work in extended project blocks during the last week of each semester. Capstones may take the form of an exhibit, community project, or theatrical presentation. Students in the 6th grade create stops along the Silk Road, complete with the cultural-historical conditions, maps and distance calculations, scientific discoveries, and stories found along the way. Students in the 7th grade stage a demonstration and debate that compare the scientific and technological changes of the current age with those of the Scientific Revolution, compete with an analysis of the impacts on science and society. Students in the 8th grade complete a service learning project on the technology divide and its impact on freedom, equality, and democracy, conducting surveys and data analysis and creating a proposal for presentation to local authorities.

Monseñor Oscar Romero Charter School staff has developed a rubric for evaluating student performance for the capstone projects. Rubrics will be in alignment with educational goals of the school and developed for each academic core area. Teachers, peers, parents, and community experts all take part, providing constructive critique and assessment of capstone projects.

• **State Standardized Testing**: Students are expected to meet or exceed the standard educational benchmarks established by the California Department of Education and demonstrated by the California Standardized Testing and Reporting (STAR) exams.

• **Key Technology Applications** have been integrated into every classroom, and students are proficient in basic Office applications, graphic design tools, iMovie, and a variety of web search tools. Future instruction will focus on web design and other advanced applications.
- **Digital Portfolios** 100% of students complete digital portfolios each year.

- **ALEKS** – Used for Mathematics to increase student performance and retention with individualized assessment and learning. ALEKS' powerful learning management system provides teachers with individual student results.

- **Study Island** - The web site gives our students the tools to study academic material in a fun and engaging way. Several choices of games, tests, and flashcards are provided for each content area. The subject areas include Math, English, Social Studies, Science, Foreign Language, and Home Economics. Each area is divided into several subcategories with the instructions for each activity. Our teachers use Study Island to supplement the classroom curriculum by entering their own content for "vocabulary, chapter reviews, and/or study guides for upcoming exams." The online Report Card keeps track of progress. Included is a print option for studying offline.

- **VoyagerJourneys** (vocabulary development program)- new version of VocabJourney®, an interactive, web-based reading component to help students boost their vocabulary and comprehension skills. Research has shown that vocabulary deficiencies are a primary cause of academic failure.
<table>
<thead>
<tr>
<th>LEARNING COMPONENT</th>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT METHODS</th>
<th>ASSESSMENT FREQUENCY</th>
<th>% of Student Outcome</th>
</tr>
</thead>
</table>
| **English/ Language Arts** | Students will demonstrate:  
- Reading with comprehension  
- Speaking with clarity and meaning  
- Response to historically and culturally significant works of literature  
- Clear and effective oral expression  
- Clear and persuasive writing | State Mandated Tests  
Portfolios of written work  
Teacher developed assignments and assessments  
Oral presentations  
Faculty-developed rubrics  
Classroom Projects  
Year-end Capstone projects | Annually  
Quarterly  
Daily  
Quarterly  
Ongoing  
Ongoing  
Annually | 80% |
| **Mathematics** | Students will demonstrate:  
- Understanding of formal logical reasoning,  
- Application of logical reasoning  
- Analytic and symbolic processing  
- Arithmetic and algebraic manipulation and construction.  
- Number sense  
- Skills in measurement and geometry  
- Data analysis, probability, and basic statistics | State Mandated Tests  
Portfolios of mathematical work evaluated with school- and classroom-developed rubrics  
Teacher developed assignments and assessments  
Classroom Projects  
Year-end Capstone projects | Annually  
Quarterly  
Daily  
Ongoing  
Annually | 80% |
| **History/ Social Science** | Students will demonstrate:  
- Knowledge of important events and ideas in ancient civilization (sixth grade), world history and geography (seventh grade) and US History (eighth grade)  
- Intellectual reasoning  
- Research skills  
- Chronological and spatial thinking  
- Understanding of different points of view  
- Historical and social sciences analysis | State Mandated Tests  
Portfolios of work evaluated with school- and classroom-developed rubrics  
Teacher-created assignments and evaluations  
Classroom Projects  
Year-end Capstone projects | Annually  
Quarterly  
Daily  
Ongoing  
Annually | 80% |
| **Science** | Students will demonstrate:  
- Proficiency in the fundamental concepts and terms of various branches of science, including Earth Science, Life Science, and Physical Science  
- Skills in investigation  
- Skills in experimentation | State Mandated Tests  
Portfolios of work evaluated with school- and classroom-developed rubrics  
Teacher-created assignments and evaluations  
Classroom Projects  
Year-end Capstone projects | Annually  
Quarterly  
Daily  
Ongoing  
Annually | 80% |
**ASSESSMENT BENCHMARKS**

Students scoring 80% or above on quarterly, portfolio, classroom, and/or capstone project assessments will have mastered the standards aligned to the specific assessment. Students scoring between 50-80% are still at an instructional level and students scoring below 50% will receive additional interventions.

**LONGITUDINAL DATA ANALYSIS**

Monseñor Oscar Romero Charter School staff will continue to monitor students and school progress through the collection of all academic assessments, teacher assessments, student portfolios, state tests, and projects through software such as PowerSchool. This data is analyzed on an annual basis and compared to previous years’ data to determine student progress and the effectiveness of the school’s curriculum. This information is used to drive instruction and provide current data as the student progresses.

**TEST PREPARATION**

Students will be prepared to take the state tests through their participation in the school’s standards-based instructional program. In addition, just prior to the test, teachers work with students to familiarize them with the test format and develop effective strategies for taking the test. Programs such as Success For ALL (SFA), ALEKS, and Measure Up are used as resources for test preparation support. Teachers also learn additional test taking strategies through the Professional Development offered at the school or other in-services.

**GRADING POLICY**

Students have regular end-of-course examinations, performances, projects, papers, research reports, as well as mid-course assessments that are graded using a conventional letter-grade system. Letter grades ranging from A to F are given for all courses. Teachers collectively determine the deadlines for submission of missing work as well as consequences and final grades when students fail to complete missing work.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>5</td>
<td>Advanced</td>
</tr>
<tr>
<td>B</td>
<td>4</td>
<td>Proficiency</td>
</tr>
<tr>
<td>C</td>
<td>3</td>
<td>Basic</td>
</tr>
<tr>
<td>D</td>
<td>2</td>
<td>Below Basic</td>
</tr>
<tr>
<td>F</td>
<td>1</td>
<td>Far Below Basic</td>
</tr>
</tbody>
</table>

Monseñor Oscar Romero Charter School uses a standards-based report card, given quarterly, based on LAUSD’s report card for middle school. All teachers work collaboratively to align their grading criteria and ensure consistency throughout the school. Periodic assessments (approximately every five to seven weeks) given by teachers provides timely feedback for parents and teachers regarding student progress. Parents are given the opportunity to meet with teachers on a quarterly basis when report cards are issued. Teachers are available for parent conferences as needed.
Monseñor Oscar Romero Charter School utilizes formative and summative assessment data to monitor student achievement. Student achievement data is collected daily, weekly, monthly and annually, both formally and informally to measure student progress. The school closely monitors the achievement of student data systematically to include the following demographic characteristics:

- Ethnicity
- Percentage of EL students
- Percentage of Special Education students
- Percentage of students qualifying for free/reduced lunch
- Total enrollment

Publishers’ tests continue to be used to determine consistent and continuous student progress toward state content standards. Assessments are conducted based on the recommended schedule of each adopted program, but the general timeframe calls for regular and end-of-unit assessments for each state adoption.

Teacher-developed assessments continue to contribute additional information to measure student progress, while anecdotal records and observation continue to provide the personalized, individualized information necessary to address the five learning systems of the brain and to maintain an effective learning environment for every student.

Where state adopted materials and assessments are not available (visual and performing arts, and physical education), teacher-designed assessments aligned with the Content Standards of the State of California and the pacing schedules developed by the MORCS staff members responsible for each of the above named curricular areas determine levels of progress toward mastery of respective standards at each reporting period.

**Testing Data**

The Charter School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. The Charter School does not test (i.e., STAR, CELDT, CAHSEE) with the District, the Charter School hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as the Monseñor Oscar Romero Charter School.
ELEMENT 4: GOVERNANCE

CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION

This petition additionally serves as a material amendment to the governance structure of Monseñor Oscar Romero Charter School. The amendment discontinues the nonprofit, Monseñor Oscar Romero serving as the governing board of the school. Instead YPI Charter Schools, Inc. will serve as the governing board.

Monseñor Oscar Romero Charter School will exist as a legally and operationally independent nonprofit entity incorporated as a YPICharter Schools, Inc. an independent California Nonprofit Public Benefit Corporation with its own Board of Directors. The affairs of the nonprofit corporation are managed and its powers exercised under the Board’s ultimate jurisdiction.

Monseñor Oscar Romero Charter School is governed pursuant to YPI Charter Schools, Inc. Articles of Incorporation and bylaws adopted by the incorporators, and subject to the limitations of the California Nonprofit Public Benefit Corporation Law. Monseñor Oscar Romero Charter School agrees to comply with all laws that apply to public agencies, and all federal laws and regulations and state codes as it pertains to charter schools. Monseñor Oscar Romero Charter School and YPI Charter Schools Inc. will comply with the Brown Act. Members of the Charter School’s executive board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, nonprofit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest.

Monseñor Oscar Romero Charter School and/or its non-profit corporation is a separate legal entity and will be solely responsible for the debts and obligations of the Charter School.

BOARD OF DIRECTORS

The YPI Charter Schools, Inc. Board of Directors has legal and fiduciary responsibility for Monseñor Oscar Romero Charter School. The Board is responsible for providing fiscal accountability by approving and monitoring the budget. The Board will ensure effective organizational planning by approving long-range goals and annual objectives, monitoring the general policies such as health and safety, use and maintenance of facilities (for non-district sites), fundraising, and overseeing that school resources are managed effectively. This goal will be accomplished primarily through hiring, supporting, reviewing the performance of, and if necessary, dismissing the Executive Director.

The Board is made up of retired school administrators, current school educators, representatives of community-based organizations, and representatives from Youth Policy Institute. The District reserves the right to appoint a single representative to the charter school board pursuant Education Code section 47604(b).

The YPI Charter Schools, Inc. board members are nominated by any member of the community. The nominees complete Resume or Bio are vetted by the full board prior to a vote. The nominee is elected by a simple majority of current board members. Board member selection, terms of service, and number of members are regulated in accordance with the YPI Charter Schools, Inc. bylaws. The Board meets in accordance with the bylaws, currently once a month.
Monseñor Oscar Romero Charter School post meeting notices at the school and in the community in advance of all Board meetings to be held monthly, in accordance with the Brown Act. The school distributes agendas to parents of students and in the community. Notification for all meetings of the YPI Charter Schools, Inc. Board of Directors will follow the requirements of the Brown Act. Notification of meetings will be posted publicly-accessible as a printed copy posted in the main office of the school, clearly visible to the general public, according to the timelines provided by the Brown Act. Minutes of meetings are accessible at the school’s front office.

**Parental Involvement**

One of the primary predictors of student success is parent involvement in the education of their children. Parents of Monseñor Oscar Romero Charter School students are encouraged and expected to participate in the educational experience of their child (ren). Monseñor Oscar Romero Charter School has created a school culture where parents and families are embraced as partners in the education of each child.

Teachers and staff receive ongoing training in the importance of parent involvement and specific strategies to enhance their partnership in teaching their child. Teachers are encouraged to build relationships with the families of their students and receive resources for reaching out to parents.

The school provides translation services and materials in the child’s home language to ensure effective communication. Staff receives ongoing training on quality parent services. Monseñor Oscar Romero Charter School implemented administrative procedures to measure the level of parent satisfaction with school staff. The school has created activities that involve parents in the education of their children at school and in our community.

Equally important, Monseñor Oscar Romero Charter School provides ongoing parent education classes and workshops. For example, some of the activities focuses on helping parents understand how to: create a home environment that encourages learning; express high expectations for their children; and help their children form a vision for their own future. Other activities teach parents the significance of their involvement in the school

Monseñor Oscar Romero Charter School encourages its parents to participate in the Parent Center initiatives, which provide ESL and literacy classes, workforce training, and immigration services, and health education to parents.

Prior to admission all parents/guardians are encouraged to a) attend an orientation; and b) sign a parent compact indicating they understand the Monseñor Oscar Romero Charter philosophy, program and outcomes, and accept the responsibilities as set forth. Title I required Compacts for parents/guardians/teacher of all students require their involvement in and support of their child(ren)’s educational experiences. A parent’s decision not to attend the orientation or sign the parent compact in no way impacts the student’s enrollment or admission. The parent/guardian/teacher commitment continued to address the following:

- Work with the child at home with homework, projects, etc.
- Maintain positive and effective communication with the teacher and staff.
- Ensure that their child attends school on a regular basis and arrives on time.
- Enforce the school code of conduct with their child (i.e. wearing the uniform).
- Enroll their child in academic enrichment programs (After School Institutes, Saturday classes, etc.) if the school deems it necessary.
- Attend at least two parent workshops during the school year.
- Volunteer at the school or from home.

**Parent Advisory Council**

Parents contribute to the life and energy into MORCS in many ways including their involvement in the Parent Advisory Council (PAC). Every parent can belong to and participate in the PAC. Every parent has a vote and a voice in PAC.

The purpose of the PAC’s is to honor parent voices and focus on the best interests of all students in the school. The PAC must make rules, in consultation with the school directors, to govern their meetings and the business and conduct of their affairs. One of the rules includes how parents in the school elect a PAC Leader to represent them. Each September, an election is held by the PAC to elect a new leader for a one-year term. PAC member elect this parent by secret ballot to represent the PAC at the YPI Charter Schools, Inc. Monthly Board of Directors Meeting. Parents have the right, through the PAC Leader, to give advice to the directors, staff, and the YPI Charter Schools, Inc. Board of Directors about any matter relating to the school that is not the responsibility of the School Leadership Team (SLT). The PAC gives input to the School Leadership Team through the parents that is elected to the SLT.

