

# MAAC Community Charter School EmPOWERing Students and Families since 2001

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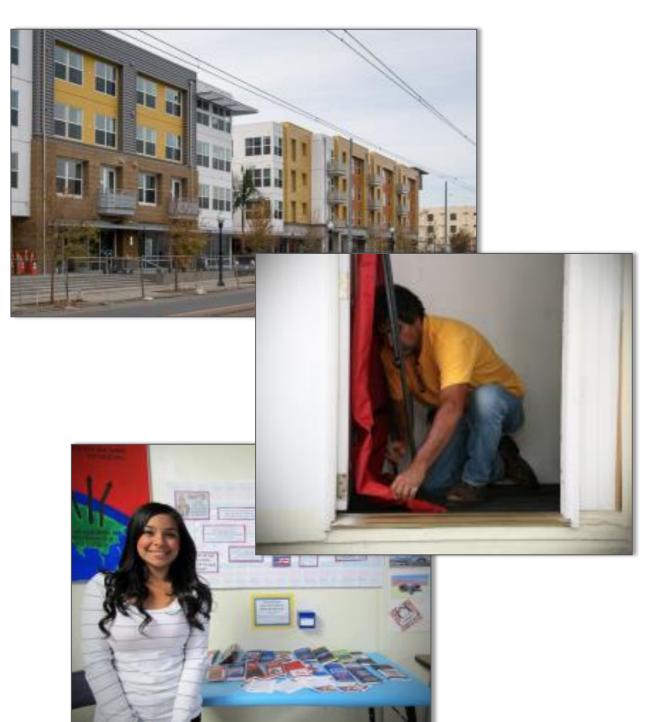
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# MAAC Programs & Services



Affordable Housing Communities

Bridge to Employment

MAAC Community Charter School

DUI Education

Energy Assistance

Head Start

AmeriCorps

Recovery Homes

Weatherization Services

Immigration Supportive Services

Striving Toward Economic

Prosperity (STEP) Services



Over 70,000 individuals serviced last year!

# MAAC Community Charter School





- 1. A Direct Funded Charter High School
- 2. An Official School of Sweetwater Union High School District
  - a. Authorized by SUHSD in 2000, renewed 2020
- 3. A Non-Profit: 501(c)(3)
- 4. A YouthBuild USA Site / Affiliate
  - a. Serving students up to <u>24 years old</u>
- 5. An Alternative School (Continuation)
  - a. Dashboard Alternative School Status (DASS)
- 6. A Work Experience Education School
  - 1. Paid OR Unpaid Internships for Credit





### MCCS STUDENT DEMOGRAPHICS

- Ages 14 through 24
- 96% Chican@/Latin@
- >70% English Language Learners
- >80% Socioeconomically Disadvantaged
- Average ~285 Students
  - Serving ~500 Families each year
- 80% Seat-based
- 20% Work-based (Independent studies)
  - 10% Traditional IS
  - 10% YouthBuild USA





## HOW MCCS IS DIFFERENT

- Credit Recovery
  - 17+ Classes yearly
  - Modified Quarter System: 4 Sessions + Summer
- Critical Pedagogy
  - Project-Based Learning Re: a Community Issue
- Transformative Justice
- Three Options for Learning:
  - Seat Base Classroom: 80% Population
    - 14 20 Years old: 8:30 3:30
  - Independent Studies: 10% Population
    - 14 20 Years old
  - YouthBuild USA (blended learning)
    - For students 17.5 24 Years old
    - Connect 2 Success Private Grant: Student Stipends, FT Job Developer, Interview Clothes / Uniforms, Experiential Activities





## STUDENT SERVICES

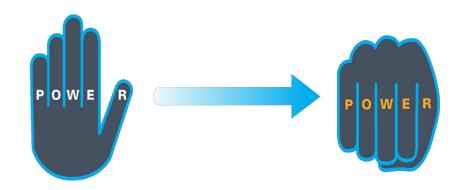
- Therapist Interns: 4 SDSU CBB Program Grad Students
- Case Management: SBCS on Campus
- Job Development: Job Developer on Campus
- Bus Pass Program\*\*
- Substance abuse education referrals
- SST Student Support Team\*\*
- Resource Specialist \*\*
- Guidance Counselor, College Liaison
- Before & After School Tutoring and Saturday School
- Youth Advocacy:
  - PAIS (Personal, Academic, Intervention, & Support)





### **Transformative Justice**

### P.O.W.E.R. Check Ins



MCCS THEME: GUIDING PRINCIPLES OF P.O.W.E.R.

**POTENTIAL:** We are challenged to meet our full Potential. We strive to live up to our full Potential.

**OWNERSHIP/ORGANIZE:** We take Ownership of our actions, lives, and future. We take ownership of our school and community and Organize. Through Organizing, positive change is a reality.

**WISDOM:** We use our Wisdom to guide our words and actions. The Wisdom of the student is utilized in meaningful ways through activities and curriculum.

**EXPECTATIONS:** Expectations are high for students and staff. We have high Expectations of ourselves.

**RESPECT:** Realities and differences are given true Respect. We Respect ourselves, others, our community, school, and environment.



