

OLIVE GROVE CHARTER SCHOOL - ORCUTT/SANTA MARIA
PARENT AND FAMILY ENGAGEMENT POLICY

I. Introduction

Research has shown that the attitudes, behavior and achievement of children are enhanced when parents or other caregivers are involved in their children's education. To that end, **Olive Grove Charter School - Orcutt/Santa Maria** (the "LEA") has adopted this parent and family engagement policy in order to promote learning and provide a more positive learning experience for the students of the school.¹

II. Involvement in Drafting the LEA Plan

Within California, LEAs that apply for Every Student Succeeds Act (ESSA) funds are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the ESSA LEA Plan requirement. Parents and family members of participating children will be involved in the development of the LCAP. On an annual basis, the LEA will submit the LCAP to the Advisory Council for review and suggested changes. In addition, all parents of participating children will annually be invited to review the LCAP and submit comments.

If the LCAP is not satisfactory to the parents of participating children and changes are not incorporated, the LEA will submit any comments from parents of participating children with the LCAP.

III. Coordination, Technical Assistance, and Other Support

The LEA will provide the coordination, technical assistance and other support necessary to assist its participating school in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance in the following ways:

- The LEA will distribute funds reserved pursuant to federal law (20 U.S.C. § 6318(a)(3)(A)) to the school for parent involvement activities;
- The LEA's school leaders will collaborate to devise a timeline for parental involvement activities throughout the school year and create a follow up tool to ensure that the activities occur.
- The LEA will provide any necessary technical assistance for planning and implementing effective parent involvement activities to improve student academic achievement and school performance.

IV. Annual Meeting

Within 60 days of the first day of school, the School shall convene an annual meeting to which all parents of children participating in Title I, Part A programs are invited and encouraged to attend. The School will hold at minimum one additional meeting to ensure the maximum parental participation, providing the same information, to be offered at an alternate time, such as in the morning or afternoon. Alternatively, the School may make available a recording of the annual meeting for parents to view at a convenient time.

The information provided at the meetings will inform parents of the School's receipt of Title I, Part A funds and the specific requirements of Title I, Part A. Additionally, parents shall be informed of their rights to be involved in Title I, Part A programs.

¹ Within this policy, the word "parent" is employed. This word is intended to reach any caregiver of students enrolled in the LEA's school, including but not limited to, parents, guardians, grandparents, aunts, uncles, foster parents, stepparents, etc.

V. Notice

Within 30 days of the beginning of school, the School will send via mail, email, and/or place in orientation packets and/or registration packets a notice to all parents containing, but not limited to, the following information:

- Information about Title I, Part A program;
- An explanation of the requirements of Title I, Part A program;
- A description of the rights parents have for participation in Title I, Part A program;
- A description (including timing of meetings, location, etc.) of how parents can participate in the planning, review and/or improvement of the parent engagement policy;
- 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;
- An invitation to attend the annual meeting and additional meeting(s), providing information about the purpose of the meetings and the dates and times;
- A copy of the most current Parent and Family Engagement Policy and a feedback form for parents to comment on its content.

In addition to providing this notice to parents of participating children, the School will post the information on its website.

VI. Title I, Part A Program Involvement

In order to involve parents in an organized, ongoing and timely way in the planning, review and improvement of Title I, Part A programs, the parent engagement policy, and the LCAP, the School will involve parents of participating students as follows:

- Parents are invited to participate in the School's Advisory Council where it will plan, review and improve Title I, Part A programs, the parent engagement policy, and the LCAP. The Advisory Council meets four times per school year.
- Each year, the School will administer one or more surveys, through which parents of participating children will be invited to review Title I, Part A programs, the parent engagement policy, and/or the LCAP and recommend any changes.
- If requested by parents of participating children, the School will schedule regular meetings where parents are able to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The School will respond to such suggestions within 30 days. [20 U.S.C. § 6318(c)(4)(C)]
- If the LCAP and/or Addendum is not satisfactory to the parents of participating children and changes are not incorporated, the LEA will submit any comments from parents of participating children with the LCAP/Addendum. [20 U.S.C. § 6318(c)(5)]

VII. Building Capacity for Involvement

A. Standards, Assessments, Title I Requirements, Monitoring Progress and Improving Student Achievement

In order to ensure effective parental involvement and support a partnership among the LEA, parents and the community to improve student academic achievement, the LEA will provide the following programs to assist parents in understanding the challenging State academic standards, State student academic

achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child’s progress and work with educators to improve the academic achievement of their children (collectively referred to “Standards and Requirements”):