The PAC Leader organizes ways for parents to meet to discuss school issues of interest and concern to parents and give input to the SLT. The Director of Operations may attend the meetings and offer information that helps parents. The Parent Council Leader works closely with the Director of Operations. They develop a respectful working relationship that enables the PAC to support the school in a positive way and address parent concerns immediately when the concerns arise.

The PAC Leader relies on the help of many parents to plan and run different activities in the school to support students, parents and staff.

The PAC Leader/ representative present the PAC’s issues and ideas to the YPI Charter Schools, Inc. Board of Directors Meetings for discussion and action where necessary.

The PAC also elects three parents by secret ballot to represent parents on the SPC. One of the parents elected must be a member of the PAC Leader. These parents provide the parents’ views to the SLT, so PACs set time on their agenda for those discussions. The SLT representatives also keep the PAC informed about what is happening at the SLT and how the SLT considered parent views in the development and review of the school plan.

The PAC Leader, elected from the PAC representatives, represents the views of the PACs and provides advice to the Board about any matter relating to education in the school. This includes advice on the school board’s Home-School Compact, or facilities issues. Often, they provide current information about the school, answer questions and provide parent perspectives.

The PAC needs to have an understanding of the Board policies and process an understanding of there use at the school. The PAC can seek more information about the concern and if necessary, request a review of the policy. PAC members may sit on school committee to represent parents’ views and concerns.
What Works Best for the YPI Charter Schools, Inc. PAC?

Parents focusing on the best interests of all students, supporting all parents to be involved and informed, helping parents to advocate for their children, advising the staff, school and the YPI Charter Schools, Inc. Board of Directors—these are critical and important roles for PACs.

The PAC is unique, reflecting the needs and diversity of the students and parents in the school. The PAC finds that they can be more successful when they:

- Develop and work within rules that clearly state their mandate
- Understand and respect the roles and responsibilities of the partner groups
- Develop and maintain respectful relationships with students, parents, the PAC, school staff, and the community
- Encourage activities that support all levels of parent involvement
- Identify the challenges to parent involvement and work with staff to overcome them
- Help parents to understand the policies and procedures in their school and work with partner groups to make the information readily available
- Deal fairly and non-judgmentally with parent concerns
- Develop communication and conflict resolution skills within the PAC, including a code of ethics and a fair way to deal with breaches of the code
- Respect the privacy rights of students, parents and staff

The PAC generally meets the second Monday of each month at 6:00 pm.

COMMUNITY INVOLVEMENT

Monseñor Oscar Romero Charter School works closely with established community based organizations in Pico Union/Westlake to ensure community participation and maximize the resources available to students and families. The community-based organizations that the Monseñor Oscar Romero Charter School work with the following agencies:

- Central City Neighborhood Partners (CCNP) – provides outreach, recreation, tutoring with UCLA, and adult ed/job training for parents.
- Salvadoran American Leadership and Educational Fund (SALEF) – provides technology training, tutoring, and civic participation programs for adults and youths.
- Central American Resource and Education Center (CARECEN) – provides legal/paralegal, education advocacy, technology training, and tutoring services.
- Clinica Oscar Romero – provides health education and access to clinic services for the community.
AMENDMENTS TO THE CHARTER

Any amendments to the Monseñor Oscar Romero Charter School’s charter or YPI Charter Schools Inc. bylaws that affect or impact the charter or school operations must be approved through the District’s petition amendment process.

GRIEVANCE PROCEDURE FOR PARENTS AND STUDENTS

Monseñor Oscar Romero Charter School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Monseñor Oscar Romero Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Monseñor Oscar Romero Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Charter School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate
on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

**LAUSD Charter Policy**

The Monseñor Oscar Romero Charter School will comply with the District policy related to charter schools, as it may be changed from time to time after notice and reasonable opportunity for input from the Charter School Collaborative.

**Responding to Inquiries**

Monseñor Oscar Romero Charter School shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. Monseñor Oscar Romero Charter School acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

If an allegation of waste, fraud or abuse related to the Monseñor Oscar Romero Charter School operations is received by the District, the Monseñor Oscar Romero Charter School shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.

**Notifications**

Notification is to be made to the Innovation Charter Schools Division in writing of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Monseñor Oscar Romero Charter School.

**Code of Ethics**

Monseñor Oscar Romero Charter School will conduct its business honestly and ethically wherever we operate in the world. YPI Charter Schools, Inc. will constantly improve the quality of our services, products and operations and will create a reputation for honesty, fairness, respect, responsibility, and integrity, trust and sound business judgment. No illegal or unethical conduct on the part of officers, directors, employees or affiliates is in the school’s best interest.

Monseñor Oscar Romero Charter School will not compromise its principles for short-term advantage. The ethical performance of this school is the sum of the ethics of the men and women who work here. Thus, we are all expected to adhere to high standards of personal integrity.

Officers, directors, and employees of the company must never permit their personal interests to conflict, or appear to conflict, with the interests of the company, its clients or affiliates.

Any employee of Youth Policy Institute, Inc. who is on the board of YPI Charter Schools Inc., in their role as a board member, will avoid any participation in financial transactions between Youth Policy Institute, Inc. and YPI Charter Schools Inc. Such YPI Charter Schools Inc board members will disclose their interest, and recuse themselves from voting on such transactions. Disclosure and recusal shall be documented in YPI Charter Schools, Inc.’s official records.
Officers, directors and employees must be particularly careful to avoid representing Monseñor Oscar Romero Charter School in any transaction with others with whom there is any outside business affiliation or relationship.

Officers, directors, and employees shall avoid using their company contacts to advance their private business or personal interests at the expense of the school, its clients or affiliates.

No bribes, kickbacks or other similar remuneration or consideration shall be given to any person or organization in order to attract or influence business activity.

Officers, directors and employees shall avoid gifts, gratuities, fees, bonuses or excessive entertainment, in order to attract or influence business activity.

Officers, directors and employees of Monseñor Oscar Romero Charter School will often come into contact with, or have possession of, proprietary, confidential or business-sensitive information and must take appropriate steps to assure that such information is strictly safeguarded.

This information—whether it is on behalf of our school or any of our clients or affiliates—could include strategic business plans, operating results, marketing strategies, customer lists, personnel records, student records, processes and methods. Proprietary, confidential and sensitive business information about this school, other schools, individuals and entities should be treated with sensitivity and discretion and only be disseminated on a need-to-know basis.

 Officers, directors and employees will seek to report all information accurately and honestly, and as otherwise required by applicable reporting requirements.

Officers, directors and employees will refrain from gathering competitor intelligence by illegitimate means and refrain from acting on knowledge, which has been gathered in such a manner. The officers, directors and employees of Monseñor Oscar Romero Charter School will seek to avoid exaggerating or disparaging comparisons of the services and competence of their competitors.

 Officers, directors and employees will obey all Equal Employment Opportunity laws and act with respect and responsibility towards others in all of their dealings.

Officers, directors and employees will remain personally balanced so that their personal life will not interfere with their ability to deliver quality products or services to the company and its clients.

Officers, directors and employees agree to disclose unethical, dishonest, fraudulent and illegal behavior, or the violation of company policies and procedures, directly to management.

Violation of this Code of Ethics can result in discipline, including possible termination. The degree of discipline relates in part to whether there was a voluntary disclosure of any ethical violation and whether or not the violator cooperated in any subsequent investigation.

Our mission is to educate all students to their maximum potential. Our success depends on our teamwork, trust and commitment. Our Code of Ethics is intended to help us achieve success by setting common
expectations and increasing trust, commitment and teamwork within Monseñor Oscar Romero Charter School, and the community.

**CORE PRINCIPLES**

To help us achieve our mission, we are committed to three core ethical principles:

- Commitment to Excellence
- District and Personal Integrity
- Responsibility

**Purpose**

Our *Code of Ethics* helps develop trust by describing what the public can expect from us, and what we can expect from each other and our school community. It plays a central role in our school’s commitment to help school personnel achieve the highest ethical standards in their professional activities and relationships. Our goal is to create a culture that fosters trust, commitment to excellence and responsibility, personal and institutional integrity, and avoids conflicts of interest and appearances of impropriety.

**Application and Enforceability**

The Code of Ethics applies to all personnel including Board Members. Provisions of this *Code of Ethics* are supported by State law, and YPI Charter Schools, Inc.’s Board Rules and regulations. Violations of this *Code of Ethics* may result in administrative or disciplinary action under those laws, rules and regulations.

**Making Ethical Decisions**

While the Code of Ethics provides general guidance, it does not provide a complete listing or a definitive answer to every possible ethical situation. When making decisions, we should use good judgment to fulfill the spirit as well as the letter of the Code. The References section of the Code lists other documents such as laws, rules, policies and bulletins that provide more detailed guidance. When making decisions:

- Evaluate the situation and identify the ethical issues.
- Follow the rules. Consult the Code of Ethics, law, and the YPI Charter Schools, Inc.’s Board Rules, regulations, bulletins, policies and procedures, and apply them to the situation.
- Ask for guidance from your supervisor. If your supervisor is involved in the problem, contact his or her supervisor, or the Board to ask for help. Ask for help early—before you act.
- Make and carry out a decision that is consistent with the rules and develops excellence, integrity and responsibility.

**Commitments and Expectations**

To achieve our mission of educating students, the YPI Charter Schools, Inc. Board, administrators, teachers and staff will strive to create a school culture that fosters trust and focuses on excellence. Our goal is to develop a culture that is personally fulfilling, supports ethical decision-making, and provides an environment where hard work, creativity and innovation are the norm. To succeed, we must have the same expectations about how we will practice our commitment to excellence, integrity and responsibility in our everyday work.
A. Commitment to Excellence. YPI Charter Schools, Inc. Board, administrators, teachers and staff are committed to being the best school and personnel we can be, educating our students to their maximum potential. Everything we do has an impact on the classroom.

1. **Set the example.** We are committed to providing the best example we can, striving to demonstrate excellence, integrity and responsibility in our work.

2. **Create an environment of trust, respect and non-discrimination.** We are committed to creating an environment of trust, care and respect. We will not tolerate discriminatory or harassing behavior of students or colleagues.

3. **Provide honest, accurate and timely information.** We are committed to candor in our work relationships, providing other school personnel including classified staff, teachers, administrators and Board members with accurate, reliable and timely information. We will not tolerate falsification or cheating.

4. **Identify problems and help create solutions.** We are committed to identifying areas for improvement within our school, and suggesting and implementing solutions that make us more successful.

5. **Keep policies, procedures and rules.** Our rules, policies and procedures are the foundation of trust and how our school conducts everyday business. They define our expectations and evaluation criteria. We are committed to following our Code of Ethics, laws, and school rules, regulations, bulletins, policies and procedures, recommending changes required to make them better, and will not tolerate improper conduct.

6. **Report improper conduct.** When someone does well, it reflects well on all of us. When we make a mistake, we strive to correct it and learn from it. We are committed to reporting gross mismanagement, significant waste of funds, abuse of authority, threats to safety, violations of our Code of Ethics, laws, rules, regulations, bulletins, policies and procedures, or other conduct that damages our integrity or reputation, to our Administrator, Executive Director, or, the YPI Charter Schools, Inc.’s Board President.

7. **Keep colleagues safe from retaliation.** We are committed to creating a work environment where problems can be reported and solved. We are prohibited from threatening, harassing, punishing or retaliating against employees who make good faith complaints.

B. **School and Personal Integrity.** To maintain YPI Charter Schools, Inc.’s integrity, we are committed to making decisions in the best interests of Monseñor Oscar Romero Charter School. We avoid conflicts of interest and the appearance of impropriety.

1. **Avoid conflicts of interest and improper outside income.** A conflict of interest can exist anytime our position or decisions provide us a financial benefit or improper advantage. We are permitted to receive outside income as long as it does not create a conflict with our school work. We are committed to declining outside income that might be perceived as inconsistent, incompatible or in conflict with our official duties. We will not make decisions or use our position for personal benefit or to gain an improper advantage.

2. **Decline gifts.** A gift is a benefit we receive for which we did not pay. Gifts can include merchandise, food, tickets, and use of facilities, investments, rebates or discounts not offered to the public or forgiveness of debt from vendors, lobbyists, parents, students or others. We will not accept gifts or gratuities in excess of $100 from a single source in a single year (aggregate retail value) or that give the appearance that the gift improperly influenced our decisions.
regardless of the amount. We will not solicit vendors, lobbyists, parents or others for anything that provides us a personal benefit different from the public.

3. **Improper influence of family members and associates.** We are committed to abstaining from decisions that could result in a direct benefit to a close relative or co-habitant including, but not limited to, hiring, promotion, discipline, evaluation or direct supervision.

4. **Maintain appropriate relationships with students.** We are committed to ensuring that employee-student relationships are positive, professional and non-exploitative. We will not tolerate improper employee-student relationships.

5. **Keep procurement information confidential.** To reinforce public trust and confidence in our procurement processes, we are committed to ensuring that procurement information is kept confidential, used only in the performance of our duties, and not released early to potential contractors.

6. **Keep the contracting process objective.** We are committed to making contract award recommendations in the best interest of Monseñor Oscar Romero Charter School. From the time an RFP, specification or other contract document is issued until the staff recommendation is made public (the contract’s board report is published by the Board Secretariat), we will not have contact concerning the contract with contractors participating in the process or their representatives.

7. **Future employment.** In order to prevent conflicts of interest, Monseñor Oscar Romero Charter School personnel are not permitted to discuss the possibility of future employment with a person or organization. We will not direct or permit school personnel to perform personal services on school working time and will report such incidents to the Administrator, Executive Director, or the Monseñor Oscar Romero Charter School Board President that might benefit from their official decisions. Contractors are required by the school to disclose all personnel, consultants and sub-contractors who were employees of the Monseñor Oscar Romero Charter School in the previous three years. The school will not contract with a contractor who compensates a former Monseñor Oscar Romero Charter School employee to influence an action on a matter pending with the school if that employee, within the last twelve (12) months, held a Monseñor Oscar Romero Charter School position in which the employee personally and substantially participated in that matter. The school will not contract with a contractor that employs a former school employee who, while serving in a school position within the last two years, substantially participated in the development of the contract’s RFP, requirements, specifications or in any other part of the contracting process. No former Monseñor Oscar Romero Charter School official is permitted to lobby the school for one year after leaving the school. We are committed to avoiding discussions about future employment with people or organizations that can benefit from our decisions, and will not take or influence official actions that might benefit that person or organization.

