

Arboga Elementary School School-Parent Compact

The school distributes to parents of Title I, Part A students, a school-parent compact (Compact). The Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. The Compact addresses the following legally required items, as well as other items suggested by parents of Title I, Part A students:

- The school's responsibility to provide high-quality curriculum and instruction (ESSA Section 1116[d][1]).
- The ways parents will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).

- **We make all calls using School Messenger (automated dialing system) multiple times a month to inform parents about activities and happenings at the school.**
- **We utilize our school's Facebook page for above as well.**
- **We hold parent-teacher conferences in November, although parents and teachers may call for one at any time.**
- **We offer and require a Parent Volunteer Training so that parents know what we expect from volunteers and what volunteers should expect from us.**

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

- **We have created grade level "boulders" (areas of emphases that each grade level believes is essential to learn before moving onto the next grade) that we will distribute to parents at the beginning of the year.**
- **Students may move multiple times throughout the year in their grade level intervention/enrichment (WIN) and parents will be notified why.**
- **We will include with report cards an explanation of the corresponding standards and their marks, so that parents better understand the standard and their students' level of mastery.**

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

- **By sharing with parents our grade level “boulders,” it is our hope that we can also then engage them in discussions with academic language about strategies they may use at home in their interactions with their children to improve their learning.**

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

- **In our staff meetings and on teacher work days, we discuss how to reach our parents and how to bring them in as partners in the education process, not just for chaperoning field trips or participating in the fun events.**

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

- **We will share this policy with our site ELAC and PTSO to ensure that more parents have a greater understanding,**
- **We will include this policy in our Volunteer Training Handbook that is given to all who complete the training.**
- **We will use more academic language in our discussions with parents so that they might in turn use more with their students at home.**

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- **We utilize our Bilingual Family Liaison to help translate communications that go home in Spanish.**
- **We utilize several staff members for translating conversations in both Spanish and Hmong.**

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

- **We offer Reading Night, STEM Night, Art Night, History/Culture Day and several other opportunities for parents to become involved in our school and in their students' learning. Site Council, ELAC, PTSO, DAC are other ways as well for parents to become involved.**

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

- **See two bullets above.**

This Compact was adopted by Arboga Elementary School on May 29, 2018 and will be in effect for the 2018-19 school year.

The school will distribute the Compact to all parents of students participating in the Title I, Part A program on or before September 7, 2018.

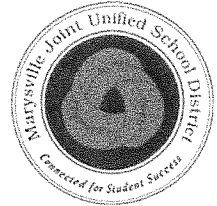
Eric D. Preston

Signature of Authorized Official

May 29, 2018

Date

California Department of Education
March 2018





Browns Valley Elementary School School-Parent Compact

The school distributes a school-parent compact (Compact). The Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards.

The Compact highlights the school's responsibility to provide high-quality curriculum and instruction, the ways parents will be responsible for supporting their children's learning, and the importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities.

We welcome parents to be a part of their child's education by volunteering and participating in their child's class, observing classroom activities, or helping with extra-curricular activities at the school. Please contact the school office or your child's teacher for additional ways to become involved.

We provide high-quality curriculum and instruction aligned to the California Content Standards in a positive, safe, supportive, and effective learning environment.

We provide appropriate professional development to improve teaching and learning to support collaborative partnerships with families and the community.

We will maintain open two-way communication between the home and school. Monthly newsletters provide parents up-to-date information and opportunities to strengthen relationships. Back-to-School Night, Open House, and other family events welcome parents and the community onto campus.

The school will consult with parents in meaningful dialogue about individual student's achievement through annual parent-teacher conferences. Teachers are also available to meet with parents by appointment throughout the school year.

The school engages parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.

Transparent home school communication related to student progress.

Report cards are sent home in December, March, and June.

Progress monitoring is shared with parents regarding reading and math goals.

Parents can access reading goals and monitor Accelerated Reader progress via Parent Connect, an online Renaissance tool for parents.

The school provides parents with materials and training to help them work with their children to improve their children's achievement.

MJUSD offers parent connect courses for all parents. Courses are advertised to parents through the district web page and through School Messenger calls. Courses are held in the evenings on district property.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners.

Parents are partners and each teacher values the contributions made by parents in the classroom. All staff members are aware of the volunteer policies and know how to use volunteers appropriately while maximizing the strengths of each volunteer to support student growth.

The school distributes information related to school and parent programs, meetings, and other activities to parents in a format and language that the parents understand.

Information regarding programs, parent meetings, student activities, and progress monitoring, is disseminated in multiple formats including written, School Messenger calls, and on social media sources. Any parent can request translation, either spoken or written, as needed.

The school provides support for parental involvement activities requested by parents.

Parents are involved in the planning of most school activities. Parents are solicited for feedback regarding parent involvement. Teachers, school staff, and administration regularly attend parent meetings and work together with parents to coordinate best practices and opportunities for participation and involvement at our school.

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

Translators are available when needed. Bilingual certificated teachers are available to make phone calls and meet with parents.

Documents can be translated into parents native language (Spanish or Hmong) when needed.

This Compact was adopted by Browns Valley Elementary School on 6-5-2018 and will be in effect for the period of the 2018-19 school year.

The school will distribute the Compact to all parents of students on or before August 31, 2018

Ashley Vette

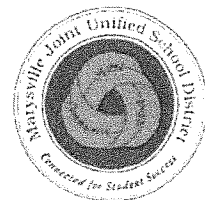
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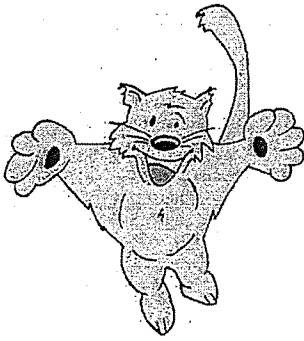
6-5-2018

Date

California Department of Education

March 2018





Cedar Lane Elementary School School-Parent Compact

The school distributes to parents of Title I, Part A students, a school-parent compact (Compact). The Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. The Compact addresses the following legally required items, as well as other items suggested by parents of Title I, Part A students:

- The school's responsibility to provide high-quality curriculum and instruction (ESSA Section 1116[d][1]).
- The ways parents will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).

This information is given to all parents through interpreters at our beginning of the year Parent/ELAC Meetings and on Back to School Night. All meetings are posted and they are announced at the end of each meeting. Parents were provided input in their home language and this was translated so that all parents were able to voice their concerns and questions. Parents were given opportunity to list areas that they wanted addressed at monthly ELAC/PTO meetings. All home communication in the two primary home languages of our parents. Cedar Lane also provides interpreters in those languages at meetings on site.

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

The parents were instructed by the principal on how to read interim test scores, SBAC test scores, Report cards, and ELPAC scores at a monthly meeting. Parents also receive information through the mail in their language, and in that information a number was provided to allow for any questions that may arise. Cedar Lane provides all home communication in the two primary home languages of our parents as well as interpreters in those languages at meetings that are held at Cedar Lane.

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

Cedar Lane has provided ESL classes, parenting classes and pre-school instruction to parents to help encourage our parents to get involved with their students.

