



Arboga Elementary School School-Parent Compact

The school distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This 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. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members 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 and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

Parents and families are invited to campus for meetings, events, and activities throughout the school year. ELAC holds 5 meetings per school year and PTSO holds monthly meetings. Volunteer Trainings are offered before PTSO meetings 6 times per school year.

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, 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 and family members 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]) in which ways?

- Meetings with school personnel, teachers, and administration to share and explain CAASPP test score data, ELPAC data, and Report Cards.

- Monthly or bi-monthly meetings to share and discuss school events and activities.
- Newsletter and information sent home with students, auto-dial calls, and social media postings to communicate with families.
- Information provided in multiple languages and translators are available to interpret.
- Funding dedicated to paying for half of the fingerprint costs for parent volunteers.

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

Arboga funds a family liaison to foster positive home school communication with all families. The ELL family liaison coordinates bi-monthly meetings with families to encourage families to be a part of their student's education. Home school communication in multiple forms reaches parents in a variety of ways. Interpreters are available to assist families in their home language.

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

All staff members participate in professional development regarding home school communication, cultural sensitivity, and diversity training. Staff encourage and support volunteers in the classroom and are trained on how to utilize parents safely and in accordance with district regulations.

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

Our PTSO and ELAC groups act as primary resource for parents and conduct meetings to support parents as active members of their child's education. Student Success Team meetings, parent conferences, EL Catch-up plan meetings, and multi-language communication are some of the opportunities parents have to partner with the school in support of their student.

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

Arboga School sends home- school communication information in home languages and provides interpreters to assist parents.

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

Parents receive ongoing support and opportunities to engage with students during the school day as classroom volunteers and for meetings, and outside the regular school day during events, parent nights, and curriculum nights.

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

Events and activities are open to all families and all families can access information in their home language and use translators provided by the school.

This Compact was adopted by Arboga School on May 23, 2019 and will be in effect for the period of the 2019-20 school year.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before August 14, 2019.

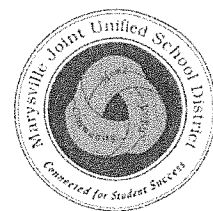
Ashley Vette

Signature of Authorized Official

5-23-19

Date

California Department of Education
July 2018





Browns Valley Elementary School School-Parent Compact

The school distributes to parents and family members of students, a school-parent compact (Compact). This 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. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students:

- The school's responsibility to provide high-quality curriculum and instruction (ESSA Section 1116[d][1]).
- The ways parents and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

- Provide high-quality curriculum and instruction aligned to the California Content Standards in a positive, safe, supportive, and effective learning environment
- Provide appropriate professional development to improve teaching and learning to support collaborative partnerships with families and the community
- 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, social media pages, and other family events welcome parents and the community onto campus
- 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
- 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 principal for additional ways to become involved

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

The school provides parents and family members 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]) in which ways?

- Ensure my child attends school every day and is on time
- Provide a quiet time and place for homework to be completed
- Participate in decisions relating to my child's education
- Stays 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
- Regularly monitor my child's progress in school
- Serve on school advisory or policy groups

The school provides parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

- Monthly newsletters provide parents up-to-date information and opportunities for education around ways to improve the achievement of their children
- 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

With the assistance of parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

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

The school coordinates and integrates parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

- Back-to-School Night, Open House, social media pages, and other family events welcome parents and the community onto campus

The school distributes information related to school and parent programs, meetings, and other activities to parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

- Monthly Newsletters

- Auto-dialer messages to parents' home
- Social Media pages

The school provides support for parent and family member involvement activities requested by parents and family members (ESSA Section 1116[e][14]) in which ways?

- 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 principal for additional ways to become involved

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

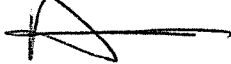
- Translation services are always available for meetings, parent information nights, and conferences
- Specific notifications sent home are translated into appropriate languages

This Compact was adopted by Browns Valley Elementary School on May 28, 2019 and will be in effect for the period of the 2019-20 school year.

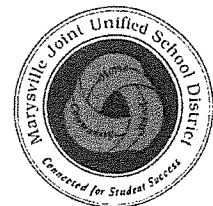
The school will distribute the Compact to all parents and family members of students on or before September 1, 2019.

