

Title I, Part A School-Parent Compact

Oscar De La Hoya Ánimo Charter High School, 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]):

Oscar De La Hoya Ánimo Charter High School prides itself in its ability to create opportunities for parent involvement and engagement to build capacity within the community. The school is committed to providing high-quality curriculum and instruction and parents and family members are committed to supporting their children’s learning.

To ensure high-quality curriculum and instruction in a supportive and effective learning environment, the school has developed a master schedule that aligns to California Common Core State Standards and is available to all teachers. Additional curricular resources available online include model unit plans, lesson plans and summative assessments. Teachers, administrators, and school staff are engaged in curriculum development via surveys, professional development, and working groups. Interim assessments are aligned to Common Core standards and are available for all core teachers.

To meet the challenging State academic standards, interim assessments have been developed to align to the Core Curriculum, Common Core content standards, and Literacy standards to expose students to the structure and format of the CAASPP. Interim assessments provide teachers and administrators with the ability to analyze student performance data throughout the year during department meetings to identify trends and assess next steps to support instruction with interventions using the Green Dot Multi-Tiered System of Supports framework. Furthermore, surveys are available for teachers to provide immediate feedback on interim assessments throughout the school year.

The school creates various opportunities to communicate with parents regarding

student achievement, school improvement, and school wide activities to ensure each parent is responsible for supporting their children's learning and participate in the decisions relating to the education of their children and positive use of extra-curricular time. The Parent Coordinator coordinates monthly parent workshops on relevant topics to engage parents in their student's education and the educational process. Parents and families are highly engaged in participation of parent committees such as the School Advisory Council and District English Learner Committee which allow them to nominate and vote themselves or fellow peers to form part of these committees. In addition, these committees foster the environment of creating discussions around state academic standards, student achievement standards, state and local academic assessments (including alternate assessments), Title I requirements, how to monitor their child's progress, and how to work with educators. Lastly, parents are encouraged to attend regularly scheduled Green Dot Public Schools California Board Meetings to ensure their voice is heard.

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]):

- (A) 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;**
- (B) frequent reports to parents on their children's progress;**
- (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and**
- (D) 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.**

Annual events are hosted that include orientation, back-to-school night, and other activities to engage parents in the school community and allow for the discussion of the child's individual achievement. Parent conferences are held in the parents' home language to ensure meaningful two-way conversations between teachers and parents.

Parents receive frequent reports on their child's progress. Progress reports are sent home quarterly to inform students and parents of academic progress in each course. Parent workshops are hosted to educate parents on how to best support their students.

The school offers various Title I, Part A supports for parents with limited English proficiency, parents with disabilities, and parents of migratory students that include access to a Parent Coordinator, English Learner Coordinator, Special Education Program Administrator, and Foster Youth and Homeless Liaison to ensure they understand how they can engage in their child's progress, classroom, activities, and access resources.

To ensure regular two-way, meaningful communication between family members and school staff, the school communicates with parents regularly via monthly letters, calendars and the use of an automated calling system. An annual family survey is administered to garner feedback from parents on all aspects of the school including teacher performance, school safety and stakeholder satisfaction. The school then analyzes family surveys each year to improve school connectedness and inform the work of the Parent Coordinator. In addition, the school provides parents with materials, correspondence and information in other languages for students and families that speak a language other than English that constitute fifteen (15) percent or more of a school's enrollment to the extent possible and disseminated in print and/or digital formats.

This Compact was established by **Oscar De La Hoya Ánimo Charter High School** and will be in effect for the school year. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on or before the first day of each school year.