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

Cedar Lane staff continues to provide professional development for all staff members on ways to better communicate with parents and students.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

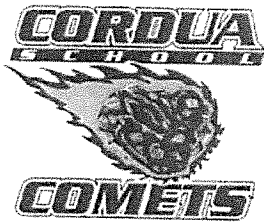
Cedar Lane has provided ESL classes, parenting classes and pre-school instruction to parents to help encourage our parents to get involved with their students.

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

Cedar Lane provides all home communication in the two primary home languages of our parents as well as translators for all meetings held at Cedar Lane.

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

Parents are provided opportunities to get involved through parent nights, back to school nights, and through our pre-school parent meetings. Parents are taught how to read with their children, how to check and help with student homework, positive cooking practices, and given many choices on how they can get involved with their child's education.



Cordua Elementary School School-Parent Compact

The school distributes a school-parent compact (Compact). The Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards.

The Compact highlights the school's responsibility to provide high-quality curriculum and instruction, the ways parents will be responsible for supporting their children's learning, and the importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities.

We welcome parents to be a part of their child's education by volunteering and participating in their child's class, observing classroom activities, or helping with extra-curricular activities at the school. Please contact the school office or your child's teacher for additional ways to become involved.

We provide high-quality curriculum and instruction aligned to the California Content Standards in a positive, safe, supportive, and effective learning environment.

We provide appropriate professional development to improve teaching and learning to support collaborative partnerships with families and the community.

We will maintain open two-way communication between the home and school. Monthly newsletters provide parents up-to-date information and opportunities to strengthen relationships. Back-to-School Night, Open House, and other family events welcome parents and the community onto campus.

The school will consult with parents in meaningful dialogue about individual student's achievement through annual parent-teacher conferences. Teachers are also available to meet with parents by appointment throughout the school year.

The school engages parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.

Transparent home school communication related to student progress.

Report cards are sent home in December, March, and June.

Progress monitoring is shared with parents regarding reading and math goals.

Parents can access reading goals and monitor Accelerated Reader progress via Parent Connect, an online Renaissance tool for parents.

The school provides parents with materials and training to help them work with their children to improve their children's achievement.

MJUSD offers parent connect courses for all parents. Courses are advertised to parents through the district web page and through School Messenger calls. Courses are held in the evenings on district property.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners.

Parents are partners and each teacher values the contributions made by parents in the classroom. All staff members are aware of the volunteer policies and know how to use volunteers appropriately while maximizing the strengths of each volunteer to support student growth.

The school distributes information related to school and parent programs, meetings, and other activities to parents in a format and language that the parents understand.

Information regarding programs, parent meetings, student activities, and progress monitoring, is disseminated in multiple formats including written, School Messenger calls, and on social media sources. Any parent can request translation, either spoken or written, as needed.

The school provides support for parental involvement activities requested by parents.

Parents are involved in the planning of most school activities. Parents are solicited for feedback regarding parent involvement. Teachers, school staff, and administration regularly attend parent meetings and work together with parents to coordinate best practices and opportunities for participation and involvement at our school.

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

Translators are available when needed. Bilingual certificated teachers are available to make phone calls and meet with parents.

Documents can be translated into parents native language (Spanish or Hmong) when needed.

This Compact was adopted by Browns Valley Elementary School on 6-5-2018 and will be in effect for the period of the 2018-19 school year.

The school will distribute the Compact to all parents of students on or before August 31, 2018

Ashley Vette

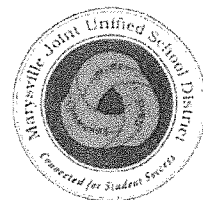
Signature of Authorized Official

6-5-2018

Date

California Department of Education

March 2018





Covillaud Elementary School

School-Parent Compact

The school distributes to parents of Title I, Part A students, a school-parent compact (Compact). The Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. The Compact addresses the following legally required items, as well as other items suggested by parents of Title I, Part A students:

- The school's responsibility to provide high-quality curriculum and instruction (ESSA Section 1116[d][1]).
- The ways parents will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).

The school, with the assistance of Title I parents and Site Council, has adopted the Parent Compact and made it a working document between school and home. The Parent compact is signed by all parties at the Back to school Parent, teacher, and student conferences. It is also available at the Title I annual meeting.

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

This is accomplished through the State's Academic Content Standards, the Common Core Standards, the state and local academic assessments including alternate assessments, the requirement of Title I, and how to monitor a child's progress and how to work with educators. Formal meetings such as Back to School Parent conferences and the Title I annual meeting helps supports the partnership between school and home.

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

The school is assisted through MJUSD's homeless program and classes set up throughout the district on developing parenting skills.

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

This is accomplished through events such as the Thanksgiving Feast, Father Daughter Dance, Mother son Fun Night, Back to school Bash, Parent Day, Grandparent Day, and Skate Night.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

With the assistance of our district, we are able to extend feasible appropriate programs and activities with Reading First, Early Reading First, Home Instruction Programs for Preschool Youngster, the Parents as Teachers Program, and public preschools.

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

This is done through the Covillaud Scoop, a weekly schedule of activities, plus the Cougar Prints, a monthly newsletter of classroom activities as well as school functions and events.

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

This is accomplished not only by the Title I annual meeting and Back to School conferencing but also through our Parent, Teacher, community Organization (PTCO), our English Language Advisory Committee (ELAC), and site council.

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

Our ELAC is able to provide information and school reports for parents with Limited English proficiency. Also, the Title I annual meeting and Coffee and Tea with Mr. E. are able to assist parents with disabilities and Limited English learners with appropriate information and reports concerning Title I.

This Compact was adopted by Covillaud Elementary School on May 15, 2018 and will be in effect for the 2018-19 school year.

The school will distribute the Compact to all parents of students participating in the Title I, Part A program on or before September 01, 2018..

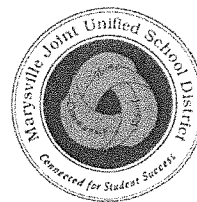
Doug Escherman

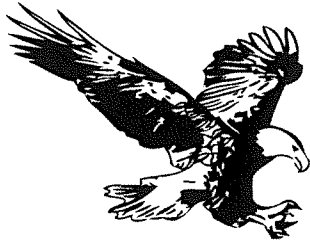
Signature of Authorized Official

May 15, 2018

Date

California Department of Education
March 2018





Dobbins Elementary School

School-Parent Compact

The school distributes to parents of Title I, Part A students, a school-parent compact (Compact). The Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. The Compact addresses the following legally required items, as well as other items suggested by parents of Title I, Part A students:

- The school's responsibility to provide high-quality curriculum and instruction (ESSA Section 1116[d][1]).
 - The ways parents will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
 - The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent Night Presentations
 - Parent-Teacher Conferences
 - Standards Based Report Cards
 - Grade Level Standards Brochure
 - Newsletter Articles

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

- Invitation/Meeting notification via newsletters, website, notices
- Reviewing, evaluating, and revising Parent Involvement Policy annually
- Reviewing, evaluating, and revising School-Parent Compact annually
- Working jointly with parents on an on-going basis to improve parental involvement

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

- Title I Programs in the school
- Results of the annual school review including school performance profiles

- Individual students' assessment results and their interpretation
- A description and explanation of the school curriculum
- The assessments used to measure student progress and proficiency levels that the students are required to meet
- Opportunities for regular meetings to provide input, collaborate with other parents, and participation in shared decision making related to the education of their children

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

- District Sponsored Professional Development
- Buy Back Days of Professional Development
- Minimum Day Staff Development
- Staff Meeting Professional Development

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

- Participation in Parent/School Organizations
- Encouragement to Volunteer at School in the Classrooms
- Serve on the District Advisory Committee
- Fundraising
- School/Community Events
- Chaperones

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- All notices distributed in Native Language
- All notices written in easily understood language

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

- Survey Parent Needs
- Providing/Participating in requested activities.

