



Board Report

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October 30, 2023

Youth Policy Institute Charter Schools (YPICS) is a network of three school sites; Bert Corona Charter School (BCCS), Monsenor Oscar Romero Charter School (MORCS), and Bert Corona Charter High School (BCHS). The network is committed to a Community Schools implementation process centered on the four Pillars of Community Schools: Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators; and Extended Learning Time and Opportunities. We also commit to the Cornerstone Commitments of Community Schools: A commitment to assets-driven and strength-based practice; A commitment to racially just and restorative school climates; A commitment to powerful, culturally proficient and relevant instruction; and a commitment to shared decision making and participatory practices.

YPICS vision is that students are college ready, active citizens, and lifelong learners, accomplished through a whole-child approach with an integrated focus on academic, health and social services, youth development, and community engagement. Our community school will value mutual respect, dignity, and personal accountability, while supporting families to help their children succeed in life by ensuring access to high quality rigorous instruction, a positive school culture and climate, and comprehensive multi-tiered systems of support.

Moving from Planning to Implementation

Upon completion of all assessment activities during the 22/23 academic school year the following Priority topics were identified as top needs across schools:

BCCS:

- 1: English Learner Performance and Growth
- 2: Positive School Culture through Restorative Practices (focus on Tier I)
- 3: Reduction in Chronic Absenteeism
- 4: Parent Engagement and Celebration
- 5: Bolstering of arts, music and clubs programs

BCCS has started addressing the top needs by:

1. Hiring a dedicated EL teacher; identified new assessments to support with performance growth; Continue to celebrate student growth and engagement to improve; inclusion of parents in the discussion of how to support; new and improved reading material (high interest); Elevation partnership with success for all foundation
2. Staff have participated in MTSS training; Creation of clubs (Vegan Cooking, Music through partnership with Create Now, sports, make-up, photography, fitness, etc.); Key partnerships with Kaiser Permanente and Tree People which invest in our communities well being.
3. Schoolwide assemblies, incentive raffles, and personalized improvement plans to reduce chronic absenteeism
4. Partnering with Parent Institute for Quality Education (PIQE), which offered workshops for parents. The PIQE curriculum allows parents the opportunity to gain new skills, tools, and resources to help guide their student(s) through middle school and prepare for high school.
5. Offering before- and after-school programs operated by partner Think Together that



provides academic support, enrichment opportunities, and physical fitness. Provide additional extended learning opportunities via partnership like Kaiser Permanente (Hippocrates Circle program), FIYA (Athletic Programs), Tree People (environmental education), and most recently partnered with Create Now in response to the identified need to increase music programs.

MORCS:

- 1: English Learner Performance and Growth**
- 2: Positive School Culture through Restorative Practices (focus on Tier I)**
- 3: Increase College Readiness Programs**
- 4: Increase programs and services for students (Drug Prevention & Sexual Education)**
- 5: Increase meaningful and purposeful student, teacher, and parent engagement and Celebration**

Monsenor Oscar Romero Charter School started addressing the priority areas by:

- **Partnering up with PIQE to address College Readiness. PIQE offers a 4-week program (Bridge to College) once a week, addressing information about financial aid, resources, room and boarding, academic advising, and emotional support.**
- **For students, our school counselor has planned college tours with the idea of exposing students at an early age and familiarizing them with the college setting. Regarding drug prevention, we have reached out to the Los Angeles County Department of Public Health-Substance Abuse Prevention and Control team to provide workshops to parents and students on topics like vaping, fentanyl, emergency preparedness, hands-only CPR, and other related topics.**
- **We plan to host Health Fairs on campus that provide general information and resources about different medical concerns and promote healthy habits.**
- **For sexual education, we plan to address this by reaching out to Planned Parenthood Los Angeles. Planned Parenthood Los Angeles provides workshops and training on responsible sex education for parents and their teens.**
- **We will continue to increase meaningful and purposeful student, teacher, and parent engagement through collaboration between MORCS departments and outside organizations. For example, having students, teachers, and parents participate in our School Advisory Council for decision-making and having open communication on all levels regarding our school. Having the Parent Coordinator and Community School Coordinator collaborate to bring workshops, activities, and events to the school where parents, teachers, students, and the community can benefit. Having the Student Program Coordinator and the School Culture Climate Team assist with the engagement of students to increase attendance.**



- Lastly, ensure parents have on-boarding support from the first point of interest in the school and training to use all communications and technology systems to support their child's education at the charter school. We will continue our partnerships with Luminarias Institute Inc to provide individual and group counseling services and will also begin to use a universal screening tool to identify mental health and behavioral risks needs. Strengthen the schools multi-tiered system of support (MTSS) process to identify student and family needs and provide appropriate services with school staff (school psychologist and case manager/ mentor) and community partners; beginning to use a universal screening tool to identify mental health and behavioral risks needs.

