



2022-2023 Opportunities for Learning-Baldwin Park Title I, Part A Parent and Family Engagement Policy

Opportunities for Learning-Baldwin Park, with parents and family members, has jointly developed, mutually agreed upon, and distributed to, parents and family members of children participating under Title 1, Part A of the Elementary and Secondary Education Act of 1965 as reauthorized by the Every Student Succeeds Act (“ESSA”) a written Parent and Family Engagement Policy consisting of both an LEA-level parent and family engagement policy as required by ESSA Section 1116(a)(2) and a school-level parent and family engagement policy as required by ESSA Section 1116(b) and (c).

1. Describe how parents and family members are involved in the development of the Title I, Part A Parent and Family Engagement Policy under ESSA Section 1112. (ESSA Section 1116(a)(2))

This policy was developed as a joint effort among educational partners, who provided input for the improvement of our school program. This includes, school staff, parents and guardians, and students. Staff, parents and guardians, and students provided feedback to the school through surveys and meetings. Additionally, all educational partners were given the opportunity to participate in and provide input through the School Site Council (SSC) meeting, when the Parent and Family Engagement Policy was agendaized for February 24, 2023. The OFL Baldwin Park Inc. school leadership team will continue working to ensure that input provided by staff, parents and guardians, and students, and with the SSC, is reflected in the policy so that the policy includes the voices of all educational partners. The approved policy will be sent via email to parents in both English and Spanish. If any other language is needed, the school will make reasonable accommodations to provide a copy in the requested language.

2. Describe how parents and family members will be involved in the development of the support and improvement plans under ESSA Section 1111(d)(1-2). (ESSA Section 1116(a)(2)(A))

The school will engage parents and families in the development of the LEA plan and support and improvement plans through a variety of events and mediums:

- School Site Council (SSC) meetings
- Educational partner surveys
- Parent and Guardian meetings and school events
- Board meetings
- Related Comprehensive Needs Assessment (CNA) findings

3. Describe how the LEA provides the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, and how this may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education. (ESSA Section 1116(a)(2)(B))

OFL Baldwin Park, Inc. school leadership and staff meet weekly to discuss school goals and progress toward those goals. School leaders and staff members across the LEA participated in an annual Comprehensive Needs Assessment to determine the greatest resource inequities and areas of need for students. School leaders and staff researched best practices, strategies and interventions for bridging achievement gaps. Parents and guardians were asked to provide input through anonymous

surveys, one on one meetings and at school events. Through each, parents were able to give authentic feedback regarding what their child(ren) needs to succeed at Opportunities for Learning Baldwin Park. Staff provided both in person and virtual parent conferences and were flexible with time to ensure all parents had the opportunity to meet with teachers. The School Messenger platform, Google Chat and the Remind app were all used to contact parents and guardians, and students to elicit feedback for school wide improvement.

4. Describe how the LEA coordinates and integrates parent and family engagement strategies under Title 1, Part A with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant federal, state, and local laws, and programs. (ESSA Section 1116(a)(2)(C))

Opportunities for Learning Baldwin Park, Inc. employs a variety of modalities to ensure that educational partner engagement opportunities are not isolated from other school wide initiatives. Family and school communication loops are inherently a part of our program, and woven into our daily practice. By design, our school takes a unique approach to academic achievement for each student. Parents and guardians have access to participate in their child's education through multiple avenues: direct contact with teachers and school leaders, surveys, participation in school events, participation in parent and guardian specific school meetings, and membership in our School Site Council and DELAC groups. Additionally, school board meetings are public and parents are welcome to attend. Educational partner engagement is important in all federal, state, local laws and programs.

5. Describe how the LEA will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this Parent and Family Engagement Policy in improving academic quality of all schools served under Title I, Part A. (ESSA Section 1116(a)(2)(D))

The LEA is committed to continuing the collaboration process with all educational partners. This Policy will be reviewed annually to ensure it is relevant to the needs of the students we serve. We will continue to elicit feedback through surveys and meetings with parents and guardians throughout the school year. Opportunities for Learning Baldwin Park, Inc. will continue to review the Policy with the School Site Council at least once per year for input and monitor the effectiveness of the Policy.

6. Describe how the LEA includes the following in the annual evaluation of the Title I, Part A Parent and Family engagement Policy: identify barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); identify the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and identify strategies to support successful school and family interactions. (ESSA Section 1116(a)(2)(D)(i-iii))

Opportunities for Learning Baldwin Park knows that parents and guardians face multiple barriers to greater involvement in school activities and we continue to work to improve access to participation. We value all of the voices in our school community and recognize the importance of offering events and meeting schedules that meet the needs of all educational partners. Our school offers Chromebooks and hotspots to families in need, as well as flexible scheduling when meeting with parents and guardians. Virtual and in-person appointments are available, and the school always welcomes walk-in visits from parents and guardians. Scheduled parent/guardian conferences with teachers are offered at least twice a year as well as more informal conferences that happen throughout the school year, when necessary. Teachers connect with parents via each parent's most preferred method of communication, including text, email and/or phone call, and teachers offer individualized time with students and parents

and guardians. Bilingual services are offered, and provided as needed. Opportunities for Learning Baldwin Park also offers family engagement nights with meals and workshops throughout the year at various school sites. In an effort to further support engagement, our Family Liaison offers home visits to deliver and retrieve curriculum, resources and other communication as needed. The school also employs specialized staff for students with disabilities and English Language Learners to engage all student populations and their families.