8. **Uphold Monseñor Oscar Romero Charter School interests in hiring and promotion.** We are committed to hiring and promoting school personnel based on their qualifications and the job-criteria of the position, and will not tolerate improper practices.
9. **Responsibility.** We are committed to holding each other responsible for our performance as a school and as individuals.

10. **Proper use of public position.** We are committed to ensuring that our power and authority are used in an appropriate, positive manner that enhances the public interest and trust. We will not use our authority to improperly influence people or obtain preferential treatment.

11. **Proper use of public resources.** Except for occasional and limited personal use that does not interfere with performance of duties or create an appearance of impropriety, we are committed to ensuring that school facilities, equipment, supplies, mailing lists or other school resources are used for school purposes only. Except for occasional and limited personal use, we will not tolerate improper use of public resources, and will report and reimburse Monseñor Oscar Romero for significant costs of any limited personal use.

12. **Leadership of District personnel and use of District time.** We are committed to ensuring that school personnel are tasked to perform only school work on school working-time.

13. **Uphold confidentiality.** To achieve excellence, our school employees, parents and students must be able to discuss issues frankly, and when appropriate, in confidence. We are committed to abiding by FERPA and school policies concerning confidential information, including student records, personnel files, agreements, and school records and policies. We will not reveal confidential information, including meeting content and the sources of comments, from staff, faculty, parent and closed Board meetings.
ELEMENT 5: EMPLOYEE QUALIFICATIONS

Monseñor Oscar Romero Charter School selected a group of professionals that share the educational philosophy of the school and are committed to the education of all children. All personnel must commit to the mission and vision of the school. Employees’ job descriptions and work schedules are reviewed and modified as necessary to meet the needs of the school and its students. Employee salaries and benefits are based on the job duties and work basis as outlined in the charter.

AFFIRMATIONS

Monseñor Oscar Romero Charter School believes that all persons are entitled to equal employment opportunity. Monseñor Oscar Romero Charter School shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

BACKGROUND CHECKS

Monseñor Oscar Romero Charter School will perform all required background checks, including fingerprinting and drug testing, according to existing California state law. Prior to the first day of work for every employee, Monseñor Oscar Romero Charter School will process background checks through LiveScan, administered by the Department of Justice.

Monseñor Oscar Romero Charter School adheres to school policy pertaining to the safety and health of all employees and students as referenced in the Personnel Handbook. All employees must furnish or be able to provide:

- Medical clearance for communicable diseases and Mantoux tuberculosis (TB).
- Fingerprinting and the service fee to the Department of Justice for a criminal record check. Applicants will be required to provide a full disclosure statement regarding their prior criminal record.
- Documents establishing legal status.

Personnel Handbook

Personnel Handbook, which is a compilation of federal and state laws as well as policies approved by the Board of Directors, continues to be maintained. All employees receive a copy of the Personnel Handbook upon hire, and continue to receive revisions to policies as approved by the Board of Directors.

- Many items relevant to the Employee Qualifications element can be found in the Personnel Handbook. The following list represents a selection of the major topics addressed in the Personnel Handbook. (For more detail, please refer to the copy of the Personnel Handbook)
- Internal Complaint Review
  - Contracts of Employment
Hiring/Selection Process

The Monseñor Oscar Romero Charter School development team reviews the qualifications of candidates that wish to apply for employment at the school. The positions expected to be full employed include the Administrators, teachers, office personnel, maintenance, certificated and non-certificated staff. Individuals who wish to apply for a position are required to submit a resume and a Monseñor Oscar Romero Charter School employment application. Administrative staff at Monseñor Oscar Romero Charter School will review all submissions and determine which candidates are best suited for the school based on their qualifications. Monseñor Oscar Romero Charter School administrative staff conducts interviews with candidates and notify each person of their status once a decision is made. Candidates who are offered employment receive written notice from Monseñor Oscar Romero Charter School.

Teachers are selected by the Executive Director working with the Administrators and in consultation with the current teachers. Selection is based on teaching experience, the degree of subject matter expertise, and ability to demonstrate classroom capabilities. Teacher candidates will demonstrate how they will provide a quality curriculum and a strong classroom environment. Experience working with low income students is a strong qualification for employment. Monseñor Oscar Romero Charter School strives to recruit teachers holding a CLAD credential with experience in scaffolding techniques and performance based instruction. Teachers need to be well versed in SDAIE and English Language Development (ELD) techniques.

Monseñor Oscar Romero Charter School is committed to supporting its staff and teachers by providing constant opportunities for professional growth and development. Monseñor Oscar Romero Charter School believes that one of the best methods for professional development consists of learning from others facing similar situations. Monseñor Oscar Romero Charter School fosters a collaborative school environment whereby teachers are given a chance to interact on a periodic basis to perform a variety of development activities. Such activities include lesson plan development, student achievement strategies, and general student related discussions between teachers. All teachers are encouraged to seek assistance from Monseñor Oscar Romero Charter School staff or other teachers throughout the year. Monseñor Oscar Romero Charter School desires to create an open environment where teachers feel part of a team and are able to trust each other for various school related issues.

All teachers and other instructional staff (including teaching aides) must meet the requirements for highly qualified teachers and staff required by the NCLB Act.
NO CHILD LEFT BEHIND AND CREDENTIALING

Teachers will meet all requirements for employment as required by the California Education Code section 47605(l). Teachers of core, college preparatory subjects (i.e. English language arts, math, science, history/social science, and special education) will hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold.

All core (as defined in Element 1) classroom teachers have a valid teaching credential on file with the California Commission on Teacher Credentialing and have met the criteria for “highly qualified” status as per the regulations of No Child Left Behind. Current copies of all teacher credentials are maintained by the school’s Coordinator and are readily available for inspection. The Director of Instruction monitors the timely renewal of credentials with additional oversight from the Los Angeles County Office of Education.

All teachers will be highly-qualified as defined by No Child Left Behind. Monseñor Oscar Romero Charter School will adhere to all requirements outlined by No Child Left Behind with respect to teachers and paraprofessional employees. Appropriate records of credentials held by Monseñor Oscar Romero Charter School teachers and supporting documentation are monitored and maintained by the Director of Instruction. Credentials are monitored annually in compliance with state and federal law. The school maintains current copies of all teacher credentials and they are readily available for inspection.

STAFFING

Executive Director

The Board of Directors will select, hire, and evaluate an Executive Director. Selection of the Executive Director are based on proven experience in the following: 1) expertise in curriculum design and evaluation, 2) experience as an administrator and teacher, 3) experience working in the charter school movement, and 4) an interest, or associated work history, in facilities management. The Executive Director will:

- Develop an integrated curriculum and evaluation of educational program
- Develop a strategic facilities plan
- Develop a strategic operational plan
- Have direct oversight and supervision of the Administrator and staff, recruitment and hiring
- Develop and implement a student recruitment/outreach plan.
- Develop a Community Relations plan
- Report to the Board of Directors on the progress of the school in achieving educational success once a month.
Oversee the following efforts by others:

- Educational Leadership
- Finance
- Facilities
- Technology
- Administration/Human Resources

The Executive Director evaluates the Chief Operations Officer, Director of Instruction, Director of Operations and Coordinator of Student Services.

**Chief Operations Officer**

The Executive Director will recruit, interview, and recommend candidates to the Board of Directors. Selection of the Chief Operations Officer will be based on proven experience in educational leadership, educational vision for and experience with low-income and/or minority children, demonstrated ability in program design and/or development, entrepreneurial ability, and interest and commitment to educational reform. The Administrator will:

- Report to the Executive Director and Board of Directors
- Have the shared responsibility of hiring and dismissing (with cause) all other employees according to the mission, philosophy, and obligations of the school as spelled out in the charter.
- Supervise and support Director of Operations, Director of Instruction, and Director of Students Affairs.
- Oversee the day-to-day operations of the school.
- Lead in maintaining and support of facilities, and related grants, etc.
- Assist with student discipline.
- Be a liaison to community and business partners.
- Represent school at meetings/forums.
- Call needed meetings.
- Assist in writing grants, facilitating fundraising, and/or obtaining loans.
- Lead parents in organizing, parent support center and meetings.

**Director of Operations**

The Director of Operations must have well established and proven leadership skills. The Director of Operations will be responsible for overseeing the creation and implementation of a competitive business plan that brings together the school's divergent goals and objectives. The Director of Operations must be a skillful communicator with the ability to manage and motivate staff by example, and meet or exceed the challenges of competitive strategies as defined in the school's schoolwide plan.

Essential duties and responsibilities:

- Staff Management – Create a systematic approach to the recruitment, training and retention of qualified individuals who understand their contribution to the learning services standard of our school. Ensure that our school is a safe, amiable, honest, and competent school.
• Collaboratively create and approve the schools’ operating plan including projections for revenue, expenses, and profitability. Lead the school’s implementation of the operating plan. Provide analysis of factors related to impacting cost management and overall profitability; including the real-time management of the school’s budget.
• Quality Management – Ensure that the school has the ability to anticipate and meet the needs, demands and expectations of all of our stakeholders.
• Experience in staff supervision, hiring, and training/developing staff
• Proven ability to maintain compliance to budget and expense targets
• Strong analytical ability to assess financial performance
• Demonstrates effective verbal and written communication skills
• Self-motivated individual with creative problem solving skills
• Excellent interpersonal and leadership skills
• Lead in the day to day operations of the school
• Prepare credentialing paperwork and monitor processing.
• Assist in writing grants, facilitating fundraising, and/or obtain Financial Data.
• Prepares and reviews operational reports and schedules to ensure accuracy and efficiency. Formulates annual budgets and reviews financials with Leadership Team monthly.
• Performs other duties as assigned.
• Ability to maintain confidentiality of information.
• Excellent organization and detail-oriented skills.
• Excellent problem solving skills.
• Ability to coordinate and prioritize multiple tasks in a fast-paced environment.

Director of Instruction
The Director of Instruction will provide instructional leadership and assist in overall management of the school as prescribed by federal and state laws and YPI Charter Schools, Inc. policies and regulations, Personnel Handbook. The Director of Instruction reports to the Chief Operations Officer.

Essential duties and responsibilities:
• Facilitates priorities and resources on improving the academic achievement of all students.
• Demonstrates high standards of excellence.
• Provides instructional leadership and support for all staff.
• Demonstrates continual emphasis on accomplishing the mission of the school.
• Provides guidance, supervision and assistance in instructional practice.
• Actively participates and Uses the iObservation System and all other Coaching Support sharing ideas, supporting best practices and the implementation of innovative strategies.
• Oversees the focus, scheduling and implementation of professional development activities.
• Oversees and monitors the administration and review of periodic performance assessments and state mandated testing.
• Actively participates in the Student Study Team process and attends IEP meetings as necessary.
• Monitors progress by grade levels and school-wide accomplishments, and identifies areas in need of improvement.
• Oversees materials adoption.
• Ensures compliance with all state and federal programs. (CBEDS, Fall Survey, Bilingual Survey, STAR Testing, CELDT, Special Education)
• Plans and oversees reorganization of classes yearly.
• Supervises and evaluates the teaching and classified staff.
• Maintains highest level of security, confidentiality and integrity with regard to personnel files.
• Provides teacher and staff support through intervention, discipline as necessary, and dismissal as warranted.
• Teacher Staffing and development of schedule matrix
• Implementation of Instructional Programs and recommendations for fiscal needs
• Monitors textbook inventory and Instructional materials
• Manage instructional related material budgets
• Takes responsibility for the daily safety and security of the site, collaborating with the Maintenance and Operations Manager.
• Plans capital projects for facilities improvement working in collaboration with the Maintenance and Operations Manager.
• Oversees the Student Information System in collaboration with the Data Base Coordinator.
• Plans, coordinates and creates schedules.
• Assumes responsibility for all written communications between home and school.
• Organizes and implements the Emergency Operations Plan.
• Ensures compliance with child abuse reporting procedures.
• Ensures maintenance of a clean physical environment that is conducive to good health and safety.
• Oversees the quality of the food services program.
• Attends general meetings, events, and activities as needed.
• Provides guidance, supervision, assistance and leadership for all members of the staff.
• Maintains a school climate that ensures the safety, health and welfare of the students and staff, while continually building a relationship of trust and confidence within the community.
• Acts as the formal liaison between the school, parents and community members.
• Other duties as assigned.

Requires knowledge of:

• Professional growth appropriate for educational administration at the middle school level and awareness of and ability to recognize the effect of proposed or new local or state requirements upon secondary educational offerings; alertness in the perception of policy and information needs.
• Evidence of educational leadership at the secondary level, including ability to:
  1. Promote and provide opportunities for recognition, development, and leadership among students and colleagues; and
  2. Work cooperatively with students, parents, school and administrative personnel, and representatives of community organizations or agencies. Understanding of, and sensitivity to, the needs of the various cultural and ethnic groups comprising the Los Angeles community; knowledge of YPI Charter Schools’ resources relating to multicultural development and instructional materials.
Knowledge of Monseñor Oscar Romero Charter School /YPI Charter School Inc. policies and procedures, Education Code, Administration will follow all E. Code stipulations, laws, governing board as per Governance, goals and objectives, organizational structure and functions, and negotiated contracts.

Knowledge of effective administrative and managerial practices and ability to implement them.

Knowledge of and skill in budget preparation and control.

Requires ability to:

- Lead, direct, and supervise fellow workers in education on a democratic basis, including:
  1. Sensitivity to what is appropriate in dealing with students, teachers, administrators, and public;
  2. Ability to understand and make provision for divergent viewpoints of personnel involved in the total educational program;
  3. Ability to recognize, use, and credit ideas of others;
  4. Recognition that differences in background present an educational challenge toward the improvement of working relationships.

- Direct the management activities associated with the positions of middle school Administrator.