Heather Strickland

Signature of Authorized Official



5/28/19



Date

5-28-19

California Department of Education
July 2018



Cedar Lane Elementary School School-Parent Compact

The school distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This 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. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members 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 and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

- **Cedar Lane participates in Professional Learning Communities. Teachers at grade levels meet and plan lessons, assessments and interventions together using District provided curriculum that has been approved.**
- **Parents are asked to have students read each night and work with students to complete homework assignments. We also request that parents attend a Back to School Night so they understand the rigor of the curriculum and what is expected from students and parents.**
- **Parents are always welcome on campus at Cedar Lane. We hold monthly parent meetings, ELAC, and Site Council. Parents volunteer to distribute fruits and vegetables to the classrooms and we pay for the fee of fingerprinting. Parents are always welcome to go to their child's classroom to either assist or observe. If the parent is a regular volunteer, we pay for their fingerprinting.**
- **Parent teacher conferences are held after the first trimester for all students. After that, we hold meetings for students that are need of further intervention.**

- **Parents receive report cards three times a year. Progress reports if there is an issue with student progress.**

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, 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 and family members 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]) in which ways?

- **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 and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

- **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 and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

- **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 resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

- **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 and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

- **Cedar Lanes 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 parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

- **Parents are provided opportunities to get involved through parents 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 students homework, positive cooking practices, and given may 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 and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

- **Cedar Lane parents provided input through their native languages and the information gathered was translated so that all parents were able to voice their concerns and/or questions. Parents are given opportunity to voice any concerns and questions at monthly ELAC/PTO meetings. Cedar Lane sends home and verbally delivers all communications in two languages of our parents. All meetings have an interpreter in those two languages as well.**

This Compact was adopted by Cedar Lane Elementary School on 5/31/19 and will be in effect for the period of the 2019-20 school year.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before 08/30/2019

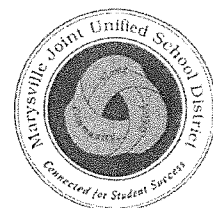
Jill W Segner

Signature of Authorized Official

5/31/2019

Date

California Department of Education
July 2018





Cordua Elementary School School-Parent Compact

The school distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This 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. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members 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 and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

- Provide high-quality curriculum and instruction aligned to the California Content Standards in a positive, safe, supportive, and effective learning environment
- Provide appropriate professional development to improve teaching and learning to support collaborative partnerships with families and the community
- 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, social media pages, and other family events welcome parents and the community onto campus
- 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
- 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

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

- 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 principal for additional ways to become involved

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

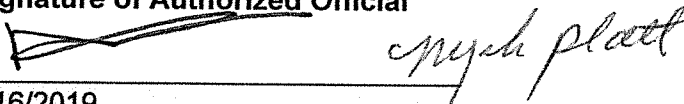
- Translation services are always available for meetings, parent information nights, and conferences
- Specific notifications sent home are translated into appropriate languages

This Compact was adopted by Cordua Elementary School on 5/16/2019 and will be in effect for the period of the 2019-20 school year.

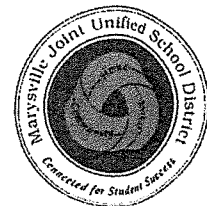
The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 1, 2019.

Heather Strickland

Signature of Authorized Official



5/16/2019



Date 5-16-19

California Department of Education
July 2018



Mary Covillaud Elementary School-Parent Compact

The school distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This 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. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members 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 and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

The Parent Compact was developed by Marysville Joint Unified School District. 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 and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, 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 and family members 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]) in which ways?

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 and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

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

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

.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 resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

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 and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

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 and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

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 and family members, including those with limited English proficiency, disabilities, and migratory students;

and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

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 Mary Covillaud Elementary on May 10, 2019 and will be in effect for the period of the 2019-20 school year.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 02, 2019

Doug Escherman

Signature of Authorized Official

May 20, 2019

Date

California Department of Education
July 2018





Edgewater Elementary School School-Parent Compact

The school distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This 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. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members 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 and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

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 and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, 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 and family members 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]) in which ways?

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 and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

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 and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

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 resource centers, to encourage and

support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

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 participate 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 and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

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 parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

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

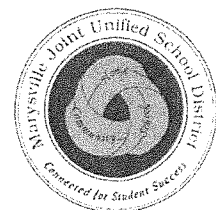
The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

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 5/20/2019 and will be in effect for the period of the 2019-20 school year.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before 9/1/2019.