7. Describe how the LEA will use the findings of such evaluation in ESSA Section 1116(a)(2)(D) to design evidence based strategies for more effective parental involvement and to revise, if necessary, the Parent and Family Engagement Policy. (ESSA Section 1116(a)(2)(E))

The goal of the Parent and Family Engagement Policy is to establish the shared responsibility of student achievement between parents and guardians and the LEA. Therefore, it is essential that the communication reflected in the policy is relevant and genuine. Furthermore, feedback received from parents and families through the various platforms utilized by the schools will be analyzed during the annual evaluation process to ensure that the policy speaks to the most contemporary student needs and to drive positive gains in school wide student achievement.

8. Describe how the LEA involves parents in the activities of the school served under Title I, Part A, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the LEA to adequately represent the needs of the population served by the LEA for the purposes of developing, revising, and reviewing the Parent and Family Engagement Policy. (ESSA Section 1116(a)(2)(F))

The LEA's School Site Council has 9 members. The members include one Assistant Principal of Instructional Operations, three Teachers, one Post Secondary Counselor, two students, and two parents. Despite actively recruiting throughout the year, one parent spot has remained vacant.

9. Describe how parents and family members of participating children in Title I, Part A programs are involved in jointly developing, distributing to, a written school Parent and Family Engagement Policy, agreed upon by such parents for carrying out the requirements in ESSA Section 1116(c) through (f). (ESSA Section 1116(b)(1))

An annual evaluation of the content and effectiveness of the Parent Family Engagement Policy will be conducted through feedback from educational partner meetings and surveys including the involvement of parents. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities. Findings from the evaluation will be used to design strategies for more effective parental involvement, and the policy will be reviewed and revised, if necessary. This will be accomplished through:

1. School Site Council Meetings
2. Community and Parent and Family Outreach Meetings
3. Educational Partner Surveys

10. Describe how parents and family members of participating children in Title I, Part A programs, may amend a parent and family engagement school policy that applies to all parents and family members, if necessary, to meet the requirements (ESSA Section 1116[b][2]):

Amendments to the Parent and Family Engagement policy can be made to meet the necessary requirements through:

- School Site Council Meetings where all Educational Partners are invited to provide feedback and clarifying questions. School Site Council meetings are held on a quarterly or as needed

basis.

- Feedback will be used to amend the policy and the final version will be reviewed by the school's governing Board.

11. Describe how the LEA involved has a LEA level policy that applies to all parents and family members in all schools served by the LEA, and how the LEA may amend that policy, if necessary to meet the requirements (ESSA Section 1116[b][3]):

- The LEA-level policy will be amended as necessary to meet any future updates to applicable law.
- The LEA will work with all educational partners when amending this policy in a similar manner to the involvement of parents and family members of participating children in the development of this policy as described herein above.

12. Describe how parents and family members of children participating in Title I, Part A programs can submit comments to the school if they find that the plan under ESSA Section 1112 is not satisfactory. The LEA shall submit any parent comments with the plan when the LEA submits the plan to the State. (ESSA Section 1116(b)(4))

Parents and family members can submit comments to the school through multiple contact points. The school's website has a section for feedback that can be submitted directly from the webpage. There is also an email included on the feedback page that goes to administration in case emailing directly is preferred. Parents and families can also email or write their child's teacher or administration and/or share feedback during a School Site Council meeting.

13. Describe how the school served under Title I, Part A will convene an annual meeting, at a convenient time, to which all parents and family members of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A and to explain the requirements and the rights of the parents to be involved. (ESSA Section 1116(c)(1))

The school offers community outreach meetings where parents will be informed of the requirements of the Title I program and the school's participation, as well as, the parents' rights to be involved. Parents are sent multiple dates and times when meetings will be held if in the case they cannot attend a certain time. The school's goal is to conduct these meetings at a convenient time and parents are given opportunities throughout the meeting to ask clarifying questions or make suggestions. Highlights of the plan and program are shared with parents with ample opportunity for feedback.

14. Describe the steps that the school takes to offer a flexible number of meetings, such as meetings in the morning, afternoon or evening. Also describe how the school may provide, with funds provided under Title I, Part A, transportation, child care, or home visits, as such services relate to parental involvement. (ESSA Section 1116(c)(2))

The school regularly seeks parent input about scheduling for meetings and events in order to be as accommodating as possible. The school has used surveys to poll parents and students about preferred days and times for certain events throughout the year. Teachers also provide various days and times throughout the day for conferences and Achievement Chats in an effort to maximize flexibility for scheduling. The school uses Title I, Part A funds to help provide transportation to events and basic needs like food and toiletries for our students experiencing homelessness.