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

- All notices distributed in Native Language

- All notices written in easily understood language.

This Compact was adopted by Dobbins Elementary School on 05/31/2018 and will be in effect for the 2018-19 school year.

The school will distribute the Compact to all parents of students participating in the Title I, Part A program on or before 09/01/2018.

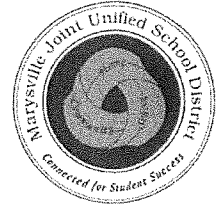
Duane M. Triplett

Signature of Authorized Official

05/31/2018

Date

California Department of Education
March 2018





Edgewater Elementary School School-Parent Compact

The school distributes to parents of Title I, Part A students, a school-parent compact (Compact). The Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. The Compact addresses the following legally required items, as well as other items suggested by parents of Title I, Part A students:

- The school's responsibility to provide high-quality curriculum and instruction (ESSA Section 1116[d][1]).
- The ways parents will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).

Staff

- **Grade levels established California Common Core Essential standards and will provide high-quality curriculum and instruction in a safe, supportive and effective learning environment.**
- **Participate in appropriate professional development to improve teaching and learning.**
- **Collaborate with grade levels and cross grade level teams to improve instruction and firmly establish grade level essential standards.**
- **Provide daily homework assignments to reinforce and extend learning when appropriate.**
- **Consult parents in meaningful dialogue about individual student's achievement through annual parent teacher conferences. Student Study Team meetings (as necessary) and conferences as requested by parent and/or teacher throughout the year.**
- **Actively participate in collaborative decision making and work with my colleagues to help each student achieve the school's high academic standards.**
- **Provide a classroom in the morning for students and parents to receive homework information or help before school each morning.**
- **Respect the school, staff, students and families.**

Parents

- **Ensure my child attends school every day, on time and gets adequate sleep.**
- **Provide quiet time and place for homework and monitor TV viewing and electronic device usage.**
- **Stay informed about my child's education and communicate with the school by reading all notices received from the school or district and respond as appropriate.**
- **Participate in my child's decisions relating to my child's education.**
- **Communicate with the teacher or school when I have a concern.**
- **Participate at school in activities such as school decision making, volunteering and/or attending parent conferences.**

- **Respect the school, staff, students and families.**
- **Schedule an appointment in advance when needing to discuss my child's progress, issue or concern with the teacher or to observe at school.**

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

Edgewater Elementary provides grade level standards, expectations during orientations prior to school starting. Grade level essential standards for each grade are provided in the Edgewater Family Handbook. Teachers schedule additional conferences as needed for student achievement/improvement or as requested by parents. Parents are provided with progress reports in 4th-6th grade and parent access to their online gradebook. Students in grades 3-6th are also provided with a planner to write assignments, upcoming assessments, and/or messages to and from home.

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

Teachers meet with parents and send home appropriate materials and activities. At parent meetings, parents are encouraged to visit and seek assistance from our school library which has hours after school to meet parents' needs. Staff provides parents instructions on how to access online curriculum resources and demonstrations are provided as needed.

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

Professional development provided in staff meetings includes parent involvement strategies. Parent representatives have attended staff meetings to discuss with the staff, the best ways for parents and teacher to do their work on common goals. Staff and parents also meet during the monthly parent meetings and various committee meetings throughout the year.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

Edgewater Elementary does not have a resource center, but our library serves as a place for parents to meet, get information, ask questions and get referrals to the appropriate staff to assist their needs. The library is open after school for parents and families with many taking advantage of this opportunity. Most of our Title 1 parent involvement funds are allocated for getting parents fingerprinted to help in classrooms and with school projects. Additional funding for fingerprints is provided by our PTO to enable as many parents to participated in volunteering on our site.

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

Newsletters and meeting notices are translated in Spanish and Hmong (as requested). School notifications through the school messenger are made in English and Spanish. Translators are provided for meetings. Additionally, PTO provides information on facebook and maintains a bulletin board posting current information.

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

A survey is conducted annually by the PTO asking for interest in a variety of activities and includes a list of requests for classroom volunteer times/activities by teacher and/or school activity and funding assistance for fingerprinting. There is a space for indicating other areas the parent would like to volunteer with. Activities are also included for parents that may not be available during the school day but are willing to work on projects for in the evenings/weekends.

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

Edgewater Elementary provides opportunities for all Title 1 parents, including parents with limited English proficiency, parents with disabilities and parents of migratory students. Information and school reports are provided in a format and language parents understand. Translators are available. All communication sent home is translated and parents are encouraged to come to the school if there is something they don't understand.

This Compact was adopted by Edgewater Elementary School on 4/30/2018 and will be in effect for the 2018-19 school year.

The school will distribute the Compact to all parents of students participating in the Title I, Part A program on or before 8/17/2018.

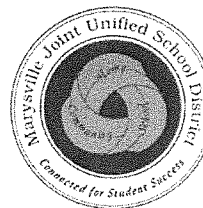
Lori Guy

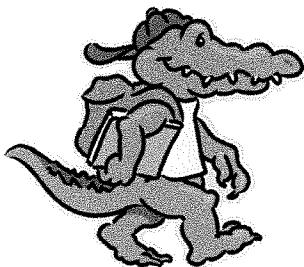
Signature of Authorized Official

4/30/18

Date

California Department of Education
March 2018





Ella Elementary School School-Parent Compact

The school distributes to parents of Title I, Part A students, a school-parent compact (Compact). The Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. The Compact addresses the following legally required items, as well as other items suggested by parents of Title I, Part A students:

- The school's responsibility to provide high-quality curriculum and instruction (ESSA Section 1116[d][1]).
- The ways parents will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).

This information is given to all parents through interpreters at our beginning of the year Parent/ELAC Meetings and on Back to School Night. All meetings are posted and they are announced at the end of each meeting. Ella Parents were provided input in their home language and this was translated so that all parents were able to voice their concerns and questions. Parents were given opportunity to list and voice and areas that they wanted addressed at Monthly ELAC/PTO meetings. Ella provides all home communication in the two primary home languages of our parents. Ella also provides interpreters in those languages at meetings that are held at Ella.

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

The parents were directed by the principal on how to read interim test scores, SBAC Test Scores, Report Cards, and ELPAC Scores at a monthly meeting. Parents also receive information through the mail in their language, and in that information a number was provided to allow for any questions that may have occurred. Ella provides all home communication in the two primary home languages of our parents. Ella also provides interpreters in those languages at meetings that are held at Ella.

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

Ella has provided ESL classes, parenting classes and pre-school instruction to parents to help encourage our parents to get involved with their students. Ella provides all home communication in the two primary home languages of our parents. Ella also provides interpreters in those languages at meetings that are held at Ella.