- Appropriate interpersonal style and methods to guide individuals and groups toward task accomplishment.

- Leadership skill in facilitating groups’ process, including consensus building and conflict resolution.

- Communicate effectively with students, parents, peers other YPI Charter Schools, Inc. personnel (Teachers, staff, tutors), and community representative, both individually and as a group.

- Compose and comprehend written communication

- Observe and evaluate subordinates' activities.

- Mobility to traverse all areas of the work site.

- Travel to other sites/locations.

Experience requirements:

- At least four school years of successful full-time service in a public school certificated position(s), no fewer than three years of which must have been in teaching service.

- In addition to or concurrent with the 4 years required above:
  
  - At least two years of public school certificated service directly related to an instructional program at a middle school covering grades 6 through 8.
  
  - At least one year of verifiable experience in a non-classroom leadership position such as a coordinator, instructional coach, etc.

Education & qualification requirements:

- An earned master’s degree or advanced degree of at least equivalent standard from an accredited college or university.
• At least two semester units each (six semester units total), or the equivalent of course work in culture, language and methodology to meet the requirements of the school’s plan for English Language Learners.

Credentials
One of the following California credentials or credential combinations authorizing K-12 service must be on file with Monseñor Oscar Romero Charter School/YPI Charter Schools, Inc:
• Administrative Services Credential (or Certificate of Eligibility)
• Elementary and/or secondary level teaching credential

Coordinator of Student Services
Under the direct supervision of the Director of Instruction, the Coordinator of Student Services will oversee all disciplinary issues and ensure that all students are provided the necessary support on a safe and secure campus.

Essential duties and responsibilities:
• Issues and enforces school behavioral expectations.
• Issue suspensions and suspension letters.
• Provide academic and behavior counsel and support to students.
• Counsel students and parents about school and district policies.
• Assists staff and parents in developing student behavioral expectations.
• Assist in the planning, developing and implementing of individual student behavior plans.
• Serve as a resource to staff in dealing with classroom management issues.
• Manage discipline policies in the Student Handbook and log.
• Investigate, document, and resolve student complaints and disagreements.
• Make referrals to community resources as needed.
• Manage positive behavior reinforcement program.
• Develop programs to promote positive student behavior as well as intervention strategies.
• Confers appropriate consequences for behavior including detention, in school suspension and out of school suspension.
• Track, analyze, and report on suspensions and behavior issues.
• Develop appropriate drug and alcohol intervention strategies (assemblies, drills, trainings, etc.)
• Coordinate and document emergency preparedness activities and trainings.
• Oversee the supervision of the school and the supervision staff.
• Supervise and organize counseling services.
• Complete monthly suspension reports.
• Detentions (Saturday and After School).
• Oversee the scheduling and maintaining of state testing requirements.
• Monitoring student attendance and reporting excess absences to students, parents, and state.
• Manage supervision staff for before-during-after school.
• Manage and provide supervision for student and parent activities.
• Manage onsite counselors
• Manage discipline policies and log.
• Other duties as assigned.
Requires knowledge of:
- State testing procedures
- Disciplinary management strategies used within a secondary school.
- The California education code
- Procedures, methods, techniques, and strategies pertaining to the administration and operation of a secondary school.
- Student activity, behavior management, and campus supervision and control methods, procedures, and techniques.
- Methods, procedures, and strategies of the supervision of instruction and a variety of student body related activities and programs.
- Knowledge of YPI Charter Schools, Inc. policies and procedures, Education Code, Board Rules, goals, and objectives, organizational structure and function, and negotiated contracts.
- Professional growth appropriate for educational administration at the middle school level and awareness of and ability to recognize the effect of proposed or new local or state requirements upon secondary educational offerings; alertness in the perception of policy and information needs.

Requires ability to:
- Provide fair disciplinary procedures to all students according to the education code
- Maintain a safe and secure campus
- Research and schedule school safety drills, trainings, and assemblies
- Provide direction to others and make independent decisions.
- Keep and maintain accurate records.
- Meet deadlines
- Communicate with individuals of varied cultural and educational backgrounds.
- Communicate in oral and written form.
- Promote and provide opportunities for recognition, development, and leadership among students and colleagues.
- Work cooperatively with students, parents, school and administrative personnel, and representatives of community organizations or agencies.

Experience requirements:
- Four years’ successful teaching or prior job related experience with increasing levels of responsibilities in school setting.
- Excellent interpersonal skills, especially the ability to communicate and collaborate with children and young adults
- Demonstrated leadership capabilities
- Proven management and team building skills

Education & qualification requirements:
- Bachelor of Arts in education and/or related field
- Graduate degree preferred
Teachers

At Monseñor Oscar Romero Charter School the teacher’s job is to assure that all students learn the basic and essential skills at each grade level. Responsibilities include:

**Instructional Practice**

- Plans and implements a program of instruction that adheres to the Monseñor Oscar Romero Charter School’s philosophy, goals and objectives as outlined in the Charter School Petition, and by the Director of Instruction, and the executive director.
- Ensures the implementation of classes which focus on interdisciplinary, project-based learning culminating in “capstone” exhibitions, CA Standards Based English Language Arts, Math, History, Social Studies, & Science curriculum.
- Integrates technology and service-learning into instruction.
- Makes purposeful and appropriate lesson plans that provide for effective teaching strategies and maximize time on task.
- Plans and implements a program of study designed to meet individual needs of students.
- Creates a classroom environment conducive to learning by employing a variety of appropriate teaching strategies, which include strategies learned at the Insight Education, Culturally Relevant & Responsive Education, Thinking Maps, and Reading Edge Trainings.
- Encourage student enthusiasm for the learning process and the development of good study habits.
- Maintains appropriate records for students-cums, grading, portfolios, and files.
- Provides progress and interim reports as required.
- Administers all assessments as prescribed by MORCS, curricular programs, and subject areas.
- Prepares substitute folder containing appropriate information as required by the Administrator.
- Plans and prescribes purposeful assignments for paraprofessionals, tutors and volunteers as needed.
- Recognizes learning problems and makes referrals as appropriate.
- Demonstrates a strong grasp of subject matter.
- Uses effective oral and written expression.
- Other duties as assigned by the Administrator or the executive director.

**Curriculum Development**

- Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for continual improvement of the school’s curriculum.
- Assists on the ongoing curriculum revision process, including the revision of written pacing schedules.
- Becomes acquainted with supplemental services beneficial to students as an extension of regular classroom activities.
Classroom/School-Wide Management
- Leads a student advisory group.
- Develops, in accordance with Monseñor Oscar Romero Charter School’s guidelines, reasonable rules of classroom behavior and appropriate techniques that are consistently applied.
- Takes necessary and reasonable precautions to protect students, equipment, materials and facilities.
- Shares responsibility during the school day for the supervision of students in all areas of the school.
- Provides for the supervision of assigned students when circumstances require a brief absence from the assignment.

Public Relations
- Upholds and enforces Monseñor Oscar Romero Charter School’s, board and YPI Charter Schools Inc. policy, administrative procedures, and school rules and regulations, Maintains appropriate work habits, including regular and punctual attendance and appropriate use of conference and planning time.
- Participates and accepts responsibilities of a team member.
- Strives to communicate the positive aspects of our school program to the public in word and deed.
- Works cooperatively with parents to strengthen the educational program for their children.
- Serves as a resource for and provides assistance and information to parents and other stakeholders.
- Establishes and maintains cooperative relationships with other staff members.
- Actively participates in the decision making process by supporting additional school functions.

Professional Growth
- Continues professional growth through attendance at workshops, seminars, conferences, and/or advanced course work at institutions of higher learning.
- Maintains membership in appropriate professional organizations.
- Cooperates with the administration in planning appropriate in-service training programs at a school or at the district level.
- Attends staff, department, and committee meetings as required.

Student Evaluation
- Evaluates accomplishments of students on a regular basis using multiple assessment methods such as teacher made tests, samples of students’ work, mastery skills check lists, criterion-referenced tests and norm-referenced tests.
- Makes appropriate adjustments in the instructional program and as required by the Administrator.
- Respects the confidentiality of records and information regarding students, parents, and teachers in accordance with accepted professional ethics, and state and federal laws.

Health
- Maintains physical and mental health in order to carry out the duties as outlined above.
Other Certificated Staff
A list of day-to-day substitutes will be established and a list of qualified substitutes will be maintained.

Classified Staff
Classified and other personnel will be selected by the Chief Operations Officer on an application and interview basis in consultation with other classified staff and teachers. Selection will be based on ability to perform the job duties for that position. Classified personnel will perform duties appropriate to their job titles. Both full-time and part-time classified staff will be hired on an as-needed basis. Full-time employees will be those working in excess of 36 hours per week.

Office Personnel
Office Personnel will be selected by the Chief Operations Officer on an application and interview basis in consultation with parents and other staff members. Selection will be based on the ability to perform the job duties for that position. Office personnel duties will include, but not be limited to:

- Answering telephones.
- Filing reports.
- Enrolling students.
- Managing/monitoring office operations.
- Ordering and purchasing office and classroom supplies, and vendor management.
- Developing and implementing clerical and administrative procedures for daily school operations.
- Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other clerical and administrative duties as assigned.
- Bilingual translation and communication with parents and community.

Evaluations
Evaluations will be performed annually. Performance measures, both quantitative and qualitative, will be used to evaluate all school personnel.

The Director of Instructions and the Director of Operations will be evaluated by the Chief Operations Officer on:

- Maintaining a fiscally sound charter school including a balanced budget.
- Overall successful school academic program and achievement of educational goals.
- High parental and community involvement.
- Completion of required job duties.
- Creation of a school atmosphere of enthusiasm, warmth, and cooperation among all parties.

Teachers will be evaluated by the Director of Instruction on:
- Student progress as referenced from assessment measures.
- Effectiveness of teaching strategies as evaluated by the director, lead/mentor teacher, and Academic Review Board through classroom visitations.
- Performance of job duties.
- Knowledge of curriculum.

Classified and other personnel will be evaluated by the Director of Operations based upon completion of assigned job duties and regular, punctual attendance.

If an employee disagrees with an evaluation, a written objection may be appended to the review. Employees always have the right to engage in the Due Process and Process for Resolving Complaints/Grievances (as referenced in the Personnel Handbook) and in Element 11.
ELEMENT 6: HEALTH AND SAFETY OF PUPILS

The health and safety of Monseñor Oscar Romero Charter School staff and pupils is a high priority for the school. The school will follow all required safety regulations including emergency policies and procedures. Monseñor Oscar Romero Charter School will comply with all health and safety laws and regulations that apply to non-charter public schools, including those required by CAL/OSHA, the California Health and Safety Code, the EPA and the Healthy Schools Act. Monseñor Oscar Romero Charter School will operate as a drug, alcohol, and tobacco free workplace. A school safety plan is developed, implemented, and kept on file for review. School staff will be trained annually on the safety procedures outlined in the plan. The school has adopt a set of health, safety, and risk management policies:

FACILITY

The charter school shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Dependent on the facility lease requirements, Monseñor Oscar Romero Charter School will outsource all maintenance/custodial duties and operational functions including major and minor repairs, pest control, landscaping and gardening to vendors qualified to perform such functions.

Auxiliary Services

School staff will conduct annual reviews to ensure all auxiliary services are safe (food services, transportation, custodial services, hazardous materials) by developing appropriate policies and awareness training.

CRIMINAL BACKGROUND CHECKS

Monseñor Oscar Romero Charter School shall require all employees of the Charter School, and all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. The Charter School will maintain on file and available for inspection evidence that the Charter School has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. Monseñor Oscar Romero Charter School shall also ensure that it receives subsequent arrest notifications from the Department of Justice to ensure that ongoing safety of its students.

The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in §44237.” Ed. Code §47605 9b)(5)(F) Employees will submit
fingerprints to the Department of Justice via Live Scan processing. Employee will not start work until results are received from the Department of Justice and the employee is cleared to begin work.

**IMMUNIZATIONS, TUBERCULOSIS TESTING, AND SCREENING**

All enrolling students and staff will provide records documenting immunizations to the extent required for enrollment in non-charter public schools. Records of student immunizations shall be maintained, and staff shall honor County requirements for periodic Tuberculosis (TB) tests in the manner described in Education Code section 49406. All enrolling students will have screening of vision, hearing, and scoliosis to the same extent as would be required if the pupils attended a non-charter public school.

**EMERGENCY SITUATIONS**

Monseñor Oscar Romero Charter School will train all staff in implementation of policies and procedures for response to natural disasters and emergencies, including fires and earthquakes. The school will train instructional and administrative staff in basic first aid.

**Fire Drills**

Fire drills will be held at least once a semester. Office personnel will maintain a record of fire drills held and total required time for complete evacuation. When the fire drill signal sounds, teachers will lead the students in their room along the route indicated on the evacuation map posted for that purpose. Before leaving the room, teachers will see that all windows and doors are closed and that they have their class attendance roster with them. Students who are not in a classroom at the time the fire drill signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and the administrative staff will attempt to locate missing students. Students will remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal.

**Disaster Drills (I.E. EARTHQUAKE)**

Disaster drills will be conducted at least once every two months. Students will be made familiar with the “duck and cover” routine. A disaster drill commencing with the “duck and cover” routine will be initiated by an announcement over the intercom. Staff and students will hear “This is an emergency drill. Duck and cover.” During the “duck and cover” routine in the classroom, teachers will turn off the lights and have students get under a desk or table or against the wall away from the windows. Students must remain quiet and orderly so they will be able to hear additional instructions when given. All drills will be concluded with an “all clear” announcement on the intercom, or a visible signal from the administrative staff.

In the case of a real earthquake, everyone must engage in the “duck and cover” routine immediately and remain in position until the teacher determines that it is safe to leave the building. If remaining in the room becomes dangerous, or when the shaking stops, teachers will proceed with their students to the evacuation site or another safety zone. If students are on the playground or other outdoor area when a disaster drill is called or during an actual earthquake, students are to drop immediately to the ground, away from trees and
power lines, and cover their heads with their hands. They are to remain in that position until given additional instructions.