BCCHS:

- 1: Increase student achievement and engagement
- 2: Increase Work readiness/job training
- 3: Increase College awareness and college visits for students and parents
- 4: Increase Mental health services and social emotional and behavioral support
- 5: Reduce absenteeism and chronic absenteeism

Bert Corona Charter High School has started addressing the priority topic areas by:

1: a) creating and continuing a project based learning class elective for all students which allows students to express their voice and have choice in learning about community needs and solutions to those needs; b) rearranging the bell schedule and class matrix to include to time for more electives, sports, and community based learning internships; c) deepen the training of staff on use of group process skills (Critical Friends Group) in a structured setting of mutual support and honest critical feedback from trusted peers to design learning goals for students and integrate strategies to move students toward these goals, and adapt and revise their goals and strategies and to modify conditions within the school so as to better support student learning.

2: a) continuing to build strong relationships with community partners which align to student service learning classes so students can be exposed to careers of interest while working on solutions to community needs; b) continuing to build our Media Arts Pathway by making more connections to media arts professionals and by building a screen printing and embroidery microbusiness which students will manage and participate in to build job skills; we will establish a partnership with Los Angeles Mission College's (LAMC) Career Technical Education (CTE) program by leveraging LAMC's network to expand career pathways for our students; c) changing the bell schedule to allow for an additional period at the end of the school day for students to be able to participate in community based learning opportunities (internships) with community based organizations and schools, local businesses, and industry; d) continuing to partner with our Think Together After School Program to expand the Work Readiness Program for more students; e) integrate our mock interview unit into the Junior Seminar Class.

3: a) Continuing to work with Vaughn Next Century Learning Center Gear Up Program to ensure students and parents are taking day and overnight trips to local and instate



universities, both public and private; b) continuing to partner with Los Angeles Mission College to provide dual enrollment opportunities for our students by offering classes on our campus; c) ensure that trips and activities currently supported by Gear Up are added to the schools annual budget and maintain partnerships with local universities to place counselor interns at the school.

4: a) continuing our partnerships with Luminarias Institute Inc to provide individual and group counseling services and Pacoima Charter Elementary School to place MSW interns on campus; b) beginning a partnership with the Multicultural Learning Center to place MSW/MFT interns on campus; c) beginning to use a universal screening tool to identify mental health and behavioral risks needs.

5: a) strengthening the schools multi-tiered system of support (MTSS) process to identify student and family needs and provide appropriate services with school staff (school psychologist and case manager/ mentor) and community partners; b) beginning to use a universal screening tool to identify mental health and behavioral risks needs.

This 23/24 academic school year the Community Schools team across the three sites continue to address priorities as follows:

Integrated Student Supports

- Each school site has or will hire a Youth Mentor to support a caseload of 15-20 students chronically absent. Providing 1:1 mentoring and support sessions for students as well as group enrichment activities.
- Developing and expanding college going cultures
- Improving MTSS - attending the California MTSS conference in July. Moving forward with the Panorama data system. Streamlining teams, services and strategies.
- In November schools will apply for the [REACH funding opportunity](#):

Description

The UCLA Center for the Transformation of Schools and the UC Berkeley Graduate School of Education are leading the Race Education and Community Healing (REACH) Network.. The initiative's overall goal is to reduce racial disparities and exclusionary discipline mindsets and practices to improve school climate conditions for all students, especially historically marginalized youth. To meet our ambitious goals, we are working to identify ways to promote **healthy relationships in schools and prevent out-of-school suspensions** from happening altogether, and providing tools and training on alternatives to suspensions based on new evidence-based models.

REACH grants will allow for school sites and districts to **test out innovative models that promote positive relationships, healthy learning conditions, and center on evidence-based alternatives to punitive practices and policies in schools**. These grants will help inform promising models that align to Senator Nancy Skinner's successful SB 274, now a state law, designed to keep students in school by eliminating suspensions for "willful defiance" or low-level behavior issues in TK through grade 12.

Family and Community Engagement

- Coordinators of Community Schools supported with engaging parents at parent teacher conferences - facilitating the YouthTruth survey.