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

Ella Staff continues to provide professional development for all staff members on how to better communicate with parents and students.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

Ella has provided ESL classes, parenting classes and pre-school instruction to parents to help encourage our parents to get involved with their students.

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

Ella provides all home communication in the two primary home languages of our parents. Ella also provides interpreters in those languages at meetings that are held at Ella.

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

Parents are provided opportunities to get involved through parent nights, back to school nights, and through our pre-school parent meetings. Parents are taught how to read with their children. How to check and help their student's homework. Parents are given many choices on how they can get involved with their child's education

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

Ella Parents were provided input in their home language and this was translated so that all parents were able to voice their concerns and questions. Parents were given opportunity to list and voice any areas that they wanted addressed at Monthly ELAC/PTO meetings. Ella provides all home communication in the two primary home languages of our parents. Ella also provides interpreters in those languages at meetings that are held at Ella.

This Compact was adopted by Ella Elementary School on (May 21st 2018) and will be in effect for the 2018-19 school year.

The school will distribute the Compact to all parents of students participating in the Title I, Part A program on or before (August 31st 2018).

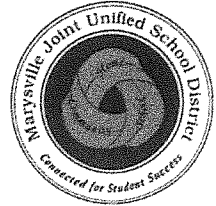
Rob Gregor

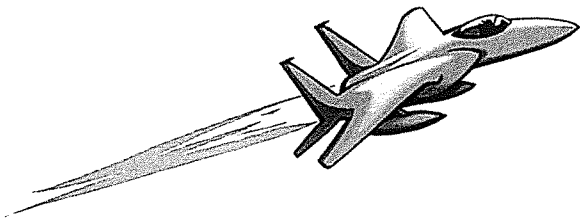
Signature of Authorized Official

05/21/2018

Date

California Department of Education
March 2018





Johnson Park Elementary School School-Parent Compact

The school distributes to parents of Title I, Part A students, a school-parent compact (Compact). The Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. The Compact addresses the following legally required items, as well as other items suggested by parents of Title I, Part A students:

- The school's responsibility to provide high-quality curriculum and instruction (ESSA Section 1116[d][1]).
- The ways parents will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).

- **Annual parent-teacher conferences**
- **Monthly Newsletter to parents**
- **Teacher to home communication at least monthly**
- **Parents can make appointments with teachers 24 hours in advance**
- **Monthly "Coffee with the Teachers and Principal" for 18-19**
- **Parent volunteers at multiple school events**

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

- **Progress reports sent home at least once per trimester**
- **Report cards sent home at the end of every trimester.**
- **Back to school night will communicate expectations to families**
- **Parents and teachers can meet as needed to address any concerns for the child**
- **Parents will review grading policies with teachers at back to school night**
- **Parents and teachers will have regular and frequent communication concerning student growth**

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

- **Parents and teachers will share materials and expectations for learning at back to school night, conferences and as needed.**
- **Update school website with grading policies and procedures**

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

- **School will incorporate discussion to increase parent involvement at monthly staff meetings**
- **Monthly coffee with the teachers/staff and principal to build community**
- **Provide financial scholarships for interested parents to get fingerprinting done**

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

- **ELAC meetings on Tuesdays and Thursdays to help educate parents in health and nutrition and how the school setting works for students entering school**
- **Parents invited to participate in monthly School Site Council meetings discussing programs and expenditures that help benefit all students. Meetings are scheduled in the morning to meet the needs of parents.**
- **Parents are encouraged to participate in monthly PTC meetings and school wide activities supporting all students through various fundraisers.**

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- **Flyers sent home announcing events, important dates, meetings and community activities**
- **School messenger used to call out to all families with important information**
- **Flyers posted on multiple bulleting boards on campus to communicate information to parents on site.**

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

- **Scholarships provided for fingerprinting volunteers**
- **ELAC, SCS, PTC meetings advertised monthly and parents are sent invitations through flyers and School Messenger.**
- **Parenting and nutrition classes on site two days a week – First 5 program with Maria Cabrera.**
- **Working with Yuba County Food bank in providing food to families on the last Friday of every month.**

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

- Scholarships provided for fingerprinting volunteers who want to work in classrooms or at events.
- ELAC, SSC, PTC meetings advertised monthly and parents are sent invitations through flyers and School Messenger. In English and Spanish.
- Parenting and nutrition classes on site two days a week – First 5 program with Maria Cabrera. Majority of parents are our EL families.
- Working with Yuba County Food bank in providing food to families on the last Friday of every month. Parents volunteer time and organize the delivery and then assist in passing it out,
- Flyers sent home announcing events, important dates, meetings and community activities in both English and Spanish.
- School messenger used to call out to all families with important information in both English and Spanish.
- Flyers posted on multiple bulletin boards on campus to communicate information to parents on site. In English and Spanish.

This Compact was adopted by Johnson Park Elementary School on May 9, 2018 and will be in effect for the 2018-19 school year.

The school will distribute the Compact to all parents of students participating in the Title I, Part A program on or before September 1, 2018.

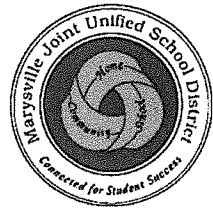
Joh Kovach

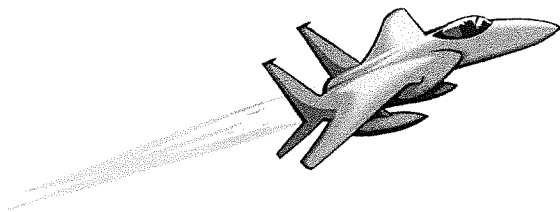
Signature of Authorized Official

May 9, 2018

Date

California Department of Education
March 2018





Johnson Park Elementary School School-Parent Compact

The school distributes to parents of Title I, Part A students, a school-parent compact (Compact). The Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. The Compact addresses the following legally required items, as well as other items suggested by parents of Title I, Part A students:

- The school's responsibility to provide high-quality curriculum and instruction (ESSA Section 1116[d][1]).
- The ways parents will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).

- **Annual parent-teacher conferences**
- **Monthly Newsletter to parents**
- **Teacher to home communication at least monthly**
- **Parents can make appointments with teachers 24 hours in advance**
- **Monthly "Coffee with the Teachers and Principal" for 18-19**
- **Parent volunteers at multiple school events**

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

- **Progress reports sent home at least once per trimester**
- **Report cards sent home at the end of every trimester.**
- **Back to school night will communicate expectations to families**
- **Parents and teachers can meet as needed to address any concerns for the child**
- **Parents will review grading policies with teachers at back to school night**
- **Parents and teachers will have regular and frequent communication concerning student growth**

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

- **Parents and teachers will share materials and expectations for learning at back to school night, conferences and as needed.**
- **Update school website with grading policies and procedures**

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

- **School will incorporate discussion to increase parent involvement at monthly staff meetings**
- **Monthly coffee with the teachers/staff and principal to build community**
- **Provide financial scholarships for interested parents to get fingerprinting done**

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

- **ELAC meetings on Tuesdays and Thursdays to help educate parents in health and nutrition and how the school setting works for students entering school**
- **Parents invited to participate in monthly School Site Council meetings discussing programs and expenditures that help benefit all students. Meetings are scheduled in the morning to meet the needs of parents.**
- **Parents are encouraged to participate in monthly PTC meetings and school wide activities supporting all students through various fundraisers.**