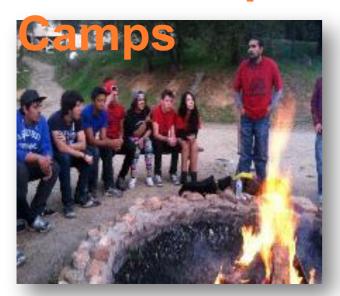
### POWER Transformative Justice Check-In Form [Formulario de Justicia Transformativa de POWER]

	nce (see back of paper) YES			
	stracion? [Véase la parte posterio:			
-	inistrador para reflexionar sobre s	•	ers.	
	Be Responsible	Be Respectful	Be Safe (Admin)	
Potential	Attend school daily on time, and stay in class	Use appropriate language towards peers & adults	Use appropriate language towards staff	
Ownership	Seek clarification of con- cepts and tasks	Use appropriate actions towards peers, staff, class and materials	Notify staff when a friend school or I am in danger	
Wisdom	Take care of basic needs before class	Support learning in the classroom	Resolve conflicts in a peaceful manner	
Expectations	Be on task and complete assignments.	Collaborative w others.	Drug free.	
Respect	Act ethically with academic integrity	Act honestly and fairly	Accept diversity	
l. (Potential) Strengt	h(s) student has shown; please	give example. [Fortaleza(s)	que el alumno ha mostrad	
	o;because	[ <b>Ejemplo:</b> Yo soy	рогдие уо}	
Student feedback ¡Respuesta de estudiante]		Teacher feedback  Respuesta de maestro(a)		
	j Qué tue lo que pasó?]			
2. What happened? [	Student feedback ¡Respuesta de estudiante]		Teacher feedback [Respuesta de maestro(a]]	
	espuesta de estudiante]	leacher feedback (Respu	esta de maestrolag	
?. What happened? [	espuesta de estudiante]	leacher feedback inespu	esta de maestoja <u>r</u>	

4. (Ownership) What occurred? How did the interact	tion make you feel?	
What actions are you taking responsibility for? [	¿Cuáles acciones tomas la responsabilio	dad?]
5. (Wisdom) Were all of your actions wise? Why or no?]	r why not? [¿Sus acciones fueron sabia	s? ¿Por qué o por qué
6. (Expectations) What are your expectations for you Student? What do your loved ones expect of you wand those of the school/classroom? Why or why no do con todos tus expectativas más las de la escuela/salo	rhile you are at school? Are you med n? (¿Cuáles son tus expectativas para to	eting your expectations i mismo? ¿Está cumplien-
7. (Respect) What does respect mean to you? [¿Para	a ti, que significa respeto?]	
8. Who was affected by your actions? (Check all the lo que aplique.)]	nat apply.) (¿Quién fue afectado por sus	acciones? (Marque todo
<ul> <li>☐ Myself [yo]</li> <li>☐ My neighbor(s) [Mi(s) vecino(s)]</li> <li>☐ My group members [Los miembros de mi grupo]</li> </ul>	<ul> <li>☐ My classmates [Mis compañeros</li> <li>☐ My teacher [Mi maestro]</li> <li>☐ Other [Otra]</li></ul>	·
9. How can this be avoided in the future? [¿Cómo se pu	ede evitar esta situación en el futuro?]_	
10. What should be done to fix the impact you had that it won't happen again.) {¿Qué vas a hacer para re. (NOTA: Tu respuesta no puede ser solamente "No lo voy	mediar el efecto que tus acciones tuvier a hacer otra vez." } dor :	ron hacia los demás?
Administrator Signature		

## CULTURA & ART @ MCCS

## Leadership





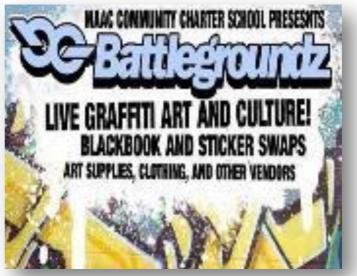


### **Circulo**





# Graffiti Battles NAC CONMUNITY CHARTER SCHOOL PRESESNIS





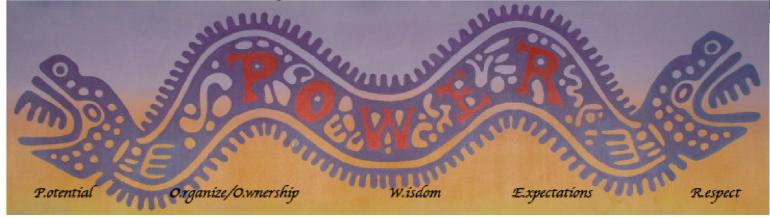


## CULTURA & ART















# BATTLEGROUNDZ & KINGZ OF STYLE







# Leadership Development







# MAAC COMMUNITY CHARTER SCHOOL





### **Outreach Department**

- Peer Counseling
- Tours
- Tabling at MCCS Events
- Internship Coordination

# **WAHUPA Foundation**

- 1 on 1 support weekly
  - Financial Aide Application Assistance
  - Enrollment Support
- Exams / Tours
- Tabling at MCCS Events





### **Continuing Education**

- Latinos In Finance
- Articulated Courses
- Non Credit courses
- Obtain Certification
   &/or Pre-Requisite

### College Bound

- Dual Enrollment
- HS and College Credits
  - Personal Development 100
  - Film Television
     Media Arts 120:
     FTMA 120



### MCCS KEY LESSONS: TAKE-AWAYS

#### **Core Structure: +**

- Administration
   Coordination
  - Liaison to each prog.
  - Liaison to each Partner
  - Connecting students to SWC, SUHSD Adult Ed, & YBUSA
- Key Staff Integration & SUPPORT
- Student Support

#### **Student Selection: +**

- Language Fluency
- Time Commitment
- Age / Maturity
- Career Pathway
- Graduation Planning
- Prep meeting with Students





### Communication:+

- Weekly All Staff Mtgs & Email
- Department Mtgs 2X Monthly
- Academic Coaching Monthly
- Consistent Check Ins by Admin with Faculty

### Challenges: ++

- Scheduling
  - Transcripts review
- Faculty: School Culture Aligned / Fit
- Program Alignment with Courses
- Student Support
- Final Exams



## I hank You!



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