Lori Guy



Signature of Authorized Official

5/20/2019

Date

California Department of Education
July 2018



Ella Elementary School School-Parent Compact

The school distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This 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. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members 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 and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, 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 and family members 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]) in which ways?

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 and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

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 and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

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 resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

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 and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

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 parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

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 and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

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 5/20/2019 and will be in effect for the period of the 2019-20 school year.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before August 30th 2019

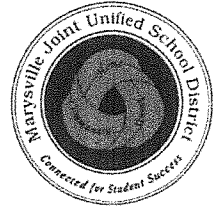
Rob Gregor

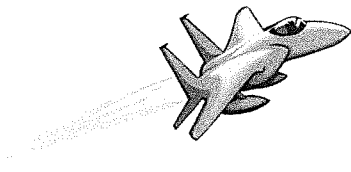
Signature of Authorized Official

5/20/2019

Date

California Department of Education
July 2018





Johnson Park Elementary School School-Parent Compact

The school distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This 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. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members 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 and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

- **Annual parent-teacher conferences**
- **Monthly Newsletter to parents**
- **Teacher to home communication at least monthly, usually weekly**
- **Parents can make appointments with teachers 24 hours in advance**
- **Parent volunteers at multiple school events**
- **Principal attends at least one parent meeting per month with our parent liaison.**

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, 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 and family members 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]) in which ways?

- 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 and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

- 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 and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

- School will incorporate discussion to increase parent involvement at monthly staff meetings
- Introduce parent nights to teach parents about academic and school behavior expectations.
- 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 resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

- 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 and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

- 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 parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

- 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 and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

- Scholarships provided for fingerprinting volunteers who want to work in classrooms or at e
- 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.vents.

This Compact was adopted by Johnson Park Elementary School on May 22, 2019 and will be in effect for the period of the 2019-20 school year.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before August 14, 2019

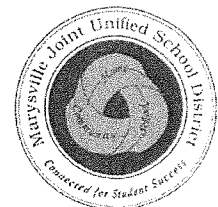
John Kovach

Signature of Authorized Official

May 22, 2019

Date

California Department of Education July 2018





Kynoch Elementary School

School-Parent Compact

The school distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This 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. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members 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 and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

- **Teachers will teach classes through interesting and challenging lessons that promote student achievement**
- **Parents should provide a quiet time and place for reading and homework**
- **Teachers will endeavor to motivate students to learn**
- **Parents should 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 for and encourage students to develop a love of learning**
- **Parents should 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 should hold high expectations for their child's progress and achievement**
- **Teachers will communicate regularly with families about student progress**

- **Parents should communicate the importance of education and learning to their children**
- **Teachers will respect the school, students, staff and families**
- **Parents should 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 should read with their children and let their children see them read**

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, 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 and family members 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]) in which ways?

- **Kynoch provides many opportunities for parents to interact with the school in order to understand content standards (especially grade level essential standards which are published in our Cub Guide that all students receive at the beginning of the school year or upon enrollment for those enrolling later in the year), assessment and achievement: Back to School Night, Parent/Teacher Conferences, Open House, Site Council Meetings, ELAC Meetings, etc.**

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

- **Kynoch provides parents with links to curriculum in order to help their children with their homework. Most teachers and both administrators have an open door policy for communicating with parents in this regard. We also hold the required annual Title 1 Parent Night to provide parents an opportunity to better understand how the school is structured and what services are in place to help their students with their learning and growth. Finally, we will be introducing Parent TOOLBOX Nights this year to educate parents about our new Social Emotional Learning program so that they can partner with us in removing behavioral barriers to learning.**

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

- **Kynoch communicates regularly through newsletters regarding the importance of parents working with staff for the benefit of students. We post daily Parent Institute Tips of the Day to our Facebook page for parents. Teachers communicate regularly with parents through Class Dojo, Remind, Bloom and various other communication applications. The school utilizes School Messenger for reminders and updates about important events. We also try to engage as many parents as possible through face to face interactions and have introduced a mandatory Volunteer Training for all who wish to volunteer in classrooms or chaperone field trips. Also, please see above comment regarding Parent TOOLBOX Nights.**

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

- **Kynoch provides a variety of venues to encourage parents to participate in their child's education; Back to School Night, Father/Daughter Dance, Mother/Son Dance, 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 and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

- **Kynoch provides information to all parents in English and to those who need it in Spanish.**

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

- **Kynoch encourages parents to participate in a variety of ways as outlined in earlier comments.**

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

- **Kynoch provides ELAC meetings for our Spanish speaking parents. All parents, regardless of disabilities, English language proficiency or migratory status are encouraged to attend all events.**

This Compact was adopted by Kynoch Elementary School on May 16, 2019 and will be in effect for the period of the 2019-20 school year.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before August 30, 2019.