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- **Flyers sent home announcing events, important dates, meetings and community activities**
- **School messenger used to call out to all families with important information**
- **Flyers posted on multiple bulleting boards on campus to communicate information to parents on site.**

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

- **Scholarships provided for fingerprinting volunteers**
- **ELAC, SCS, PTC meetings advertised monthly and parents are sent invitations through flyers and School Messenger.**
- **Parenting and nutrition classes on site two days a week – First 5 program with Maria Cabrera.**
- **Working with Yuba County Food bank in providing food to families on the last Friday of every month.**

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

- Scholarships provided for fingerprinting volunteers who want to work in classrooms or at events.
- ELAC, SSC, PTC meetings advertised monthly and parents are sent invitations through flyers and School Messenger. In English and Spanish.
- Parenting and nutrition classes on site two days a week – First 5 program with Maria Cabrera. Majority of parents are our EL families.
- Working with Yuba County Food bank in providing food to families on the last Friday of every month. Parents volunteer time and organize the delivery and then assist in passing it out,
- Flyers sent home announcing events, important dates, meetings and community activities in both English and Spanish.
- School messenger used to call out to all families with important information in both English and Spanish.
- Flyers posted on multiple bulleting boards on campus to communicate information to parents on site. In English and Spanish.

This Compact was adopted by Johnson Park Elementary School on May 9, 2018 and will be in effect for the 2018-19 school year.

The school will distribute the Compact to all parents of students participating in the Title I, Part A program on or before September 1, 2018.

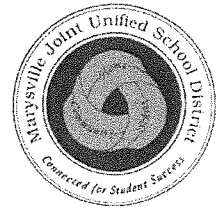
Joh Kovach

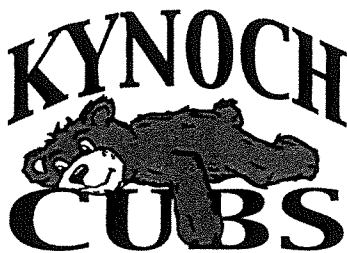
Signature of Authorized Official

May 9, 2018

Date

California Department of Education
March 2018





Kynoch Elementary School School-Parent Compact

The school distributes to parents of Title I, Part A students, a school-parent compact (Compact). The Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. The Compact addresses the following legally required items, as well as other items suggested by parents of Title I, Part A students:

- The school's responsibility to provide high-quality curriculum and instruction (ESSA Section 1116[d][1]).
- The ways parents will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Teachers will teach classes through interesting and challenging lessons that promote student achievement
- Parents will provide a quiet time and place for homework
- Teachers will endeavor to motivate students to learn
- Parents will ensure that their children will attend school every day, on time, get adequate sleep, regular medical attention and proper nutrition
- Teachers will have high expectations and help every child to develop a love of learning
- Parents will regularly monitor their child's progress in school and make every effort to attend school functions, support school activities, attend parent-teacher conferences and volunteer when they can
- Teachers will provide differentiated learning to their students so they may learn in more than one way
- Parents will hold high expectations for their child's progress and achievement
- Teachers will communicate regularly with families about student progress

- **Parents will communicate the importance of education and learning to their children**

- **Teachers will respect the school, students, staff and families**

- **Parents will respect the school, students, staff and families**

- **Teachers will establish flexible scheduling and create a warm atmosphere for parents/guardians during classroom visits and participation in activities**

- **Parents will read with their children and let their children see them read**

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

- **Kynoch provides many opportunities for parents to interact with the school in order to understand content standards, assessment and achievement: Back to School Night, Parent/Teacher Conferences, Open House, Site Council Meetings, ELAC Meetings**

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][

- **Kynoch provides parents with links to curriculum in order to help their children with their homework. Teachers and the Principal have an open door policy for communicating with parents in this regard.**

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

- **The Principal communicates regularly through monthly newsletters in regards to the importance of parents working with staff for the benefit of students. Teachers communicate regularly with parents through Class Dojo, email, phone calls and face to face conversations.**

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

- **Kynoch provides a variety of venues to encourage parents to participate in their child's education: Back to School Night, PTO, Math and Science**

Night, Father/Daughter Dance, Mother/Son Game Night, Open House, Parent/teacher conferences, opportunities to volunteer in the classroom and chaperone field trips.

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- **Kynoch provides information in both English and Spanish.**

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

- **Kynoch encourages parents to participate in a variety of ways. Child care is often provided for after school meetings.**

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

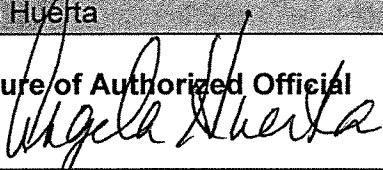
- **Kynoch provides ELAC meetings for our Spanish speaking parents. Parents with disabilities migratory parents are encouraged to attend all events.**

This Compact was adopted by Kynoch Elementary School on June 4, 2018 and will be in effect for the 2018-19 school year.

The school will distribute the Compact to all parents of students participating in the Title I, Part A program on or before August 15, 2018

Angela Huerta

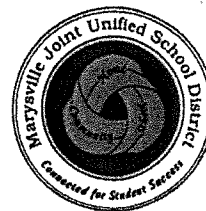
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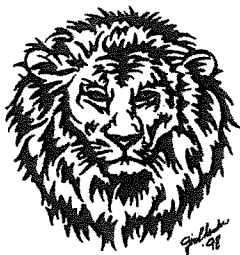
June 4, 2018

Date

6-4-18



California Department of Education
March 2018



Linda Elementary School School-Parent Compact

The school distributes to parents of Title I, Part A students, a school-parent compact (Compact). The Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. The Compact addresses the following legally required items, as well as other items suggested by parents of Title I, Part A students:

- The school's responsibility to provide high-quality curriculum and instruction (ESSA Section 1116[d][1]).
- The ways parents will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).

All staff is given access to professional development to improve teaching and learning to support collaborative partnerships with families and the community. Parents are encouraged to attend Back to School Night, read the weekly newsletters, and attend Site Council Meetings. By attending Library Reading Nights, parent/teacher conferences, SSTs and Open House parents are able to build a sense of belonging and involvement in their children's school experience.

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

Parents are encouraged to attend Back to School Night, Site Council, ELAC, and Parent Teacher Conferences to monitor their students' progress.

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

Parents attending Parent/Teacher conferences, SSTs, and IEPs, are given strategies, as well as provided with resources, to better help their students in the home environment.

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

Staff has developed Collective Commitments, which include valuing parent input, as well as accessing input from parents to better serve our students. Parents are also given a survey to gather feedback.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

Parents are welcomed to be a part of their child's education by volunteering and participating in school activities. Parents are invited to monthly meetings, site council meetings, ELAC, DAC, L-CAP Input Meetings, and parent classes provided on site or sponsored by the district.

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

Written notices are translated into Spanish and Hmong to serve our diverse school community. Spanish and Hmong translation is provided during all meetings.

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

Parents are encouraged to be involved by attending school meetings, volunteering in the classrooms, and attending special school events. Parents are kept informed of these activities via notices, weekly newsletters, school marquee, school website, and school messenger.

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

Written notices are sent home in English, Spanish, and Hmong. Translation is provided during ELAC meetings, parent/teacher conferences, SSTs, and IEPs.