In the case of disasters other than earthquakes, the administrative staff will contact each room, advice staff of potential dangers, and give further directions or orders. Teachers and students will remain in their classrooms until instructions are received for an all clear or an evacuation. For safety purposes, no one is to leave the rooms. If there has been a chemical spill, the teacher must make sure that all doors, windows, and vents remain closed. The school site maintenance staff will turn off the gas. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Teachers will stay with their classes for the duration of the emergency. In the event of an earthquake or other national disaster, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

**Bomb Threats**

The person receiving the call or letter will note the time of day, wording of the message, background noises, and quality of the voice to try to determine if it is a young child or an adult. This person will delay the caller as long as possible, while they alert another adult to the crisis. That adult will immediately notify the telephone company to trace the call and immediately thereafter, notify the police using 911.

Based on the information at hand, the administrative staff will make a decision whether an immediate evacuation is warranted. If so, the evacuation code word “safe school drill” will be given over the intercom and evacuation procedures will be followed. The office personnel will coordinate information requests to and/or from law enforcement, the telephone company, and parents.

If an immediate evacuation is not warranted, the administrative staff will notify teachers to inspect their room for any suspicious materials or unknown packages, without alarming students. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

**Evacuation Plan**

A disaster of a significant nature may require the evacuation of the school. Immediately upon notification by outside authorities that the school must be evacuated, the administrative staff will verify the name and position of the person placing the alert. Once the source is confirmed, the administrative staff will give the evacuation code word “safe school drill” over the intercom. Teachers will proceed with their students to the nearest school exit indicated on the evacuation map posted for this purpose. Before leaving the room, teachers will make sure they have their class attendance roster with them. Students who are not in a classroom at the time the intercom signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site. Prior to evacuation, offices, bathrooms, and all other common areas, including outdoor facilities, will be searched by unassigned staff members designated by the administrative staff.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and an individual will be assigned the task of
finding any missing students. Teachers will work together to take care of students with injuries, respiratory problems, or other medical conditions.

Teachers will stay with their classes for the duration of the emergency. In the event of an evacuation, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

Students will remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal. In the event students cannot return to the school site, the administrative staff will notify parents and/or the media as to where students can be picked up. The office personnel will sign out students as they are being picked up by a parent or other adult listed on the emergency information card. Parents will be asked to remain in a designated area, and students will be escorted to the designated area for release.

**STAFF RESPONSIBILITIES**

All employees are responsible for their own safety, as well as that of others in the workplace. Monseñor Oscar Romero Charter School will rely upon its employees to ensure that work areas are kept safe and free of hazardous conditions. Employees will report any unsafe conditions or potential hazards to their supervisor immediately. If an employee suspects a concealed danger is present on Monseñor Oscar Romero Charter School’s premises, or in a product, facility, piece of equipment, process, or business practice for which Monseñor Oscar Romero Charter School is responsible, the employee will bring it to the attention of their supervisor or Administrator immediately. Supervisors will arrange for the correction of any unsafe condition or concealed danger immediately and will contact the Administrator to work on the problem.

Employees will be encouraged to report any workplace injury, accident, to their supervisor as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, supervisors will assist employees in obtaining medical care, after which the details of the injury or accident must be reported.

On a periodic basis Monseñor Oscar Romero Charter School may issue rules and guidelines governing workplace safety and health. All employees will familiarize themselves with the rules and guidelines, as strict compliance will be expected. Failure to comply with rules and guidelines regarding health and safety or work performance will not be tolerated.

**CHILD ABUSE REPORTING**

Monseñor Oscar Romero Charter School will adhere to the requirements of California Penal Code Section 11166 regarding child abuse reporting. Monseñor Oscar Romero Charter School staff must report to the proper authorities if they suspect the following occurring to a student:

- Sexual assault
- Neglect
- Willful cruelty or unjustifiable punishment
- Cruel or inhuman corporal punishment or injury
- Abuse in out-of-home care
The reporting person need only “reasonably suspect” that abuse or neglect has occurred. The reporting person does not have to prove abuse.

All staff members are mandated reporters. The Director of Instruction and Director of Operations will work will all faculty and staff members to make sure staff understands their responsibilities as mandated reporters and implement all appropriate steps are taken if a child abuse situation occurs. All faculty and staff will understand that it is their duty and responsibility to report any suspicions of child abuse. Staff will understand that under California law, failure to report an incident of known or reasonably suspected child abuse or neglect is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by a fine of one thousand dollars ($1,000) or by both. Staff will not be made to investigate any incident, only report to the Administrator and/or proper authorities.

All suspected cases of child abuse will be reported to Department of Children Services and/or Los Angeles Police Department. A written report will be completed and the Department of Children Services will be immediately notified. If necessary, the Los Angeles Police Department will be informed of the situation as well. The reporting person will be responsible for providing all the necessary information and child abuse reports to the Department of Children Services and/or Los Angeles Police Department. The reporting employee will inform the Director of Instruction or the Director of Operations that a report has been made. Should it be necessary to remove the child from school, Monseñor Oscar Romero Charter School staff will obtain the contact information of the agency person removing the child. This information will be placed in the student’s record and be available to the parent/guardian.

**PRESCRIPTION MEDICATIONS**

Students requiring prescription medications and other medicines during school hours will be accommodated. Parents must bring medication to the office in the original containers, with the name of the prescribing physician, the name of the student, and dispensing instructions. Parents will complete the appropriate form authorizing school staff to administer medication. Designated staff will put medications in a locked cabinet or refrigerate as needed for medications requiring refrigeration. Designated staff will log times for administering medications for each student and will maintain a tickler system to ensure that medications are dispensed at the appropriate times. Designated staff will call students to receive medications at the appropriate times. In cases where medications are long-term prescriptions, designated staff will provide parents with one week's notice to alert them that additional medication is needed.

**INSURANCE REQUIREMENTS**

No coverage shall be provided to Monseñor Oscar Romero Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. Monseñor Oscar Romero Charter School shall secure and maintain, as a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect the charter school from claims which may arise from its operations. Each charter school location shall meet the below insurance requirements individually.

It shall be Monseñor Oscar Romero Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.
Monseñor Oscar Romero Charter School maintains the following insurance policies:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“Board of Education”) as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Office of Risk Management for the LAUSD.

2. Workers’ Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Monseñor Oscar Romero Charter School Charter from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 as Monseñor Oscar Romero Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Fidelity Bond coverage shall be maintained by Monseñor Oscar Romero Charter School to cover all Monseñor Oscar Romero Charter School employees who handle, process or otherwise have responsibility for Monseñor Oscar Romero Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

6. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

7. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

8. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

*Coverage and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the charter school's insurance primary despite any conflicting provisions in the charter school's policy.

**Evidence of Insurance**

The Charter School shall furnish to the District’s Office of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, and Los Angeles CA 90017 within 30 days of all new policies
inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.”

Facsimile or reproduced signatures may be acceptable however the District reserves the right to require complete certified copies of the required insurance policies.

Should the Monseñor Oscar Romero Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of the Monseñor Oscar Romero Charter School.

**HOLD HARMLESS/INDEMNIFICATION PROVISION**

To the fullest extent permitted by law, the charter school does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney’s fees, brought by any person or entity whatsoever, arising out of, or relating to this charter agreement. Monseñor Oscar Romero Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney’s fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by the charter school, and their officers, directors, employees or volunteers. Moreover, Monseñor Oscar Romero Charter School agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

The Monseñor Oscar Romero Charter School will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the Monseñor Oscar Romero Charter School. The Monseñor Oscar Romero Charter School will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff.

The Monseñor Oscar Romero Charter School, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

Monseñor Oscar Romero Charter School shall require all employees of the Monseñor Oscar Romero Charter School, and all volunteers who will be performing services that are not under the direct supervision of a Monseñor Oscar Romero Charter School employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. The Monseñor Oscar Romero Charter School will maintain on file and available for inspection evidence that the Monseñor Oscar Romero Charter School has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. The Monseñor Oscar Romero Charter
School shall also ensure that it receives subsequent arrest notifications from the Department of Justice to ensure the ongoing safety of its students.

**Asbestos Management:**

The charter school shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

**Facility Status/Location:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Location</th>
<th># of Classrooms</th>
</tr>
</thead>
</table>
| 6     | Monseñor Oscar Romero Charter School  
       1157 S. Berendo Street  
       Los Angeles, CA 90006 | 5 Classrooms, 1 Office  
       Use of the Berendo’s cafeteria and outside areas |
| 7-8   | 1501 Wilshire Blvd.  
       Los Angeles, CA 90017 | 7 Classrooms, 3 Offices, 1 Parent Center,  
       1 Multipurpose |
| Contact | Yvette King-Berg, Executive Director |
ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

Monseñor Oscar Romero Charter School will make every effort to recruit students of various racial and ethnic groups in order to achieve a balance reflective of the general population residing within the territorial jurisdiction of LAUSD. Monseñor Oscar Romero Charter School will conduct orientation meetings prior to the opening of each school year to inform interested parents and students on what the school has to offer. Outreach meetings will be held in several locations of the Pico Union/Westlake area in order to ensure all students in the area have an opportunity to attend the school. Open houses and school tours will be conducted on a regular basis during the school year as well.

Monseñor Oscar Romero Charter School will develop promotional and informational material (i.e. a school brochure, flyers, a website, and advertisements for local media) that is easily transmittable to all of the various racial and ethnic groups represented in the district. Promotional and informational materials will be distributed in a variety of community settings to a broad range of community groups, agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic, and interest groups represented in the district. Materials in languages other than English, such as Spanish, will be distributed in order to reach the limited English proficient populations that exist in the area. Should the language base of the community change in the future and become more diversified we would accommodate additional language needs for outreach purposes. Interested student will be subjected to the admission procedures detailed in Element 8.

Monseñor Oscar Romero Charter School will maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school. Monseñor Oscar Romero Charter School will also document the efforts made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation.

COURT-ORDERED INTEGRATION

The Monseñor Oscar Romero Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order, by the Office of Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The School will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic goal of 70:30 or 30:70 ratio.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for Monseñor Oscar Romero Charter School students. Instead, the District now receives the Targeted Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this Funding.

Dates and locations for Recruitment Efforts

The plan includes:
- An enrollment process that includes a timeline that allows for a broad-based recruiting process.
Outreach meetings will be held in several locations described below in the target area in an effort to ensure all students in the area have equitable access to the school. Open houses and school tours will also be conducted.

Develop promotional and informational materials (i.e. a school brochure, flyers, a website, and advertisements for local media) in English and languages other than English for distribution to a broad variety of community groups, agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic, and interest groups represented in LAUSD.

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Location</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting with Parents and community</td>
<td>Monsenor Oscar Romero Charter School</td>
<td>On-going October through April (Recruitment efforts are secured and aligned to budgets, hiring of staff, etc.)</td>
</tr>
<tr>
<td></td>
<td>1157 S. Berendo Street</td>
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<td></td>
<td>Los Angeles, CA 90006</td>
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<tr>
<td></td>
<td>or 1501 Wilshire Blvd.</td>
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<tr>
<td></td>
<td>Los Angeles, CA 90017</td>
<td></td>
</tr>
<tr>
<td>Outreach to local schools</td>
<td>Local Elementary School</td>
<td>Review posted available dates and provide flyers, information and presence.</td>
</tr>
<tr>
<td>Community Organization</td>
<td>Neighboring organization:</td>
<td>Review posted available dates and provide flyers, information and presence.</td>
</tr>
<tr>
<td></td>
<td>• Various locations including Villa Mariposa Housing</td>
<td></td>
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<tr>
<td></td>
<td>• Central City Neighborhood Partners 501 S. Bixel Ave., LA, CA 90012</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• SALEF 1625 W. Olympic Blvd., Suite 718, LA, CA 90015</td>
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<tr>
<td></td>
<td>• Angelica Lutheran Church 1345 S. Burlington Ave., LA, CA</td>
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<tr>
<td></td>
<td>• Local Libraries</td>
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</tr>
<tr>
<td></td>
<td>• Central American Resource Center- CARECEN</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Community based organizations including faith-based organizations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Local Business, which include, restaurants, sports shops, e.g.</td>
<td></td>
</tr>
<tr>
<td>Residents within the 90017 zip code</td>
<td>Mailings, door-to-door contacts (canvassing) students and parents</td>
<td>Review posted available dates and provide flyers, information and presence.</td>
</tr>
<tr>
<td></td>
<td>recruitment, MORCS staff, teachers, students, parents, board members and others active recruitment.</td>
<td></td>
</tr>
</tbody>
</table>
NO CHILD LEFT BEHIND-PUBLIC SCHOOL CHOICE TRAVELING STUDENTS

The District and Monseñor Oscar Romero Charter School are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. Public School Choice (PSC) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (NCLB). The Monseñor Oscar Romero Charter School agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s NCLB-PSC program. The parties agree to separately memorialize any agreed-to number of NCLB-PSC placements of District students at the school.

As required under NCLB, all NCLB-PSC students attending Monseñor Oscar Romero Charter School shall have the right to continue attending Monseñor Oscar Romero Charter School until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to Monseñor Oscar Romero Charter School shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

Monseñor Oscar Romero Charter School will ensure that all of its NCLB PSC students are treated in the same manner as other students attending the Charter school. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the school. Monseñor Oscar Romero Charter School will make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at the Charter school.

Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District’s NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at Monseñor Oscar Romero Charter School under the NCLB-PSC program increases in subsequent years, Monseñor Oscar Romero Charter School agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the Charter school.

FEDERAL COMPLIANCE

As a recipient of federal funds, including federal Title I, Part A funds, Monseñor Oscar Romero Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. Monseñor Oscar Romero Charter School understands that it is a local educational agency [LEA] for purposes of federal compliance and reporting purposes. Monseñor Oscar Romero Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
• Develop jointly with, and distribute to, parents of participating children, a school-parent compact
• Hold an annual Title I meeting for parents of participating Title I students
• Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
• Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
• Complete and submit Local Education Agency (LEA) Plan to CDE
• Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I schoolwide status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
• Maintain inventory of equipment purchased with categorical funds, where applicable; and
• Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

Monseñor Oscar Romero Charter School, also understands that as part of oversight of the Charter School, the District may conduct program review of federal and state compliance issues.
ELEMENT 8: ADMISSION REQUIREMENTS

Monseñor Oscar Romero Charter School shall admit all pupils who wish to attend the school. EC 47605(d)(2)(A). Monseñor Oscar Romero Charter School will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education as provided to other children and youths. The school is located in the Pico-Union/Westlake neighborhood specifically to serve the students in this population – traditionally low-achieving and socioeconomically disadvantaged students.