- The Bylaws of Olive Grove Charter Schools, Inc. reserves one (1) seat for a parent or guardian elected by a vote of the parents and guardians of current year students enrolled in the public charter schools operated by the Corporation;
- The LEA will seek input from the Advisory Council on ways to assist parents to understand the Standards and Requirements.
- The LEA will publish in newsletters and/or on its website descriptions and explanations of State academic content standards, State and local academic assessments, Title I requirements, and how to monitor their child’s progress and work with educators to improve the academic achievement of their children.
- Occasional meetings will be held by the LEA to discuss how parents can work with educators to improve their child’s academic achievement.
- Parents are invited to observe their student’s classes to learn about State and local academic assessments.

B. Helping Parents to Work with their Children

In an effort to foster parental involvement, the LEA will provide materials and training to help parents to work with their children to improve their children’s achievement in the following ways:

- The LEA will provide resources and training to support parents in accessing their children’s schoolwork, communicating with teachers, and reviewing information posted by and about the school.
- The LEA will provide occasional seminars/materials/resources on parenting skills and/or parent-child communication.

C. Education on Parent Involvement

The LEA will annually educate teachers, pupil services personnel, directors and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the School.

In order to inform this education and to better understand what works best for the current parents of participating children attending the LEA’s schools, a survey may be sent home to parents of participating students that solicits information on what skills each parent has to offer the LEA and what types of parental involvement programs in which parents would most likely participate.

D. Other Optional Parent Participation

The LEA will involve parents in the development of the training regarding the importance of parent involvement for teachers, directors and other educators to improve the effectiveness of such training by surveying parents.

In order to maximize parental involvement and participation, the LEA will arrange school meetings at various times and/or conduct virtual conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at the LEA.

The LEA will implement model approaches to improving parental involvement.

VIII. Coordination with Other Programs

The LEA shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state and local programs, including public preschool programs and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

IX. Annual Evaluation

The LEA, with the involvement of parents, shall conduct an annual evaluation of the content and effectiveness of this family involvement policy in improving the academic quality of the schools served under Title I, Part A, including identifying barriers to greater participation by parents in activities under federal law. The LEA will pay 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. The LEA will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, this family involvement policy. Evaluative activities may include but are not limited to: surveys from parents; meetings held for evaluation purposes; identification of parent groups contacted throughout the year; and/or identification of funding to support parent involvement.

X. School-Parent Compact

At the beginning of each school year, the School will enter in to School-Parent Compacts with parents of participating children via the School-Parent Compact/Acknowledgment of Responsibilities accompanying the Independent Study Agreement. The School-Parent Compact/Acknowledgment of Responsibilities will outline how parents, the entire school staff and students will share the responsibility for improved student academic achievement and the means by which the School and parents will build and develop a partnership to help children achieve the State's high standards.

The Advisory Council will annually evaluate the effectiveness of the School-Parent Compact/Acknowledgment of Responsibilities and provide feedback and suggestions for revision.

XI. Involvement of Parents of Limited English Proficient Students, Disabled Parents and Parents of Migratory Children

The LEA shall implement an effective means of outreach to parents and family members of limited English proficient students to inform them regarding how they can be involved in the education of their children, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects and meet challenging State academic achievement standards and State academic content standards expected of all students.

The LEA will provide full opportunities for participation of parents with disabilities and parents of migratory children.

To accomplish these goals, the LEA will do the following:

- The LEA will hold regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.
- The LEA will provide language translators at parent meetings to the extent practicable.

XII. Notices

In accordance with federal law, the LEA will provide the following notices to parents of children attending Title I, Part A schools:

- Annual report card

- A notice regarding the parent’s right to request information regarding the following:
 - Professional qualifications of the student’s classroom teachers;
 - The level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments and timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned;
 - Information regarding any State or LEA policy regarding student participation in any assessments mandated by federal law and by the State and LEA, which shall include a policy, procedure or parental right to opt the child out of such assessment, where applicable.
- The notice regarding language instruction programs.
- Any other notices required by law.

XIII. Miscellaneous

The LEA shall ensure that all information related to LEA and parent programs, meetings and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

The LEA will provide other reasonable support for parental involvement activities as requested by parents.