This Compact was adopted by Linda Elementary School on May 15, 2018 and will be in effect for the 2018-19 school year.

The school will distribute the Compact to all parents of students participating in the Title I, Part A program on or before September 15, 2018

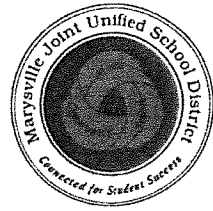
Judith A. Hart.

Signature of Authorized Official

May 15, 2018

Date

California Department of Education
March 2018





Loma Rica Elementary School

School-Parent Compact

The school distributes to parents of Title I, Part A students, a school-parent compact (Compact). The Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. The Compact addresses the following legally required items, as well as other items suggested by parents of Title I, Part A students:

- The school's responsibility to provide high-quality curriculum and instruction (ESSA Section 1116[d][1]).
- The ways parents will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).

- Annual Title 1 Parent meeting to discuss curriculum and instruction
- Written copies of Parent-Teacher-Student responsibilities are distributed
- Parent/Teacher conferences
- Trimester report cards
- Staff email and school phone number posted on website
- Invitations to volunteer and/or observe their child's classroom

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

- Back To School Night presentations
- Parent/Teacher conferences

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

- Supplemental materials and resources are available for parents to provide additional support to their child
- Newsletter 'tips' provided to parents
- Online resources are provided

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

- Staff meeting discussions
- Recruitment of parent volunteers to work alongside teachers in the classroom

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

- Title I funds work in concert with other targeted funds to supplement the core instructional program. Parents take part in helping determine expenditures
- Back To School Night discussions with parents
- Open House discussions with parents
- Monthly newsletter announcements of upcoming events
- Site Council meetings
- PTO

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- Monthly newsletters
- Auto dialer messages to parents' home
- School-wide emails to all families

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

- Classroom volunteering
- Field trip participation
- PTO events
- Back To School Night
- Open House
- Site Council

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

- Parents of individual subgroups are identified. Equal access to school reports and information are provided for all populations of parents and are regularly provided upon request or as needed.

This Compact was adopted by Loma Rica Elementary School on May 17, 2018 and will be in effect for the 2018-19 school year.

- The school will distribute the Compact to all parents of students participating in the Title I, Part A program on or before September 1, 2018

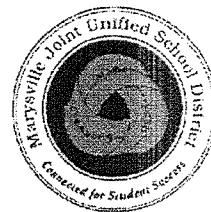
Kathleen Hansen

Signature of Authorized Official

May 17, 2018

Date

California Department of Education
March 2018





Olivehurst Elementary School

1778 McGowan Parkway, Olivehurst, CA 95961 (530)741-6191

School-Parent Compact

The school distributes to parents of Title I, Part A students, a school-parent compact (Compact). The Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. The Compact addresses the following legally required items, as well as other items suggested by parents of Title I, Part A students:

- The school's responsibility to provide high-quality curriculum and instruction (ESSA Section 1116[d][1]).
- The ways parents will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

- Maintain open two-way communication between home and school. Monthly newsletters provide parents up-to-date information and opportunities to strengthen relationship. Back-to-School Night, Oooky Spooky Night, Open House and Morning in the Garden welcome parents and the community onto campus.

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

- Consult with parents in meaningful dialogue about the individual student's achievement through annual parent-teacher conferences. Teachers are also available to meet with parents by appointment throughout the school year.

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

- Provide high-quality curriculum, and instruction aligned to the California Common Core State Standards in a positive, safe, supportive, and effective learning environment.

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

- Provide appropriate professional development to improve teaching and learning to support collaborative partnerships with families and the community.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

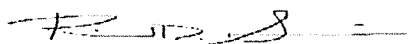
The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

- Welcome parents to be a part of their child's education by volunteering an participating in their child's class, observing classroom activates, or helping with extra-curricular activities at the school.

This Compact was adopted by Olivehurst Elementary School on May 28, 2018 and will be in effect for the 2018-19 school year.

The school will distribute the Compact to all parents of students participating in the Title I, Part A program on or before May 28, 2018.

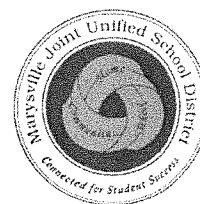


Signature of Authorized Official

May 28, 2018

Date

California Department of Education
March 2018





Yuba Feather Elementary School

School-Parent Compact

The school distributes to parents of Title I, Part A students, a school-parent compact (Compact). The Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. The Compact addresses the following legally required items, as well as other items suggested by parents of Title I, Part A students:

- The school's responsibility to provide high-quality curriculum and instruction (ESSA Section 1116[d][1]).
 - The ways parents will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
 - The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent Night Presentations
 - Parent-Teacher Conferences
 - Standards Based Report Cards
 - Grade Level Standards Brochure
 - Newsletter Articles

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

- Invitation/Meeting notification via newsletters, website, notices
- Reviewing, evaluating, and revising Parent Involvement Policy annually
- Reviewing, evaluating, and revising School-Parent Compact annually
- Working jointly with parents on an on-going basis to improve parental involvement

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

- Title I Programs in the school
- Results of the annual school review including school performance profiles

- Individual students' assessment results and their interpretation
- A description and explanation of the school curriculum
- The assessments used to measure student progress and proficiency levels that the students are required to meet
- Opportunities for regular meetings to provide input, collaborate with other parents, and participation in shared decision making related to the education of their children

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

- District Sponsored Professional Development
- Buy Back Days of Professional Development
- Minimum Day Staff Development
- Staff Meeting Professional Development.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

- Participation in Parent/School Organizations
- Encouragement to Volunteer at School in the Classrooms
- Serve on the District Advisory Committee
- Fundraising
- School/Community Events
- Chaperones

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- All notices distributed in Native Language
- All notices written in easily understood language

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

- Survey Parent Needs
- Providing/Participating in requested activities.

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

- All notices distributed in Native Language

- All notices written in easily understood language.

This Compact was adopted by Yuba Feather Elementary School on 05/30/2018 and will be in effect for the 2018-19 school year.

The school will distribute the Compact to all parents of students participating in the Title I, Part A program on or before 09/01/2018

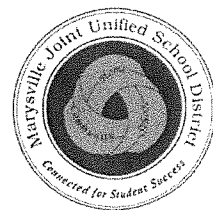
Duane M. Triplett

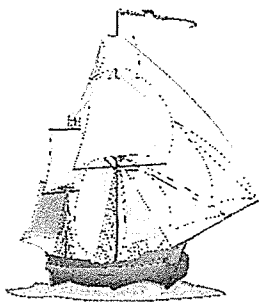
Signature of Authorized Official

05/30/2018

Date

California Department of Education
March 2018





Foothill Intermediate School School-Parent Compact

The school distributes to parents of Title I, Part A students, a school-parent compact (Compact). The Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. The Compact addresses the following legally required items, as well as other items suggested by parents of Title I, Part A students:

- The school's responsibility to provide high-quality curriculum and instruction (ESSA Section 1116[d][1]).
- The ways parents will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).