AFFIRMATIONS

Monseñor Oscar Romero Charter School shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- Not discriminate against any student on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC47605(d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Not require any child to attend the Monseñor Oscar Romero Charter School nor any employee to work at the charter school.
- In accordance with Education Code Section 47605(d)(3)], if a pupil is expelled or leaves the Monseñor Oscar Romero Charter School without graduation or completing the school year for any reason, the Monseñor Oscar Romero Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

PUBLIC RANDOM DRAWING

A public random drawing process is implemented if the number of those who students who wish to attend the charter school exceeds the school’s “capacity” in accordance to Education Code, section
47605(d)(2)(B). If a public random drawing is to be held it shall follow the guidelines as set forth in the district Charter School Policy and Guidelines. Preference will be given to pupils that reside within the LAUSD boundaries at a ratio of 2:1 and students currently attending the school and their siblings.

1. Siblings of existing students of MORCS are exempt from participating in the public random drawing.
2. Children of employees of MORCS are exempt from participating in the public random drawing up to 10% of total enrollment.
3. All other students

If a drawing is necessary, the following procedures will be followed:

- All interested parties may submit a lottery form which contains the name of the student, birth date, grade, address, phone number and parents'/guardians' names. The form will be available in the MORCS' main office beginning on the second Monday of March of each year.
- All forms must be received by 4:00 p.m. on the last Friday in May of each year, and only one form may be submitted per student. If it has been determined that more than one form has been submitted, the student will be disqualified.
- A drawing will be held at 6:00 p.m. on the second Friday in June at the school.
- Names will be drawn by the Director of Instruction and Office Manager until all names have been called.
- Names will be listed on a chart at the front of the auditorium for all participants to view and those who will be enrolled will be clearly identified on the chart.
- When all open spaces have been filled, it will be announced that names that are pulled from that point on will be placed on a waiting list with the first name drawn, the first on the waiting list.
- This process will continue until all forms have been drawn and all names are listed on the chart.
- The Monday following the drawing, the parents of all students to be enrolled and those on the waiting list will be called by the MORCS' office staff.
- Parents of students on the waiting list will be informed as to the student's place on this list.
- Parents of students selected for enrollment will be informed that the enrollment process must be completed prior to the start of school, and no later than 9:00 a.m., the Monday prior to the first week of school. If forms are not completed within this time frame, their child will lose the spot and the next name will be taken from the waiting list. (The exact date that forms must be completed will be calculated by the Director of Operations and communicated to the parent by the office staff.)
- When a student from the waiting list is offered enrollment, the parent/guardian will have three days to determine whether to accept or reject the offer of enrollment.
- Lottery procedures and timelines will be posted yearly in the main office beginning on March 1st.
- The office manager of the Charter School will maintain all forms and records for all students who participated in the lottery for one year as well as the chart documenting the order of names selected.
LOTTERY TIMELINE

The school will accept lottery forms for its open enrollment March 1st and ending on May 31st of each year and lottery dates every year to begin in June.

Monseñor Oscar Romero Charter School will invite LAUSD representatives and respected members of the community as official observers of the lottery to verify lottery procedures are fairly executed.

The application process is comprised of the following:

- Parent encouraged attendance at a school orientation meeting*
- Completion of a student enrollment form
- Parent signature of School Compact*
- Proof of Immunizations
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, e.g. birth certificate

Monseñor Oscar Romero Charter School shall not discriminate against any student on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

MCKINNEY-VENTO HOMELESS ASSISTANCE ACT

The Charter School will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education as provided to other children and youths. The Charter School will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the school is open to enroll and provide services for all students which shall include a District standard contact number to access additional information regarding enrollment. A student's IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.
ELEMENT 9: FINANCIAL AUDITS

Each fiscal year an independent audit will be conducted of the financial affairs of Monseñor Oscar Romero Charter School to verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and internal controls.

Financial Audits

An annual independent financial audit of the books and records of the school will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of Monseñor Oscar Romero Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

MORCS will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The MORCS’ Executive Director, along with the audit committee, will review any audit exceptions or deficiencies and report to Monseñor Oscar Romero Charter School’s Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of Monseñor Oscar Romero Charter School is public record to be provided to the public upon request.

Audit exceptions will be addressed to the satisfaction of the district.

YPI Charter Schools Inc. will have a financial procedures policy/manual that outlines the fiscal policies and procedures of YPI Charter Schools Inc., Bert Corona Charter School, and Monsenor Oscar Romero. The policies and procedures will provide proper segregation of duties and finances and conform to Generally Accepted Accounting Principles. The policies and procedures manual will be approved by the YPI Charter School Board.

Youth Policy Institute, the sole member corporation of the YPI Charter Schools Inc., will provide an annual audit to the district.
Monseñor Oscar Romero Charter School will engage an independent public accountant with education finance experience certified by the State of California, to audit the school's financial statement in accordance with Generally Accepted Auditing Standards and the audit guide issued by the Controller of the State of California. The Monseñor Oscar Romero Charter School Board of Directors will be responsible for contracting and overseeing the independent audit. The school's plan for providing information is to gather, prepare, and organize documents, materials, and other information as requested by the independent auditor. Fiscal statements audited by the Certified Public Accountant will be submitted to the District within four months following the close of the fiscal year. Audit exceptions and deficiencies shall be resolved in conference with the auditor to the satisfaction of the auditing agency and the LAUSD. Monseñor Oscar Romero Charter School agrees to solve outstanding issues from the audit prior to the completion of the auditor's final report.

Pursuant to AB 1137, Monseñor Oscar Romero Charter School will provide any necessary financial statements to LAUSD, the Los Angeles County Office of Education (LACOE), and California Department of Education. Additionally, the following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD each year:

- Provisional Budget – Spring prior to the operating fiscal year
- Final Budget – August of the budget fiscal year
- First Interim Projections – November of operating fiscal year
- Second Interim Projections – February of operating fiscal year
- Unaudited Actuals – July following the end of the fiscal year
- Audited Actuals – November following the end of the fiscal year
- Classification Report – monthly the Monday after close of the last day of the school month
- Statistical Report – monthly the Friday after the last day of the school month
- P1 Report - first week of January
- P2 Report - first week of April
- Calendar and Bell Schedule – annually by November
- Other reports as requested by the District

**District Oversight Costs**

The District may charge for the actual costs of supervisory oversight of the Monseñor Oscar Romero Charter School not to exceed 1% of the Charter School’s revenue, or the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 3% if Monseñor Oscar Romero Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time. The supervisory oversight fee provided herein is separate and distinct from the charges arising under the charter school/facilities use agreements.

**Balance Reserves**

Additionally, Monseñor Oscar Romero Charter School will at all times maintain a funds balance (reserve) of its expenditures as required by section 15450, Title 5 of the California Code of Regulations.
SPECIAL EDUCATION REVENUE ADJUSTMENT/PAYMENT FOR SERVICES

In the event that the Monseñor Oscar Romero Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from the Charter School, the Charter School authorizes the District to deduct any and all of the in lieu property taxes that the Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. The Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to the Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, the Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

AUDIT AND INSPECTION OF RECORDS

Monseñor Oscar Romero Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Monseñor Oscar Romero Charter School is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Monseñor Oscar Romero Charter and requires that it, among other things, monitors the fiscal condition of the Charter School.
- The District is authorized to revoke this Monseñor Oscar Romero Charter School for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Monseñor Oscar Romero Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Monseñor Oscar Romero Charter School’s financial information,
- The Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Monseñor Oscar Romero Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days’ notice to the Charter School. When 30 days’ notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours’ notice.

The Monseñor Oscar Romero Charter School will develop and maintain internal fiscal control policies governing all financial activities.
ELEMENT 10: STUDENT SUSPENSION AND EXPULSION PROCEDURES

Monseñor Oscar Romero Charter School shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal.

Monseñor Oscar Romero Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.

Monseñor Oscar Romero Charter School shall ensure the appropriate interim placement of students during and pending the completion of the Charter School’s student expulsion process.

Monseñor Oscar Romero Charter School will continue to implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. Monseñor Oscar Romero Charter School will also ensure staff is knowledgeable about and complies with the District’s Discipline Foundation Policy. If the student receives or is eligible for special education, the Charter School shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Support Unit, Division of Special Education.

Monseñor Oscar Romero Charter School shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities.

If a student is expelled from the Monseñor Oscar Romero Charter School, the Charter School shall forward student records upon request of the receiving school district in a timely fashion. Monseñor Oscar Romero Charter School shall also submit an expulsion packet to the Innovation and Charter Schools Division immediately or as soon as practically possible, containing:

- pupil’s last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion
- student’s current educational placement
- copy of parental notice expulsion
- copy of documentation of expulsion provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process and options for enrollment; and
if the Student is eligible for Special Education, the Monsenor Oscar Romero Charter School will provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, the Monsenor Oscar Romero Charter School will provide evidence that it convened a Link Determination meeting to address two questions: A) Was the misconduct caused by, or directly and substantially related to the students disability: B) Was the misconduct a direct result of the Charter School’s failure to implement 504 Plan?

**Outcome Data**

Monsenor Oscar Romero Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

**Rehabilitation Plans**

Pupils who are expelled from the Monsenor Oscar Romero Charter School shall be given a rehabilitation plan upon expulsion as developed by the Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

**Readmission.**

Monsenor Oscar Romero Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Monsenor Oscar Romero Charter School’s governing board shall readmit the pupil; unless Monsenor Oscar Romero Charter School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered. Monsenor Oscar Romero Charter School is responsible for reinstating the student upon the conclusion of the expulsion period.

**Special Education Students**

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, Monsenor Oscar Romero Charter School will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and the Charter School an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the Charter School’s administrator will convene a Link Determination meeting to ask the following two questions: A) Was the misconduct caused by, or directly and substantially related to the student’s disability? B) Was the misconduct a direct result of the Charter School’s failure to implement 504?
**GUN FREE SCHOOLS ACT**

The Charter School shall comply with the federal Gun Free Schools Act.
**DISCIPLINE POLICY**

The student discipline policies at Monseñor Oscar Romero Charter School will encourage and consider input from parents, teachers, and students regarding their opinions on how to create a safe and healthy school environment. Based on the feedback, Monseñor Oscar Romero Charter School will develop a comprehensive student discipline policy that will be included in the Student Handbook.

School staff will review the discipline policy with students and parents prior to admission to Monseñor Oscar Romero Charter School. By enrolling in the school, the students and parents acknowledge their understanding of and responsibility to the standards set forth in the discipline policy. The discipline policy will include the students’ rights and responsibilities and the school’s suspension and expulsion policies. The discipline policy will not be discriminatory, arbitrary, or capricious, and will provide all students with an opportunity for due process. All policies will be adapted as needed in regard to the discipline of a student with special needs as determined by the provisions of the IDEA and Section 504 of the Rehabilitation Act.

Students who do not adhere to their responsibilities, and who violate the school rules may expect consequences for their behavior. Consequences may include, but are not limited to:

- Warning, both verbal and written
- Notices to parents by telephone or letter
- Parent conference
- Detention
- Suspension
- Expulsion

The discipline policy will clearly describe progressive discipline measures, grounds for suspension and expulsion, minimum/maximum number of consecutive days of suspension, notification process to parents of suspension, reason for suspension, appeal process, length of suspension, provision for student’s education while suspended, etc. Policies and procedures regarding suspension and expulsion will be periodically reviewed, including periodic review and modifications by school staff, parents and students of the lists of offenses for which students are subject to suspension or expulsion.

Any student who engages in repeated violations of the school’s behavioral expectations will be required to attend a meeting with school staff and the student’s parents. The school will prepare a specific, written remediation agreement outlining expectations for future student conduct, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion.

Additionally, a student may be suspended or expelled for any of the acts enumerated in Education Code section 48900 related to school activity or school attendance that occur at any time including, but not limited to:

- While on school grounds
- While going to or coming from school
- During the lunch period whether on or off the campus
During, or while going to or coming from, a school sponsored activity

**DISCRETIONARY REASONS FOR SUSPENSION AND EXPULSION**

A student may be recommended for suspension or expulsion for any of the following reasons, as specified in the Education Code Section 48900(a)(1) through 48900 (q); 48900.2, 48900.3, 48900.4, and 48900.7; and 48915 (a) and (c):

- Caused, attempted to cause, or threatened to cause physical injury to another person
- Willfully used force or violence upon the person of another, except in self-defense
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the Administrator or the designee of the Administrator
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant
- Committed or attempted to commit robbery or extortion
- Caused or attempted to cause damage to school property or private property (includes, but is not limited to, electronic files and databases)
- Stole or attempted to steal school property or private property (includes, but is not limited to, electronic files and databases)
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel (exception made for use or possession by a pupil of his or her own prescription products)
- Committed an obscene act or engaged in habitual profanity or vulgarity
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties
- Knowingly received stolen school property or private property (includes, but is not limited to, electronic files and databases)
- Possessed an imitation firearm
- Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code
- Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both
- Engaged in, or attempted to engage in, hazing as defined in Section 32050
- Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person (suspension only)
- Committed sexual harassment (grades 4-12)
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence (grades 4-12)
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.
- Engaged in harassment, threats, or intimidation directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment (grades 4-12).
- Made terrorist threats against school officials school property or both

As specified in Education Code Section 48915(c), it is mandatory that a student shall be immediately suspended and recommended for expulsion for the following reasons:

- Possessing, selling, or otherwise furnishing a firearm. In accordance with the federal Gun-Free Schools Act of 1994, any student who is determined to have brought a firearm to school, expulsion for a period of not less than one year (except on a case-by-case basis).
- Brandishing a knife at another person
- Unlawfully selling a controlled substance
- Committing or attempting to commit a sexual assault or committing a sexual battery
- Possession of an explosive
- Violation of the Federal Guns Free Schools Act
- Assault or battery upon any school employee

To expel, except in the case of Education Code Section 48915(c) behaviors, one of the following must also be found to be true:

- Other means of corrective action are not feasible or have repeatedly failed to bring about proper conduct
- Due to the nature of the act, the student’s presence causes a continuing danger to the physical safety of the student and/or others:

Students may be expelled for any of the following reasons, as specified in the Education Code Section 48915:

- Causing serious physical injury to another person except in self defense
- Possession of any dangerous object (such as a firearm, knife, or explosive)
- Unlawful possession of any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind (Section 48915(c)

**Process for Suspension and/or Expulsion**
The Chief Operations Officer or other designated administrator may suspend a student or recommend expulsion whenever a student has violated any of the above enumerated offenses or has committed a serious act.