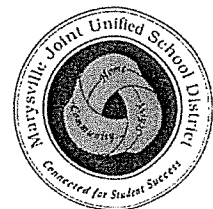
Eric D. Preston



Signature of Authorized Official

May 16, 2019

Date





Linda Elementary School School-Parent Compact 2019-20

The school distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This 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. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members 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 and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

- **Staff is given access to professional development within and outside of Marysville Joint Unified School District. Administration performs consistent walk-throughs, observations, and evaluations to ensure high-quality instruction. Teachers are given release time to observe in other classrooms implementing high-quality instruction.**
- **Parents attend Back to School Night, monthly Family Reading Nights, SST's, IEP's, annual Parent/Teacher conferences. Teachers provide regular progress reports to keep parents informed of student progress. Once fingerprinted, parents are welcome to volunteer in the classroom and chaperone on fieldtrips. Parents are also encouraged to observe in the classroom by giving reasonable notice and following check-in procedures in the office.**

- **Teachers hold at least one formal parent/teacher conference after the first trimester to assist parents in interpretation of the report card and goals for their child. If a child is not making appropriate progress an SST is scheduled.**

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, 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 and family members 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]) in which ways?

- **Back to School Night is held at the beginning of each year.**
- **Parents attend annual Parent/Teacher Conferences**
- **Parents are invited to attend Site Council Meetings, District Advisory Meetings, ELAC, DELAC**
- **Parents will have access to students' academic progress via the Parent Portal**

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

- **Parents attend annual Parent/Teacher Conferences, SSTs, IEPs, and provided with strategies and resources to better help their students in the home environment.**

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

- **The staff has developed Collective Commitments, which include valuing parent input, as well as accessing input from our parents via surveys. More in depth parent input is acquired during Parent/Teacher Conferences and during the SST process.**

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

- **Parents are welcomed to be a part of their child's education by volunteering and participating in school activities. Parents are encouraged to attend monthly parent meetings where their concerns and ideas are honored and they receive information from community agencies.**
- **Parents may attend Site Council Meetings, ELAC, DAC, DELAC, L-CAP, and Facility Meetings to provide feedback.**

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

- The school utilizes School Messenger to inform our parents of upcoming school events.
- Our newsletter, Lion's Roar, is sent out in English, Spanish, and Hmong. In this weekly publication our school events are highlighted.
- Families are able to access information regarding school events; meetings, rallies, Family Reading Night, Back to School Night, etc... on our school website. The information is translated in Spanish and Hmong as well.

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

- Outside agencies are invited to our monthly Parent Meetings to provide parents with an overview of agencies in our community that will provide family support.
- During SSTs and IEPs parents are also provided with recommendations of supporting their child's academic and social/emotional help.
- To highlight the importance of literacy, our school library hosts Family Reading Night each month. We also include a Summer Reading Program by keeping our library open to continue giving our students access to books.

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

- School reports and parent surveys are provided in English, Spanish, and Hmong.
- During ELAC and our Title I meetings a Spanish/Hmong interpreter is present.
- Hmong/Spanish translation is available during Parent/Teacher Conferences, SSTs, and IEPs.
- Document Tracker is utilized to translate other languages if necessary. (Farsi)

This Compact was adopted by Linda Elementary School on 5/28/19 and will be in effect for the period of the 2019-20 school year.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before **August 30, 2019**.

