

2026-2027 Options for Youth-Duarte Title I, Part A Parent and Family Engagement Policy

Options for Youth-Duarte, together 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))

OFY- Duarte will involve parents, guardians, and family members in the development of the Title I, Part A Parent and Family Engagement Policy in the following ways below:

- OFY-Duarte will host multiple parent/guardian meetings to seek parent input.
- Parents/guardians interested in providing feedback may do so through surveys, emails, and meetings.
- Copies of the Parent and Family Engagement Policy will be available for parents/guardians to review and provide feedback at Back to School Nights and Open House and be made available at Parent Advisory Committee & District English Learner Advisory Committee meetings.

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))

During the development of our Charter plans we conducted education partner surveys in order for parents, guardians, and family members to provide input and feedback. The plans are brought to our PAC and DELAC committees for review, suggestions, and approval prior to presenting the plan to the Governing Board for final approval. All school sites actively recruit parents, guardians, and family members to participate in a parent advisory capacity and in the needs assessment process.

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))

OFY- Duarte will, with the assistance of its Title I, Part A schools, provide assistance to parents/guardians of students served by the charter school through building parent, family and community engagement capacity. OFY-Duarte will designate existing staff members to be responsible for ensuring family engagement plans are well-managed, executed, and improved across the system. Our Enrollment and Outreach Specialists, Career Pathways Coordinators, Education Partner Liaisons, or other designated staff will provide monthly newsletters of activities happening in our centers and surrounding communities. Parents, guardians, and families are invited to participate in center-level activities: virtual and/or in-person meetings, Open House, Back to School Nights, LCAP Family meetings, DELAC, PAC meetings, Achievement Chats, sporting events, and

Progress Review meetings with the goal to improve and celebrate student academic achievement.

Teachers and counselors will discuss the school's Parent and Family Engagement Policy with parents/guardians during parent conferences.

To increase parental involvement in our sites, we will create initiatives that will build on family strengths and promote family wellness. These initiatives may also be provided through partnerships with organizations and specialists in the community. At OFY-Duarte we hope to integrate family education, employment, workforce training, and related social service supports for students and their families.

Additional initiatives will be implemented, including the use of ParentSquare as a communication platform and the maintenance of a district website with current resources available to parents/guardians to support them in working with their children's academic, social, and emotional needs. Training and support will be provided to enhance the awareness and skills of teachers, principals, and staff in reaching out to, communicating with, and working with parents/guardians as equal partners. Phone conferences, before school or after school activities, and home visits will also be considered. OFY-Duarte bases each of these considerations on the annual parent survey results.

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))

Parent and family engagement is an area of focus for OFY-Duarte. The school is further developing programs and resources to support/include all of our families, including low-income and families of English Learners. Together states, LEAs, and schools have the responsibility to promote and implement effective family engagement to improve student achievement and social emotional development.

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 Parent and Family Engagement Policy will be reviewed annually at our Parent Advisory Committee and DELAC meetings, annual Achievement Chats, and LCAP Family Engagement nights. Parents/guardians will respond to surveys, and the results will be discussed and/or incorporated into the policy. The surveys will include identifying barriers to greater participation by parents/guardians in parental involvement activities. Particular attention will be given to parents/guardians who are socioeconomically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The charter will use the findings of the surveys to design strategies for more effective parental involvement.

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))

While numerous barriers to parent/guardian participation exist for both schools and families, some barriers are created by limited resources. Meetings will be held virtually and/or in-person to accommodate working families. Translation services will be provided as needed. Surveys, exit surveys, and parent/guardian evaluations to rate the effectiveness of our programs will be provided in the family's home language.

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))

Data about family engagement strategies and activities will be analyzed concurrently with student academic data. By tracking the extent to which systems and programs engage families alongside measurements of student achievement and social emotional development, LEAs, schools, and programs can make decisions about which family engagement practices are associated with improved student outcomes.

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))

Through the OFY-Duarte Parent Advisory Committee and District English Learner Advisory Committee, parents/guardians are able to advise the Principals of concerns regarding the development of this policy. The DELAC is comprised of EL Coaches, an Administrative Designee, school staff, teachers and parents/guardians. They provide feedback on our programs and services for our English Language Learners.

The PAC consists of at least 1 parent of a student who is either low-income, English learner, or foster youth in addition to at least 1 parent of currently enrolled students with disabilities (at the time the LCAP is developed). The PAC shall also include 2 students as full members. The PAC provides input into the use of federal funds on evidence-based strategies to increase student achievement. The LEA must present the LCAP and the annual update (built into the LCAP) to the PAC for review and comment prior to the board adoption of your LCAP. If the PAC has comments, the Superintendent or Designee must respond in writing. The PAC meeting in which the LCAP is presented must be conducted in accordance with the Greene Act (EC Section 35147).

In addition to the Title I parent/family engagement meetings (Achievement chats, orientations), teachers hold progress review meetings individually with parents/guardians of students on their rosters and will make themselves available for meetings throughout the school year as necessary.

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/guardians. The evaluation will include identifying barriers to greater participation by parents/guardians 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 the following:

1. Parent Advisory Committee 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 the following:

- Parent Advisory Committee Meetings where all Educational Partners are invited to provide feedback and clarifying questions. Parent Advisory Committee meetings are held on a quarterly or as-needed basis and are open to all members of the school community.
- 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 school will work with all educational partners when amending this policy in a similar manner to the involvement of parents, guardians, 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, guardians, and family members may submit comments or concerns with the Title 1, Part A plan in writing via email or verbally through a phone conversation or in-person conference with the Principal or his/her designee. The LEA will include any parent/guardian comments or concerns with the plan when submitting it to the State.

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/guardians 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/guardians are sent multiple dates and times when meetings will be held in the event they cannot attend a certain time. The school's goal is to conduct these meetings at a convenient time and parents/guardians are given opportunities throughout the meeting to ask clarifying questions or make suggestions. Highlights of the plan and program are shared with parents/guardians 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))

Parent/guardian meetings and workshops are scheduled at flexible and varied times to accommodate parents'/guardians' schedules. Additionally, virtual and in-person meeting options are available to encourage increased attendance regardless of the geographic residence of the parents/guardians. Child-care, transportation, and translation services will be offered and/or provided through the use of Title funds, as needed, in an effort to increase parental participation and involvement.

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/guardians 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 educational partners.
- 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 provides parents/guardians 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/guardian portal access to our student information system
5. Parent/Guardian 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/guardians to formulate their suggestions and concerns, and to participate, as appropriate, in decisions relating to the education of their children. This is accomplished through the following:

- Virtual or In-Person meetings

- Educational Partner Meetings
- Parent Advisory Committee Meetings
- Ongoing meetings with the teacher of record
- Direct email access to school administration
- Parent and Family Community events

Options for Youth-Duarte 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 April 8, 2026. The school will distribute the policy to all parents and family members of new and ongoing students participating in the Title I, Part A Program.



Valerie Brennan, Director of Schools

8/7/26

Date