



Board Report
Karina Favela-Barreras, Sr. Director of Community School Partnerships
June 24, 2024

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 (BCCHS). 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.

Integrated Student Supports

- Youth Mentors continue to support a caseload of 15-20 students chronically absent. Providing 1:1 mentoring and support sessions for students.
- Developing and expanding college going cultures
 - College & Career Director implementing workshops for parents
 - High School - College Visits
- Improving MTSS
 - Implementing MTSS and SSPT meetings at each campus
 - MTSS team members continue utilizing the Panorama system to help track strategies and supports provided to students.
 - Counseling supports:
 - Luminarias counseling services
 - Interns across all schools
- [STOP Grant Snapshot](#)
 - The STOP Grant Program is designed to improve school security by providing students and teachers with the tools they need to recognize, respond quickly to, and help prevent acts of violence in K-12 schools.
 - Grant will be managed by the School Cultural and Climate Administrators at each school site

Family and Community Engagement

- Coordinators of Community Schools continue to work closely with the Operations team to review current parent workshops/services calendar and identify ways to increase resources.
- Facilitating a community needs assessment survey during parent/teacher conferences to increase understanding of student and family needs.
- Continue improving cross collaboration to address family and community needs.



COMMUNITY SCHOOLS

Collaborative Leadership and Practices for Educators and Administrators

- The team continues 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.
- Implementing the Multi-Tiered System of Supports (MTSS) and Student Support and Progress Team (SSPT) meetings. Support and Coaching by School Psychologist and myself
- Conducted a feedback survey with MTSS team members and had a 65% response rate. Some key highlights from data findings:
 - 80% of respondents indicate that they use the Panorama System during MTSS meetings to help drive conversions and goal setting.
 - 87% of respondents indicate that they use the Infinite Campus System during MTSS meetings to help drive conversions and goal setting.
 - 50% of respondents state that for the most part interventions are tracked in Panorama and clearly understood by all members.
 - 54% of respondents state that SSPT meetings are scheduled in a timely fashion.
- *Survey findings will support planning training, tool development and school wide rollout for next school year.*
- School Sites are currently working collaboratively with school administrators, staff and educational partners to complete the APR due to CDE June 30, 2024.

Expanded Learning Time and Opportunities

- Expanded Learning Programs:
 - All school sites continue to implement after school programs.
- ELO-P programs continue to be offered at both middle school sites; We have opened the application for any new submissions for next semester.
- Summer programs will take place at all 3 school sites.
- Expanded Learning staff kicked off strategic planning on 6/18: Reflecting on 23/24 attendance data, tools and timelines to identify gaps and opportunities for next school year. The team will have 2 additional strategic planning meetings before the first day of 24/25 school year.
- Conducted Student Feedback survey with response rate as follows:
 - BCCS:
 - 80 students from BCCS with 61% of them currently participating in expanded learning programs.
 - 53% of respondents say that since joining an after school club, they feel a stronger connection to the school community.
 - 81% of respondents say that Program Staff (Teachers and/or Think Together Staff) make them want to learn more on the subject they teach.
 - 71% of respondents say that they feel like they can use the skills they learned outside of school.
 - *Highest % of clubs students identify as wanting to participant next school year:*
 - 27% Soccer
 - 22% Flag Football
 - 16% Lego Club



COMMUNITY SCHOOLS

- BCCHS:
 - 85 students from BCCS with 56% of them currently participating in expanded learning programs.
 - 91% of respondents say that since joining an after school club, they feel a stronger connection to the school community.
 - 96% of respondents say that Program Staff (Teachers and/or Think Together Staff) make them want to learn more on the subject they teach.
 - 85% of respondents say that they feel like they can use the skills they learned outside of school.
 - *Highest % of clubs students identify as wanting to participant next school year:*
 - 21% Soccer
 - 12% Volleyball
 - 11% Art Club
- MORCS:
 - 148 students from BCCS with 66% of them currently participating in expanded learning programs.
 - 82% of respondents say that since joining an after school club, they feel a stronger connection to the school community.
 - 80% of respondents say that Program Staff (Teachers and/or Think Together Staff) make them want to learn more on the subject they teach.
 - 85% of respondents say that they feel like they can use the skills they learned outside of school.
 - *Highest % of clubs students identify as wanting to participant next school year:*
 - 26% Soccer
 - 23% Volleyball
 - 18% Basketball
- *Survey findings will support planning training, tool development, partnerships and clubs to focus on for next school year.*

23/24 Services/Resources

- **Current and previous partnerships:** Wolf Connection, Vision to Learn, Luminarias Counseling, Cal Arts, UCLA School of Dentistry, Dignity Health, Heroes of Life, Think Together, El Nido, Strength United, MEND, LA County Mental Health, Catalysts SGV, St. John's Community Center, Parent Education Bridge for Student Achievement Foundation, Hope Gardens, Big Smile, Central City Neighborhood Partners (VITA), GRYD, Vision to learn, Serra Medical, Wolf Camp, San Fernando Valley Partnership, Pueblo y Salud, Champions in Service, The Village Family Services, Nature for all,

Grant Management

- Attending LACOE Monthly Grantee Meetings
- Designed internal APR pacing guide to support schools with completing annual report.
- ELOP Grant Management:
 - Updating current tools: Attendance trackers, inventory logs



COMMUNITY SCHOOLS

- Creating training with overview on Federal Program Monitoring Audit (FPM) training for all YPICS staff managing and supervising Expanded Learning Programs - kicking off internal training session in January

Implementation Plans

[BCCS Community Schools Implementation Plan](#)

[MORCS Community Schools Implementation Plan](#)

[BCHS Community Schools Implementation Plan](#)