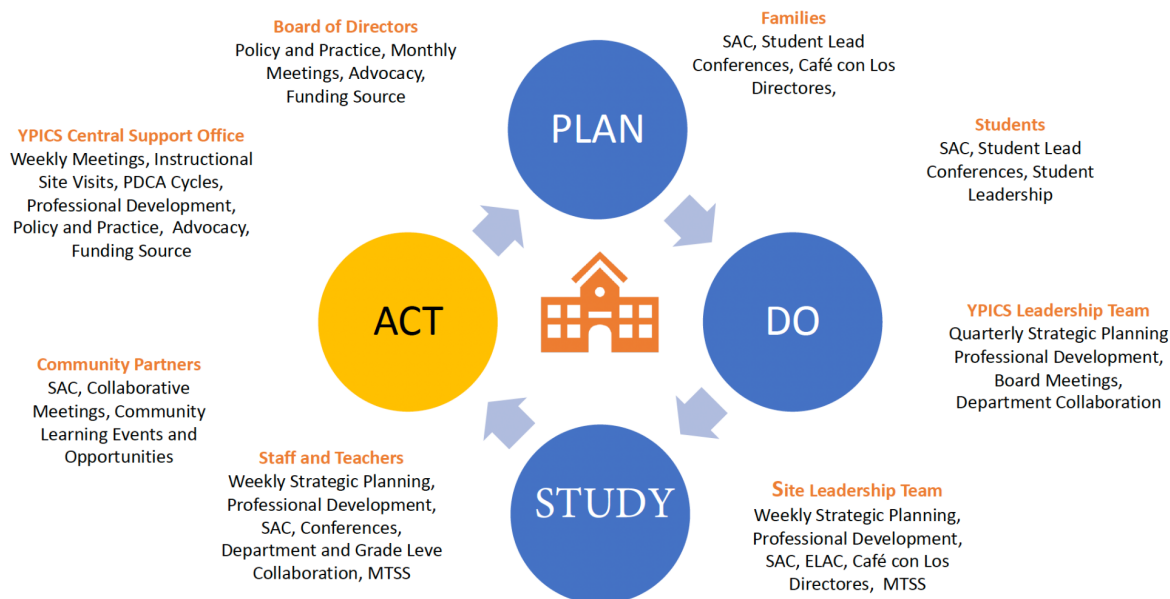
COMMUNITY SCHOOLS

- Coordinators of Community Schools will work closely with the Operations team to review current parent workshops/services calendar and identify ways to increase resources.
- Planning to share back YouthTruth and academic data during data walk meetings.
- Continue improving cross collaboration to address family and community needs.

Collaborative Leadership and Practices for Educators and Administrators

- In July and August the YPICS Leadership Team members participated in training and conferences to increase capacity around Critical Friends Groups and Restorative Justice.
- The Chief Accountability Officer has developed meeting tools and spaces to improve systems in support of collaborative leadership
- Planning to share back YouthTruth and academic data during data walk meetings.
- The team will continue to collaborate at all levels to assure that the Plan, Do, Study, Act (PDSA) cycle is taking place across all spaces. Identify current tools used and areas for improvement.

Youth Policy Institute Shared Leadership Model



Expanded Learning Time and Opportunities

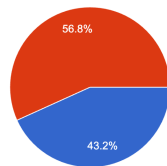
- We continue to partner with Think Together to implement before and after school programs.
- In partnership with Think Together the High School was awarded funds to implement summer programs this past July 2023 and for July 2024.



COMMUNITY SCHOOLS

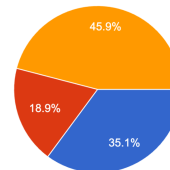
- The ELO-Program funds have allowed us to hire an Expanded Learning Coordinator for each middle school. This position will support coordination and management of all ELO-P programs and will work closely with our Partner Think Together to assure cross collaboration and efficiency of programs.
- ELO-P programs are being offered at both middle school sites:

School
37 responses



• MORCS
• BCCS

Activity Type?
37 responses



• Academic Support
• Sport
• Enrichment

23/24 Serv

- Curriculum: Arts, UCLA School of Dentistry, Dignity Health, Harborview, Think Together, L.A. Health, Strength United, MEND, LA County Mental Health, Catalysts SGV, St. John's Community Center, Parent Education Bridge for Student Achievement Foundation,
- Total number of students served: 155, 305, 220
- Total number of parents/community members served: 35, 41, 20
- Total number of parents completing YouthTruth survey: 137, 189, 139

On the horizon:

- Music instruction and partnership with Harmony Project
- Health education with Peer Health Exchange
- Music Program with Create Now
- Big Smiles
- Camp Bob Waldorf

Implementation Plans

[BCCS Community Schools Implementation Plan](#)

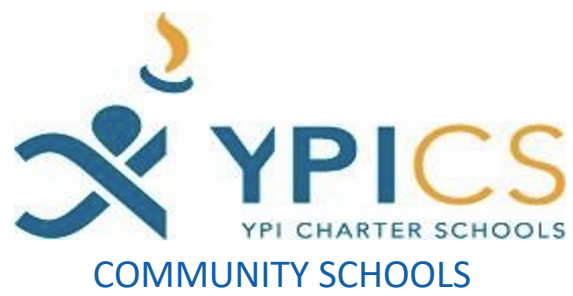
[MORCS Community Schools Implementation Plan](#)

[BCHS Community Schools Implementation Plan](#)

Grant Management

- Closeout Report Due in Nov
- Attend Monthly Grantee Meetings
- Grant Goals and Outcomes

Goals & Measures	Site	Fall Goal	Qrt 1 (Jul-Sep)	Qrt2 (Oct-Dec)	Spring Goal	Qrt3 (Jan-Mar)	Qrt4 (Apr-Jun)	Total
Goal 1- Increase student attendance								
Quantity: How much did we do?								
Total # of students case managed		20			20			
Total # of 1:1 sessions with students case managed								
Total # of group sessions with students case managed								



Quality: How well did we do it?							
% of students decreasing absences							
% of students participating in enrichment activities							
% of families receiving additional supportive services on campus							

Effect: is anyone better off (%# Skills / Knowledge, # % Attitude / Opinion, # % Behavior, # %, Circumstance)							
% of student that have a sense of belonging in school							
% of students who feel safe on school grounds							
% of students who feel they have a trusting relationship with staff							