



COMMUNITY SCHOOLS

Board Report

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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.
- 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

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.
- Continue improving cross collaboration to address family and community needs.

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.
- Implementing the Multi-Tiered System of Supports (MTSS) and Student Support and Progress Team (SSPT) meetings. Support and Coaching by School Psychologist and myself
- MTSS:
 - All staff received and overview and training on YPICS MTSS and Panorama System during all staff Total Professional Development at the beginning of the school year.
 - Hosting monthly office hours to help trouble shoot or answer any questions regarding Panorama
 - Developed and formalizing an Administrative Regulation for MTSS processes and procedures.
- School Sites and Lead LEA APR were submitted to CDE this past June and July.

Expanded Learning Time and Opportunities



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- Expanded Learning Programs:
 - All school sites continue to implement after school programs.
- ELO-P programs continue to be offered at both middle school sites.
- Summer programs were implemented at all 3 school sites.
- Expanded Learning staff continue to work together and collaboratively across schools and with our partner Think Together.

24/25 Goals for (July - Dec 2024)

- Partnerships & Services:
 - Review assessment data and APR data to identify gaps and type of additional partnerships and services needed.
 - Improve cross collaboration with partners
- Needs and Assets Assessment:
 - Facilitate Asset & Resource Mapping (staff)
 - Facilitate YouthTruth Survey (staff, students, families)
- Improve Systems
 - Formalize Administrative Regulations for:
 - MTSS
 - Vendor certification
 - Partner MOUs
 - Data Access
- Data & Evaluation
 - Update Community Schools Implementation Plans
 - Support staff with utilizing Panorama
 - Monthly output data collection and reporting