- Annual Title I meeting to discuss curriculum and instruction
- Written copies of Parent-Teacher-Students responsibilities are distributed
- Parent/Teacher conferences
- Quarterly progress reports and report cards
- Staff email and school phone number posted on website
- Invitations to volunteer and/or observe their child's classrooms

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

- Back To School Night presentations
- Parent/Teacher conferences

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

- Supplemental materials and resources are available for parents to provide additional support to their child
- Newsletter 'tips' provided to parents
- Online resources are provided

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

- Staff meeting discussions
- Site Council meeting discussions

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

- Title I funds work in concert with other targeted funds to supplement the core instructional program. Parents take part in helping determine expenditures
- Back To School Night discussions with parents
- Open House discussions with parents
- Monthly newsletter announcements of upcoming events
- Site Council meetings

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- Monthly newsletters
- Auto-dialer messages to parents' homes

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

- Field Trip participation
- Back To School Night
- Open House
- Site Council
- Invitations and recruitment of parent volunteers

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

- Parents of individual subgroups are identified. Equal access to school reports and information are provided for all populations of parents and are regularly provided upon request or as needed.

This Compact was adopted by Foothill Intermediate School on May 24, 2018 and will be in effect for the 2018-19 school year.

The school will distribute the Compact to all parents of students participating in the Title I, Part A program on or before September 1, 2018.

Kathleen Hansen

Signature of Authorized Official

May 24, 2018

Date

California Department of Education
March 2018





McKenney Intermediate School

School-Parent Compact

The school distributes to parents of Title I, Part A students, a school-parent compact (Compact). The Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. The Compact addresses the following legally required items, as well as other items suggested by parents of Title I, Part A students:

- The school's responsibility to provide high-quality curriculum and instruction (ESSA Section 1116[d][1]).
- The ways parents will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).

The school, with the assistance of Title I parents and the Site Council, has adopted the Parent Compact and made it a working document between the school and home. The Parent Compact is distributed at the Back to School Night and revisited at Parent Teacher Conferences and informal student conferences. It is also reviewed at the Annual Title I Meeting.

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

Parent conferences with teachers and the counselor, parent meetings, informal meetings with teachers and administration focus on the state's academic content standards, the Common Core Standards, and state and local academic assessments including alternate assessments. Understanding the state's academic content standards and assessments is also a component of the Back to School Night and Annual Title I Meeting.

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

In addition to the host of parent meetings conducted by teachers, counselors, and administration, the bi-monthly newsletter and website also contain tips for improving their children's achievement.

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

Anna McKenney knows parents are a critical component in the educational success of their children. Site staff welcomes and encourages parents to be active partners in education. The district offers parenting skills development classes. The Homeless Education Program works with homeless parents to elevate their engagement.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

In addition to school site level parent involvement opportunities, the District Advisory Committee is made up of parent representation from each school site in the district. The Superintendent conducts District Advisory Committee meetings and integrates district wide parent recommendations.

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

Multiple methods of parent communication are activated at Anna McKenney. The bi-monthly newsletter and School Messenger telephone system as well as the school website are utilized to inform parents about school functions and events.

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

School Site Council, Parent Club, and ELAC members represent the parent voice at regularly scheduled meetings. Parent involvement and engagement requests are brought forward and an action plan is created. Title I reservation funds ensure funding is available to create opportunities for parent and family engagement.

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

The Annual Title I Meeting, Back to School Night, ELAC, and DELAC meetings all have translators available to ensure language is not a barrier to active involvement. Translators are also present at parent teacher meetings when necessary to support communication in a language parents understand. Written documents are also translated into Spanish.

This Compact was adopted by McKenney Intermediate School on June 6, 2018 and will be in effect for the 2018-19 school year.

The school will distribute the Compact to all parents of students participating in the Title I, Part A program on or before October 30, 2018.

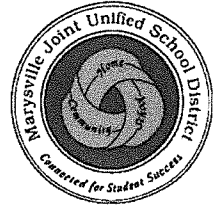
Tom Reusser

Signature of Authorized Official

6-6-2018

Date

California Department of Education
March 2018





Yuba Gardens Intermediate School

School-Parent Compact

The school distributes to parents of Title I, Part A students, a school-parent compact (Compact). The Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. The Compact addresses the following legally required items, as well as other items suggested by parents of Title I, Part A students:

- The school's responsibility to provide high-quality curriculum and instruction (ESSA Section 1116[d][1]).
- The ways parents will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).

- **Curriculum and instruction are aligned to state standards**
- **School provides appropriate professional development**
- **Monthly newsletters**
- **Back to School Night**
- **Open House**
- **AERIES Parent Portal**
- **Parent/Teacher Conferences, IEP's, SST's**
- **Parents are welcome to visit classrooms**

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

- **Written information letters regarding student achievement**
- **School Newsletters**
- **ELAC**
- **Site Council Meetings**

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

- **PIQE**
- **Parenting Programs**
- **Materials provided in English and Spanish**
- **Informational Evenings (example: Cyber Safety Training for parents)**

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

Teachers are encouraged by administration to have open dialogue with parents on a regular basis.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

- **Parents are welcome to visit classrooms**
- **Parents have access to Support Specialists and Counselor**
- **AERIES Parent Portal**
- **Parent/Teacher Conferences**
- **Volunteering on Campus**

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- **Communication provided in Spanish and English**
- **Monthly newsletters**
- **Back to School Night**
- **Open House**
- **AERIES Parent Portal**
- **Parent/Teacher Conferences, IEP's, SST's**
- **Parent Classes offered in the evening**
- **PIQE**

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

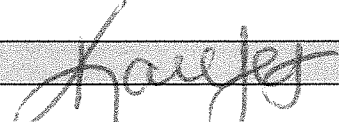
- **Communication provided in Spanish and English**
- **Monthly newsletters**
- **Back to School Night**
- **Open House**
- **AERIES Parent Portal**
- **Parent/Teacher Conferences, IEP's, SST's**
- **Parent Classes offered in the evening**
- **PIQE**
- **Parents are welcome to visit classrooms**

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

All communication is provided in English and Spanish.

This Compact was adopted by Yuba Gardens Intermediate School on 5/23/18 and will be in effect for the 2018-19 school year.

The school will distribute the Compact to all parents of students participating in the Title I, Part A program on or before 10/1/18.



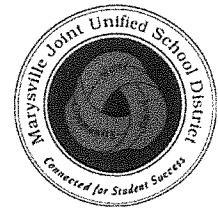
Signature of Authorized Official

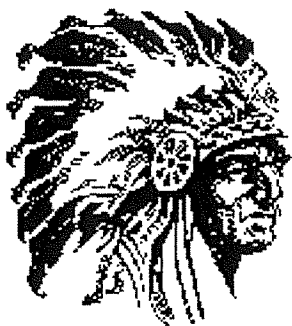
Enter date approved.