1. Suspension Procedures:

A. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director of Operations or his/her designee with the student and his or her parents and, whenever practical, the teacher supervisor or school employee who referred the student to the Chief Operations Officer or his/her designee. The conference may be omitted if the Chief Operations Officer or his/her designee determines that an emergency situation exists. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s rights to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

B. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

C. Suspension Time Limits/Recommendation for Placement/Expulsion
Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. The maximum number of days of suspension for the year is 20. The school will provide classroom material and current assignments to be completed at home by the student during the length of the suspension.

Upon a recommendation of Expulsion by the Chief Operations Officer or his/her designee, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Chief Operations Officer or his/her designee upon either of the following determinations: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing.

D. Suspension Appeal

If the Director of Instruction suspended the student, the parent and student may contest a suspension through a meeting with the Chief Operations Officer, and then the Board of Directors. If the Chief Operations Officer initially suspended the student the parent can appeal to the (The Executive Director) and then the Board of Directors.

The Board of Directors (The Executive Director) will review the circumstances of all suspension cases contested by the parent, except for cases that are proceeding through the expulsion process, by following the steps below which will also be used to mediate any parent conflicts:

1. Parent(s) or guardian meets with the Chief Operations Officer and/or his/her designee.
2. If not resolved, parent(s) or guardian may submit concern in writing to the Board of Directors (The Executive Director).
3. The Board of Directors (The Executive Director) will render a final decision on the matter.

2. Expulsion Procedures:

An Administrative Panel and the Board of Directors have the authority to expel a student. A student may be expelled either by the Administrative Panel following a hearing before it or by the Charter School Board upon conducting an expulsion appeal. The Administrative Panel, does not include any of the administrators involved in the initial student discipline, to be assigned by the Board as needed. The Administrative Panel consist of at least three to five members who are certificated from another charter school and are neither a teacher of the pupil or a Board member of the Charter School’s governing board. The
Administrative Panel may make an expulsion decision for any student found to have committed an expellable offense.

A. Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled.

Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Chief Operations Officer or his/her designee determines that the pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Board of Directors for a final decision whether to expel.

The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian at least five (10) calendar days prior to the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of Charter School’s disciplinary rules which relate to the alleged violation;
4. Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student’s parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses.

B. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

Monseñor Oscar Romero Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn
declarations which shall be examined only by Monseñor Oscar Romero Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days’ notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness’ use prior to and during breaks in testimony.

3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness’ presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the
courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness’ prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

C. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

D. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the administrative panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board of Directors, administrative panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a
complaining witness shall have the right to have his or her testimony heard in a
session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of
fact made within ten (10) school days following the conclusion of the hearing.
If the administrative panel decides not to recommend expulsion, the pupil shall
immediately be returned to his/her educational program.

Expulsion Appeal
Parents/guardians may appeal the Administrative Panel’s decision of expulsion
within 10 days, in accordance with Education Code Section 48919, in writing to the
Chief Operations Officer. The Chief Operations Officer will forward the appeal to
the Board of Directors. An appeal hearing will be held within 15 working days of
the parent’s written request. In the case of an expulsion appeal, the student will be
considered suspended until a meeting is convened to hear the appeal at which
time the parent(s) must attend to present their appeal. The Board of Directors will
make a decision regarding the expulsion within 5 days of the conclusion of the
appeals hearing. The decision of the Board of Directors is final.

E. Written Notice to Expel

The Chief Operations Officer, following a decision of the Board of Directors to
expel, shall send written notice of the decision to expel, including the Board of
Directors’ adopted findings of fact, to the student or parent/guardian. This notice
shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student’s or parent/guardian’s obligation to inform any new
district in which the student seeks to enroll of the student’s status with
Monseñor Oscar Romero Charter School

The Chief Operations Officer or designee shall send a copy of the written notice of
the decision to expel to the District.

This notice shall include the following:

a) The student’s name
b) The specific expellable offense committed by the student

Additionally, in accordance with Education Code Section 47605(d)(3), upon
expulsion of any student, Monseñor Oscar Romero Charter School shall notify
the superintendent of the school district of the pupil’s last known address within
thirty (30) days, and shall, upon request, provide that school district with a copy of
the cumulative record of the pupil, including a transcript of grades or report card
and health information.

If a student is expelled from the Charter School, the Charter School shall forward
student records upon request of the receiving school district in a timely fashion.
Charter School shall also submit an expulsion packet to the Innovation and
Charter Schools Division immediately or as soon as practically possible,
containing:

- pupil’s last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting
  the expulsion
- student’s current educational placement
- copy of parental notice expulsion
- copy of documentation of expulsion provided to parent stating reason for
  expulsion, term of expulsion, rehabilitation plan,
- reinstatement notice with eligibility date and instructions for providing proof of
  student’s compliance for reinstatement, appeal process and options for
  enrollment.
- if the Student is eligible for Special Education, the Charter School must
  provide documentation related to expulsion pursuant to IDEA including
  conducting a manifestation determination IEP prior to expulsion. If the student
  is eligible for Section 504 Accommodations, the Charter School must provide
  evidence that it convened a Link Determination meeting to address two
  questions: A) Was the misconduct caused by, or directly and substantially
  related to the student’s disability: B) Was the misconduct a direct result of the
  Charter’s failure to implement 504 Plan?
ELEMENT 11: RETIREMENT SYSTEMS AND EMPLOYEE MATTERS

Benefits
Mandatory benefits such as workers compensation, unemployment insurance, Medicare, and social security (for non-STRS members) will be provided by Monseñor Oscar Romero Charter School. Life, health, dental, vision, and related benefits will also be provided to all full-time employees at the cost of the school. Employees on charter school leave from LAUSD will elect to give up district-offered coverage during the term of their employment with Monseñor Oscar Romero Charter School. Employees will earn paid legal holidays not less than currently offered by LAUSD for a work year of comparable length.

Retirement
All full-time certificated employees who are eligible will participate in the State Teachers Retirement System (STRS). Employees will contribute the required percentage, and Monseñor Oscar Romero Charter School will contribute the employer’s portion required by STRS. All withholdings from employees and the charter school will be forwarded to the STRS Fund as required. Monseñor Oscar Romero Charter School will submit all retirement data through LACOE and will comply with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of STRS. Social Security payments will be contributed for all qualifying non-STRS members. The Monseñor Oscar Romero Charter School’s Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate. All full-time classified employees who are eligible will be covered by a 403b retirement plan. All full-time eligible employees will be covered by the Federal Social Security program. The Chief Operations Officer will be responsible for ensuring that appropriate arrangements for the retirement coverage have been made.

Work Schedules
Work calendars, hours per week, and vacation time will be determined by individual employment contracts or work agreements. Administrators and office staff will work a calendar year of 12 months. Teachers will work a calendar year of 11 months including staff development days and supplemental instruction. A typical work week will be Monday through Friday, 8 hours daily, with the possibility of extra time for special events, school meetings, parent conferences, etc.

Time Off
Monseñor Oscar Romero Charter School will comply with all the regulations pursuant to California Labor Code 233. Monseñor Oscar Romero Charter Middle School retains the right alter any of the stated time off policies in the future.

Vacation
Only full-time employees working in excess of 36 hours may accrue and take paid vacation time. Part time employees working 30 hours or more will receive pro-rated paid vacation. Part-time employees working
less than 30 hours and teachers are not eligible for paid vacation. Full-time employees accrue 15 days of paid vacation per year. Vacation is accrued on a monthly basis (i.e., a full-time employee accrues one and one quarter vacation day per month).

**Sick Days**
Only full-time employees and teachers working in excess of 36 hours accrue paid sick leave. Full-time employees and teachers accrue a total of 6 days of paid sick leave per year. Sick leave is accrued on a monthly basis (an employee accrues one-half of a sick day per month). Eligible employees may not carry over unused sick leave from one calendar year to the next. Sick leave will not accrue during any unpaid leave of absence.

**Bereavement**
Eligible full-time employees and teachers may take up to five (5) days paid leave per rolling 12-month period for the death of a parent, parent-in-law (including parent of a domestic partner), spouse, domestic partner, child (including stepchild or child of domestic partner), or sibling. Paid bereavement leave is available only to a full-time employee or teacher who has been working at Monseñor Oscar Romero Charter Middle School for twelve (12) consecutive months. Upon request, and at the school’s sole discretion, those employees not eligible for paid bereavement leave may take up to five (5) days unpaid leave per rolling 12-month period as bereavement leave.

**Termination**
All employees will be hired on the basis of annual contracts and their terms expire at the end of their annual contract. In the event of termination of employment prior to the end of an employment contract, the employee shall be entitled only to the prorated salary and benefits earned through the last date of employment. Monseñor Oscar Romero Charter School recognizes two reasons to remove an employee from the payroll:

- **Voluntary Termination (Resignation).** Voluntary termination occurs when an employee chooses to leave Monseñor Oscar Romero Charter School. To leave in good standing and be eligible for rehire consideration, employees must give at least two weeks prior notice.
- **Involuntary Termination (Discharge).** Involuntary termination occurs when Monseñor Oscar Romero Charter School chooses to discharge the employee. The Administrator may terminate or suspend the employment of any employee if s/he determines that the employee has failed to fulfill the duties and responsibilities and/or demonstrate the qualities outlined in the job description, or if other good cause exists. In the event the school finds it necessary or desirable to terminate an employee’s employment before the end of the school year, the school will attempt to give the employee written notice at least 10 calendar days before termination, unless the Administrator determines that the employee poses a threat to the health, safety, or welfare of the school or students.

Any employee may submit a grievance regarding dismissal, discipline, and termination pursuant to the grievance process outlined below.
**Due Process and Process for Resolving Complaints/Grievances**

**Grievance Procedure:** Should a grievance arise, the following procedure shall be the employee’s sole and exclusive remedy with respect to that grievance. Grievance procedures are highly sensitive and confidential and all parties are obligated to maintain the highest standards of confidentiality. Failure by a grievant to follow the timelines or requirements in this Article shall render the grievance inarbitrable.

**Informal Resolution**

Any grievance shall first be addressed with the immediate supervisor, within five (5) calendar days of the event or condition giving rise to the grievance. Failure to file a grievance in a timely manner shall be construed as a waiver of the party’s rights under this procedure.

**Step 1**

If the grievance is not resolved informally, an employee having a grievance shall present the grievance in writing to his or her administrator the Director of Operations within fifteen (15) calendar days of the event or condition giving rise to the grievance. Failure to file a grievance in a timely manner shall be construed as a waiver of the party’s rights under this procedure. The grievance shall clearly state all of the following: (1) the specific provisions of the alleged violation, (2) the specific facts of the alleged violation, including dates, names of witnesses, (3) the adverse action resulting to the employee, and the circumstances giving rise to the grievance, and (4) the remedy requested by the grievance. The Administrator shall meet with the employee and other persons as determined by the Administrator and shall provide a written response within ten (10) calendar days of the meeting.

**Step 2**

If the employee is not satisfied with the response at Step 1, he/she shall, within five (5) days of service of the response at Step 1, notify the Chief Operations Officer that a grievance has been denied or unresolved by the site Administrator, using the Notification of Grievance Form available in the main office of all campuses. The Step 2 grievance shall specifically state any portions of the Step 1 response disputed by the grievant. Failure to file in a timely manner shall be construed as a waiver of the party’s rights, under the procedure. The Chief Operations Officer will convene a meeting within ten (10) calendar days of receipt. Any resolution shall be reduced to writing. If not resolved the Chief Operations Officer shall provide a written response within ten (10) calendar days of the meeting.

**Step 3**

If the employee is not satisfied with the response at Step 2, he/she shall, within five (5) days of service of the response at Step 2, notify the Chief Operations Officer that a grievance has been denied or unresolved and that the grievant wishes to submit the matter to the advisory recommendation of a mediator from the California Mediation and Conciliation Service. The Step 3 grievance shall specifically state in the portions of the previous level disputed by the grievant, and shall set forth a remedy requested. The Chief Operations Officer shall, within ten (10) days, contact the California Mediation and Conciliation Service and
request the assistance of a mediator to meet with the parties and render an advisory recommendation. While such recommendation shall not be binding on the governing board, it shall be considered by the governing board at Step 4 of this procedure.

Step 4

If the employee is not satisfied with the response at Step 3, he/she shall notify the full Monseñor Oscar Romero Charter School’s Board of Directors that a grievance is pending, using the Notification of Grievance Form available in the main office of all campuses with five (5) calendar days of service of the Chief Operations Officer’s written response at Step 2. Each party to the grievance (employee and Administrator) shall select two members of the Monseñor Oscar Romero Charter School Board of Directors to constitute a Grievance Board, to be chaired by a designee of the Board of Directors. If a selected Board member cannot participate in a timely manner or recuses himself or herself as an interested party due to a conflict of interest, the nominating party may make another choice.

The five-member grievance board shall meet within thirty (30) calendar days of receipt of the Step 3 Notification of Grievance Form. Each party will have 1 hour each to present all arguments and documentation, including witnesses, to the Grievance Board. Failure to appear before the Grievance Board shall be a waiver of all rights under the grievance procedure.