15. Describe how parents and family members of participating children are involved, and in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the Parent and Family Engagement Policy and the joint development of schoolwide program plan under ESSA Section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children. (ESSA Section 1116(c)(3))

The school involves parents in an organized, ongoing, and timely manner in the planning, review and improvements of Title I programs by providing the following:

- Regularly scheduled meetings to formulate suggestions and collaborate with all stakeholders,
- Opportunities to participate, as appropriate, in decisions relating to the education of their child.
- School responsiveness to any such suggestions.

16. Describe how the school is providing parents and family members of participating children of Title I, Part A programs: timely information about programs under Title I, Part A; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (ESSA Section 1116(c)(4)(A-C))

The school provide parents of Title I students with an explanation of the curriculum in use at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet through the following:

1. School Website
2. Ongoing email communications
3. Parent/guardian meetings, trainings and webinars
4. Parent and Teacher Conferences

17. Describe how parents can submit comments to the school if the schoolwide program plan under ESSA Section 1114(b) is not satisfactory to the parents of participating children in Title I, Part A programs. Any such parent comments on the plan will also be submitted when the school makes the plan available to the LEA. (ESSA Section 1116(c)(5))

The school will provide opportunities for meetings that allow parents to formulate their suggestions and concerns, and to participate, as appropriate, in decisions relating to the education of their children.

This is accomplished through:

- Virtual or In-Person meetings
- Educational Partner Meetings
- School Site Council Meeting
- Ongoing meetings with the teacher of record
- Direct email access to school administration
- Parent and Family Community events.

Opportunities for Learning - Baldwin Park Title I, Part A Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs on Friday, February 24, 2023. The school will distribute the Policy to all parents and family members of participating Title I, Part A students annually before 7/1/23.



Opportunities for Learning-Baldwin Park Title I, Part A School-Parent Compact

Opportunities for Learning - Baldwin Park and the parents of the students participating in activities, services and programs funded by Title I, Part A, agree that the School-Parent Compact outlines how the parents, the entire school staff, and the students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State high academic standards (ESSA Section 1116[d]).

Describe how the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 1116[d][1]):

The School:

- Is responsible in providing high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging State academic standards
- Will provide academic and behavioral support for students that are not meeting the state academic standards
- Will apply research-based intervention curriculum, including iLIT, Achieve 3000, Exact Path Math/Reading, and ERWC to support student achievement.
- Instructional staff will utilize targeted teaching and learning strategies to support each student's academic and behavioral success.
- Will provide standards-aligned curriculum and appropriate professional development for high quality teaching and learning.
- Staff will regularly communicate with parents and guardians to review student progress and academic achievement.
- Will provide activities and events to promote student engagement.

The Parents:

- Will provide a space at home that is conducive to students learning and completing their independent studies coursework.
- Will keep lines of communication open with school staff by responding to school communications; getting in touch with staff when they have questions about student progress/academics; and attending parent meetings as needed.
- Will ensure that students attend all academic appointments and communicate with school staff if there are any barriers to attendance due to transportation.

The students:

- Will designate a minimum of 4 to 6 hours each day to complete coursework.

Describe how the importance of communication between teachers and parents on an ongoing basis through, at a minimum the following means (ESSA sections 1116[d][2][A-D]):

- **Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed at the compact relates to the individual child’s achievement;**
 - a. Parent conferences take place at least twice per year to review student progress and academic achievement. Throughout the year, the LEA offers student led conferences and parent conferences. At least once per year, during re-enrollment meetings the terms of the compact will be discussed with all families.

- **Frequent reports to parents on their children’s progress;**
 - a. Parents and guardians receive frequent phone calls, text messages, mass communications, and emails regarding student progress, academic planning, and postsecondary planning. Students with an IEP or who are designated as an English Language Learner have additional meetings with specialized staff. Language translation is offered, as needed.

- **Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities;**
 - a. Parents have access to staff through email, phone and additional communication lines, including communication platforms that provide language translations. Additionally, the school welcomes parents and guardians to visit the school as desired.

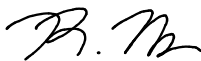
- **Ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that the family members can understand.**
 - a. The school program supports and promotes integrated two-way communication between teachers and parents/guardians regarding student progress and goals. Bilingual staff and/or the use of a translator, are available as necessary. Parents and guardians also have direct access to the school leadership personnel via phone, email, and in-person meetings.

This compact was established by Opportunities for Learning and reviewed by their School Site Council on Friday, February 24, 2023. The school will distribute the Compact to all parents and family members of new and ongoing students participating in the Title I, Part A Program.

Print Principal Name

Richard Moreno

Signature of Principal



Date: 2/24/2023