5/23/18

Date

California Department of Education
March 2018





Marysville High School School-Parent Compact

The school distributes to parents of Title I, Part A students, a school-parent compact (Compact). The Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. The Compact addresses the following legally required items, as well as other items suggested by parents of Title I, Part A students:

- The school's responsibility to provide high-quality curriculum and instruction (ESSA Section 1116[d][1]).
- The ways parents will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- **Provide high-quality curriculum and instruction aligned to the California Common Core Content Standards in a positive, safe, healthy, supportive, and effective learning environment.**
- **Provide appropriate professional development to improve teaching and learning to support collaborative partnerships with families and the community.**

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

- **Maintain open two-way communication between the home and school. Monthly newsletters provide parents up-to-date information and opportunities to strengthen relationships. Freshmen Orientation, Back-to-School Night, and Eighth grade parent meetings welcome parents and the community onto campus. *School Messenger* helps communicate directly and strategically with parents. Teacher and school web pages help communicate daily activities and teacher syllabi. *Aeries* parent portal allows parents and students to access each of their teacher's grade books and get updates on student grades, attendance, and progress.**
- **Consult with parents in meaningful dialogue about individual student's achievement. Teacher phone extensions and email addresses are sent home to parents in the newsletter. Teachers are available to meet with parents by**

appointment throughout the school year. Teachers are available to students before school, at break, during lunch, and/or after school.

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

Welcome parents to be a part of their student's education by observing classroom activities, participating in *Positive Behavior, Interventions, and Support* trainings, or helping with extra-curricular activities at the school. Please contact the principal for additional ways to become involved.

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

Tutoring after school for educationally disadvantaged students, which includes a parent partnership commitment.

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

Monthly newsletters which are available in English and Spanish

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

Scholarship night

Title 1 parent information night

Open house

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

Parent Financial aid night offered to parents in three languages.

This Compact was adopted by Marysville High School on May 30, 2018 and will be in effect for the 2018-19 school year.

The school will distribute the Compact to all parents of students participating in the Title I, Part A program on or before September 1, 2018

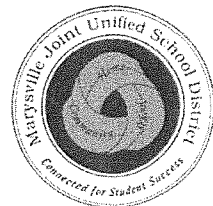
Shevaun Mathews

Signature of Authorized Official

May 30, 2018

Date

California Department of Education
March 2018





Lindhurst High School School-Parent Compact

The school distributes to parents of Title I, Part A students, a school-parent compact (Compact). The Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. The Compact addresses the following legally required items, as well as other items suggested by parents of Title I, Part A students:

- The school's responsibility to provide high-quality curriculum and instruction (ESSA Section 1116[d][1]).
- The ways parents will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).

- **LHS sends out students grades eight times a year ranging from progress reports, quarter grades and semester grades**
- **Parent teacher meetings are held throughout the year based on parent and/or teacher requests**
- **Parents have the opportunity to come in and observe their child in his/her classrooms with prior arrangements made with the instructors**

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

- **The district and Lindhurst High School hosted PQIE classes for parents on our campus**
- **The office staff and counseling provide help and instruction for parents to access their child's grades and information using ARIES Parent Portal**

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

- **Parents are provided support or counseled as to the best avenue of support for their child based on what is needed (academic, social emotional, etc) by school counseling department, psychologist and administration**

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

- **Faculty and staff attend various trainings to maximize the partnership we have with our parents. Some of these trainings are provided through Solution Tree**

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

- **The school with various agencies to better connect services to our parents such as Family Soup, Victor Services, Alta Service, Yuba Sutter Mental Health and One Stop to name but a few**

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- **The school maintains an up to date website with all meeting date information on it such as ELAC, coffee with the Principal, site council meetings and District level meetings such as DLAC and DAC**

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

- **Any and all parent/community meetings are supported by the school site whether that means providing a place to meeting or organizing and advertising the meetings**

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

- **The school holds IEP, 504, SST meetings and all documentation and rights are given to the parents in their home language.**

This Compact was adopted by Lindhurst High School on 5/24/2018 and will be in effect for the 2018-19 school year.

The school will distribute the Compact to all parents of students participating in the Title I, Part A program on or before August 30, 2018

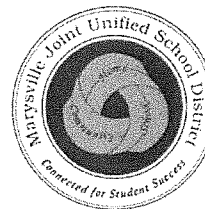
Bob Eckardt

Signature of Authorized Official

5/24/2018

Date

California Department of Education
March 2018





South Lindhurst High School

School-Parent Compact

The school distributes to parents of Title I, Part A students, a school-parent compact (Compact). The Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. The Compact addresses the following legally required items, as well as other items suggested by parents of Title I, Part A students:

- The school's responsibility to provide high-quality curriculum and instruction (ESSA Section 1116[d][1]).
- The ways parents will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
 - a. Site Council Meetings
 - b. Back to School Night
 - c. Website Information
 - d. Monthly Newsletters

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

- Annual Title 1 meeting in the month of September
- Minimum of 4 Site Council Meetings that discusses Schoolwide Goals for improvement.
- Website Information
- On site workshops & communicated through School Messenger & Remind App
- Open door policy

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

- Parent/Teacher Conferences
- Progress Reports
- Quarterly Transcripts
- Open door policy

- On site workshops
- Parent Meetings ELAC, Site Council

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

- Collaborative discussions and trainings within weekly PLC meeting times
- Google Surveys for parents to complete to be equal partners in educational decisions and areas of focus

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

- Parents are encouraged to participate in Site Council and ELAC groups
- Parents are encouraged to join the schools Remind App for updates and communication
- Open door policy

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- Monthly newsletters
- School Messenger audio phone calls in primary language
- Remind App text messages
- School Website
- Parent Meeting Flyers
- Digital School Messenger board within the main office

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

- Title 1 money is allotted for parent involvement each year
- Parent Involvement meetings

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).


- ELAC parent reminders in primary language
- Flyers in primary language
- Remind App in primary language
- Workshop opportunities in primary language

This Compact was adopted by South Lindhurst High School on (insert date) and will be in effect for the 2018-19 school year.

The school will distribute the Compact to all parents of students participating in the Title I, Part A program on or before (September 6, 2018).

David Jones

Signature of Authorized Official



Enter date approved. 5-31-2018

Date

California Department of Education
March 2018





Community Day School School-Parent Compact

The school distributes to parents of Title I, Part A students, a school-parent compact (Compact). The Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. The Compact addresses the following legally required items, as well as other items suggested by parents of Title I, Part A students:

- The school's responsibility to provide high-quality curriculum and instruction (ESSA Section 1116[d][1]).
- The ways parents will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).

Our teachers present quality first instruction and follow all current state standards. Parents are included in their student's education by direct contact from teachers and school administration. Parents agree to provide a place for their student to study at home and agree to check to ensure the student turns in assignments. Regular teacher conferences and interaction is provided.

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

Teachers are part of professional learning communities and collaborate with the comprehensive sites to identify the "boulders" of education and use common assessments in order to help students learn.

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

These mentioned items are provided to ensure student success.

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

Monthly meeting times are used to discuss aren't contributions and emphasizing the value of being in partnership with parents. The school and the parents, as well as the students, form the school team.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

These activities are ongoing.

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

Monthly newsletter and all-calls are used for this.

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

Parents are involved in many ways including SST meetings and IEP's. Additionally, contact by teachers is required by school administration whenever a teacher meets with a student, whether it is disciplinary or general informational.

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

Staff includes a Spanish and Mong translator as well as trainings in Language Learner Programs.

This Compact was adopted by Community Day School on May 9, 2018 and will be in effect for the 2018-19 school year.

The school will distribute the Compact to all parents of students participating in the Title I, Part A program on or before August 15, 2018.

David A. Gray

Signature of Authorized Official

David A. Gray

May 9, 2018

Date

5/9/18

