

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

Opportunities for Learning-Capistrano 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 for 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 utilize research based interventions such as iLIT, Achieve 3000, Exact Path Math/Reading, and ERWC to support student achievement
- Staff will utilize targeted instructional and engagement strategies to support students struggling academically and/or behaviorally.
- Will provide standards aligned curriculum and professional development to ensure high-quality curriculum and instruction
- Staff will communicate with parents on a regular basis to review student progress and achievement.
- Will continue to provide more student activities to engage students

The Parents:

- 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])
- Will provide a space at home conducive to learning to allow students to complete their independent studies coursework
- Will keep lines of communication open with school staff by responding to school communications, reaching out if they have questions about student progress/academics, and attending parent meetings
- Will ensure that students attend all student appointments and reach out to school staff if there are any transportation obstacles to see if the school can offer any resources

The Student:

- Will designate at minimum 4-6 hours a day to complete school work
- Will come to school ready to learn and communicate with teachers/staff when academic support is needed
- Will make adequate progress towards graduation per school year

- Will conduct themselves with respect to all students, staff and school property
- Will promote a safe environment that is conducive to learning

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 for progress reviews, and achievement chats. Through the year the school offers student led conferences, and ongoing parent conferences to discuss student progress. At least one per year at parent student re-enrollment meetings 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 through Remind and School messenger, and emails regarding student progress, academic achievement, positive feedback, graduation tracking and course planning. Students that hold an IEP or are designated as an English Language Learner have additional meetings with specialized staff. Bilingual staff and/ or 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 Google voice text lines, direct access to school emails, and direct access with phone calls to the school site. Additionally, the school has an open door policy which allows parents to visit the school, make appointments to visit students at school, or to visit direct instruction classes.
- **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. By design our school program allows parents to have integrated two way communication with teachers regarding student appointments, assignments, positive feedback and progress due to monthly academic goals set with students each month. Teachers reach out to parents by their most preferred method such as text, email, or phone call. Bilingual staff in Spanish and ability to use a translator, as necessary. If texting or email the ability to use Google translate to understand language. In addition, parents have direct access to the school's Principal through the Remind text application.

Describe School and Parent response here.

This compact was established by Opportunities for Learning-Capistrano, and reviewed by their School Site Council on 2/28/23. 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

Jessica Boucher

Signature of Principal

A handwritten signature in black ink, appearing to read 'J. Boucher', written over a faint horizontal line.

Date: 3/28/23