Alternatively, the Grievance Board may direct this matter to be heard and settled by an external arbitrator selected by the Grievance Board. If the Grievance Board chooses to hear and settle the matter without arbitration, the Grievance Board decision is final and no further action is available under this grievance procedure. If the matter is referred to an arbitrator, the arbitrator’s decision is final, provided, however that an outside arbitrator shall not have jurisdiction to make any monetary award in excess of $2,500.00, nor shall he/she have the authority to reinstate a terminated employee.

A written decision made by the Grievance Board or Arbitrator shall be rendered within ten (10) working days of the completion of the hearing. In the event that additional information, investigation, or hearings are necessary after the initial hearing, the hearing may be continued and the final decision will be made within ten (10) working days of the last hearing, or as soon thereafter as is practical.
ELEMENT 12: ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district that chooses not to attend charter schools.” Ed. Code § 47605 (b)(5)(L)

No student may be required to attend the Charter School. Pupils who choose not to attend Monseñor Oscar Romero Charter School may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the District. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.
ELEMENT 13: EMPLOYEE RIGHTS

Job applicants for positions at Monseñor Oscar Romero Charter School will be considered through an open process, and if hired, will enter into a contractual agreement with the Charter school. Any district union employee who is offered employment and chooses to work at Monseñor Oscar Romero Charter School will not be covered by his or her respective collective bargaining unit agreement, although Monseñor Oscar Romero Charter School may extend the same protections and benefits in individual employee contracts.

Leave and return rights for union-represented employees who accept employment with Monseñor Oscar Romero Charter School will be administered in accordance with applicable collective bargaining agreements between the employee’s union and the District and also in accordance with any applicable judicial rulings.

Monseñor Oscar Romero Charter School will consider entering into a collective bargaining agreement with its employees if the employees and Board of Directors jointly elect to do so. Otherwise, all employees will be individually contracted rating in at a level competitive to the District’s salary schedules. The individual contract will address, among other issues, salary, health and welfare benefits, work schedules and responsibilities, accountability measurements, and standards for performance evaluations.
ELEMENT 14: MANDATORY DISPUTE RESOLUTION

The staff and governing board members of Monseñor Oscar Romero Charter School agree to resolve any claim, controversy or dispute in which money damages are claimed by either party, and which arises out of or relates to the Charter agreement between the District and Monseñor Oscar Romero Charter School, except any controversy or claim that is in any way related to revocation of this Charter, ("Dispute"), or which either party seeks injunctive relief, pursuant to the terms of this Element 14.

Any Dispute between the District and Monseñor Oscar Romero Charter School shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be made in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

   To Charter School: Monseñor Oscar Romero Charter School
c/o Executive Director

   To Director of Charter Schools: Director of Charter Schools
Los Angeles Unified School District
333 South Beaudry Avenue, 25th Floor
Los Angeles, California 90017

2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys' fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation
proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.
ELEMENT 15: EXCLUSIVE PUBLIC SCHOOL EMPLOYER

Monseñor Oscar Romero Charter School is deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employee Relations Act (EERA).

As such, Monseñor Oscar Romero Charter School will comply with all provisions of the Educational Employment Relations Act ("EERA"), and will act independently from LAUSD for bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes. Monseñor Oscar Romero Charter School will consider entering a collective bargaining agreement with its employees.
ELEMENT 16: SCHOOL CLOSURE PROCEDURES

REVOCATION

The District may revoke the charter if Monseñor Oscar Romero Charter School commits a breach of any provision set forth in a policy related to Charter Schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. The District may revoke the charter of Monseñor Oscar Romero Charter School if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

- Monseñor Oscar Romero Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- Monseñor Oscar Romero Charter School failed to meet or pursue any of the pupil outcomes identified in the charter.
- Monseñor Oscar Romero Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Monseñor Oscar Romero Charter School violated any provision of law.

Prior to revocation and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify the Monseñor Oscar Romero Charter School in writing of the specific violation, and give the school a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

CLOSURE ACTION

The decision to close Monseñor Oscar Romero Charter School either by the Monseñor Oscar Romero Charter School's governing Board or by the LAUSD Board of Education will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the LAUSD Board of Education; the Charter School board votes to close the Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure are guided by California Education Code sections 47604.32, 47605, 47605.6, and 47607 as well as California Code of Regulations, Title 5 (5 CCR), sections 11962 and 11962.1. A closed charter school must designate a responsible entity to conduct closure activities and identify how these activities will be funded. The procedures outlined below are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” as posted on the California Department of Education website. References to “Charter School” applies to the charter school's nonprofit corporation and/or governing board.
DOCUMENTATION OF CLOSURE ACTION

The revocation or non-renewal of Monseñor Oscar Romero Charter School must be documented by an official action of the authorizing entity. Notice of a charter school’s closure for any reason must be provided by the authorizing entity to the California Department of Education (CDE). In addition, the charter school must send notice of its closure to:

1. Parents or guardians of students. Written notification to parents/guardians/caregivers of the enrolled students of Monseñor Oscar Romero Charter School will be issued by Monseñor Oscar Romero Charter School within 72 hours after the determination of a Closure Action and the effective date of closure. A copy of the written notifications to parents is also to be sent to LAUSD within the same time frames.

2. The authorizing entity

3. The county office of education. Written notification to the Los Angeles County Office of Education of the Closure Action shall be made by the Monseñor Oscar Romero Charter School by registered mail within 72 hours of the decision to Closure Action. Monseñor Oscar Romero Charter School shall provide a copy of this correspondence to the ICSD.

4. The special education local plan area in which the school participates. Written notification to the Special Education Local Planning Area (SELPA) in which the Charter School participates of the Closure Action shall be made by the Monseñor Oscar Romero Charter School by registered mail within 72 hours of the decision to Closure Action. Monseñor Oscar Romero Charter School shall provide a copy of this correspondence to the ICSD.

5. The retirement systems in which the school’s employees participate. The Monseñor Oscar Romero Charter School will within fourteen (14) calendar days of closure action contact the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County office of Education and follow their procedures for dissolving contracts and reporting. Monseñor Oscar Romero Charter School shall provide a copy of this correspondence to the ICSD.

6. The CDE. Written notification to the California Department of Education of the Closure Action shall be made by the Monseñor Oscar Romero Charter School by registered mail within 72 hours of the decision to Closure Action. Monseñor Oscar Romero Charter School shall provide a copy of this correspondence to the ICSD.

Notice must be received by the CDE within ten calendar days of any official action taken by the chartering authority. Notification of all the parties above must include at least the following:

1. The effective date of the closure
2. The name(s) of and contact information for the person(s) handling inquiries regarding the closure
3. The students’ school districts of residence
4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification to the CDE must also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records
In addition to the four required items above, notification to parents, guardians, and students should also include:

1. Information on how to transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of their child’s cumulative record which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and State testing results.
3. Information on student completion of college entrance requirements for all high school students affected by the closure

Monseñor Oscar Romero Charter School shall announce the closure to any school districts that may be responsible for providing education services to the former students of the charter school within 72 hours of the decision to Closure Action. This notice will include a list of returning students and their home schools. Charter school closures should occur at the end of an academic year if it is feasible to maintain a legally compliant program until then. If a conversion charter school is reverting to non-charter status, notification of this change should be made to all parties listed in this section.

School and Student Records Retention and Transfer

Monseñor Oscar Romero Charter School shall observe the following in the transfer and maintenance of school and student records:

1. The Monseñor Oscar Romero Charter School will provide the District with original cumulative files pursuant to District policy and applicable handbook(s) regarding cumulative records for the Charter school for all students both active and inactive at the Charter School. Transfer of the complete and organized original student records to the District will occur within seven calendar days of the effective date of closure.
2. The process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.
3. The Monseñor Oscar Romero Charter School will prepare an electronic master list of all students to the Innovation and Charter Schools Division. This list will include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list should also indicate the name of the school that each student is transferring to, if known. This electronic master list will be delivered in the form of a CD.
4. The original cumulative files should be organized for delivery to the District in two categories: active students and inactive students. The ICSD will coordinate with the Monseñor Oscar Romero Charter School for the delivery and/or pickup of the student records.
5. Monseñor Oscar Romero Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Monseñor Oscar Romero Charter School will provide to the ICSD a copy of student attendance records, teacher grade books, school payroll records, and Title I records. Submission of personnel records must include any employee records the charter school has. These include, but are not limited to, records related to performance and grievance.
7. All records are to be boxed and labeled by classification of documents and the required duration of storage.

**FINANCIAL CLOSE-OUT**

After receiving notification of closure, the CDE will notify the Monseñor Oscar Romero Charter School and the authorizing entity if it is aware of any liabilities the charter school owes the state. These may include overpayment of apportionments, unpaid revolving fund loans or grants, or other liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Monseñor Oscar Romero Charter School shall ensure completion of an independent final audit within six months after the closure of the school that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school’s annual audit.

The financial closeout audit of the Charter School will be paid for by the Monseñor Oscar Romero Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Monseñor Oscar Romero Charter School will be the responsibility of the Monseñor Oscar Romero Charter School and not LAUSD.

Monseñor Oscar Romero Charter School understands and acknowledges that Monseñor Oscar Romero Charter School will cover the outstanding debts or liabilities of Monseñor Oscar Romero Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Monseñor Oscar Romero Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Monseñor Oscar Romero Charter School participates, and other categorical funds will be returned to the source of funds.

Monseñor Oscar Romero Charter School shall ensure the completion and filing of any annual reports required. This includes:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If the charter school chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the closure action, but no later than the required deadline for
reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

**Disposition of Liabilities and Assets**

The closeout audit must determine the disposition of all liabilities of the charter school. Monseñor Oscar Romero Charter School closure procedures must also ensure disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grants and restricted categorical funds to their source according to the terms of the grant or state and federal law.
3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of Monseñor Oscar Romero Charter School may be transferred to the authorizing entity. If Monseñor Oscar Romero Charter School is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of the Charter School, the corporation will be dissolved according to its bylaws.

   a. The corporation’s bylaws will address how assets are to be distributed at the closure of the corporation.
   b. A copy of the corporations bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Charter.

For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the Monseñor Oscar Romero Charter School Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

The Monseñor Oscar Romero Charter School Board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

The Monseñor Oscar Romero Charter School shall provide LAUSD within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the school will make the payments.
Prior to final closure, the Charter School shall do all of the following on behalf of the school’s employees, and anything else required by applicable law:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
b. File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
c. Make final federal tax payments (employee taxes, etc.)
d. File the final withholding tax return (Treasury Form 165).
e. File the final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end Monseñor Oscar Romero Charter School’s right to operate as a Charter School or cause Monseñor Oscar Romero Charter School to cease operation. Monseñor Oscar Romero Charter School and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should Monseñor Oscar Romero Charter School breach any obligation under this Element 16. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

FACILITIES

<table>
<thead>
<tr>
<th>Grade</th>
<th>Location</th>
<th># of Classrooms</th>
</tr>
</thead>
</table>
| 6     | Monseñor Oscar Romero Charter School  
       1157 S. Berendo Street  
       Los Angeles, CA 90006 | 5 Classrooms, 1 Office  
Use of the Berendo’s cafeteria and outside areas |
| 7-8   | 1501 Wilshire Blvd.  
       Los Angeles, CA 90017 | 7 Classrooms, 3 Offices, 1 Parent Center, 1 Multipurpose |
|       | **Contact** | Yvette King-Berg, Executive Director |

Proposed Monseñor Oscar Romero Charter School Location:

RESIDENT SCHOOLS

Names of District school sites near location:

<table>
<thead>
<tr>
<th>Resident Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 2 8057 BERENDO MS</td>
</tr>
<tr>
<td>4 2 8045 CASTRO MS</td>
</tr>
<tr>
<td>4 2 8064 KIM ACADEMY</td>
</tr>
</tbody>
</table>
Proposed Charter School to be located within the boundaries of LAUSD - YES

District-Owned Facilities: If Monseñor Oscar Romero Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Monseñor Oscar Romero Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Monseñor Oscar Romero Charter School will occupy and use any LAUSD facilities, Monseñor Oscar Romero Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

Monseñor Oscar Romero Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes.

In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations which may disrupt or prevent Charter School from conducting its educational programs. If Monseñor Oscar Romero Charter School shares the use of LAUSD facilities with other LAUSD user groups, Monseñor Oscar Romero Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use.** Monseñor Oscar Romero Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Monseñor Oscar Romero Charter School.

- **Furnishings and Equipment.** LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Monseñor Oscar Romero Charter School for use. Monseñor Oscar Romero Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing.** Use of the LAUSD facilities by any person or entity other than Monseñor Oscar Romero Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.
• **Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.**

  I. **Pro Rata Share.** LAUSD shall collect and Monseñor Oscar Romero Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

  II. **Taxes; Assessments.** Generally, Monseñor Oscar Romero Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Monseñor Oscar Romero Charter Middle School’s legal or equitable interest created by the use agreement.

• **Maintenance & Operations Services.** In the event LAUSD agrees to allow Monseñor Oscar Romero Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Monseñor Oscar Romero Charter School.

• **Co-Location.** Monseñor Oscar Romero Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Monseñor Oscar Romero Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

  (ii) **Sole Occupant.** If Monseñor Oscar Romero Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow Monseñor Oscar Romero Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Monseñor Oscar Romero Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

• **Real Property Insurance.** Prior to occupancy, Monseñor Oscar Romero Charter School shall satisfy those requirements to participate in LAUSD’s property insurance or, if Monseñor Oscar Romero Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Monseñor Oscar Romero Charter School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility if Monseñor Oscar Romero Charter School is co-locating or sharing the LAUSD facility with another user.

**Facility status:** Monseñor Oscar Romero Charter School, petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the
charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

**Occupancy of the Site:** Monseñor Oscar Romero Charter School petitioner or developer shall provide the District with a final Certificate of issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. Monseñor Oscar Romero Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If Monseñor Oscar Romero Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Health & Safety:** The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: www.laschools.org/employee/mo/ipm

**Asbestos Management:** The Monseñor Romero Charter Middle School will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA re-quires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.