Judy Hart

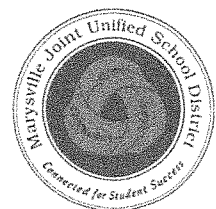
Signature of Authorized Official

[Handwritten Signature]

Date

5/28/19

California Department of Education
July 2018





Loma Rica Elementary School School-Parent Compact

The school distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This 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. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members 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 and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

- The school uses state adopted curriculum materials which are aligned to content standards
- Expectations for ways to ensure student success are outlined for parent, student and school. These expectations are distributed annually and reviewed as needed.
- Parents meet annually for formal parent/teacher conferences. Additional conferences are scheduled throughout the year either by parent or teacher request. Parents are recruited and encouraged to volunteer and observe in their child's classroom
- Trimester report cards are mailed home 3 times per year. Phone calls/written reports are made weekly or as needed to report concerns and discuss strategies for academic improvement.

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership

among staff, parents and family members, 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 and family members 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]) in which ways?

- Back To School Night presentations
- Parent/Teacher conferences

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

- 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 and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

- 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 resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

- 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 and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

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

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

- 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 and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

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 9, 2019 and will be in effect for the period of the 2019-20 school year.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 1, 2019.

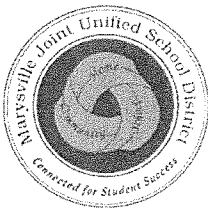
Kathleen Hansen

Signature of Authorized Official

May 9, 2019

Date

California Department of Education
July 2018





Olivehurst Elementary School School-Parent Compact

The school distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This 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. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members 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 and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

Olivehurst sends home information to parents through School Messenger, Handouts, ELPAC Meetings, PTO Meetings and through Back to School Nights and Open Houses.

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, 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 and family members 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]) in which ways?

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. Olivehurst Elementary 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 Olivehurst Elementary.

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

Olivehurst has provided 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 and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

Olivehurst 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 resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

Olivehurst has provided 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 and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

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

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

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.

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

Olivehurst parents provided input through their native language and the information gathered was translated so that all parents were able to voice their concerns and/or questions. Parents are given opportunity to voice any concerns and questions at monthly ELAC/PTO meetings. Olivehurst sends home and verbally delivers all communication in two languages of our parents. All meetings have an interpreter in those two languages as well.

This Compact was adopted by Olivehurst Elementary School on 06/04/2019 and will be in effect for the period of the 2019-20 school year.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before 8/30/2019.

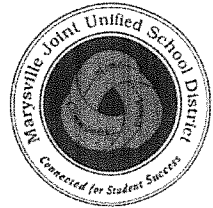
Rob Gregor

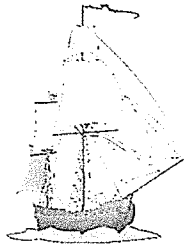
Signature of Authorized Official

6/04/2019

Date

California Department of Education
July 2018





Foothill Intermediate School School-Parent Compact

The school distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This 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. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members 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 and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

- The school uses state adopted curriculum materials which are aligned to content standards
- Expectations for ways to ensure student success are outlined for parent, student and school. These expectations are distributed annually and reviewed as needed.
- Conferences are scheduled throughout the year either by parent or teacher request. Parents are recruited and encouraged to volunteer and observe in their child's classroom
- Quarterly report cards are mailed home four times per year. Phone calls/written reports are made weekly or as needed to report concerns and discuss strategies for academic improvement.

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, 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 and family members 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]) in which ways?

- Back To School Night presentations
- Parent/Teacher conferences

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

- 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 and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

- 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 resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

- 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 and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

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

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

- 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 and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

- 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 23, 2019 and will be in effect for the period of the 2019-20 school year.

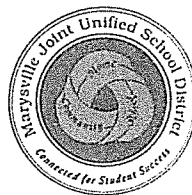
The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 1, 2019.

Kathleen Hansen

Signature of Authorized Official

May 23, 2019

Date



California Department of Education
July 2018



Anna McKenney Intermediate School

School-Parent Compact

The school distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This 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. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members 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 and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

- Our teachers will develop engaging lessons with high levels of rigor
- Parents/guardians should provide a quiet time for reading and homework
- Our staff will foster an educational environment that motivates and inspires our students to succeed
- Parents should ensure that our students attend school every day and are on time, get adequate amounts of sleep each night, take regular medication, and provide proper nutrition
- Our teachers will provide differentiated learning to all students so they may learn in more than one way
- Parents should hold high expectations for our students progress and academic achievement
- Our teachers will communicate regularly with parents regarding student progress
- Parents should communicate the importance of education to their children

- All stakeholders should follow and believe in our mission statement: As Mustangs, we are well-rounded individuals who are respectful, responsible and strive for excellence

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, 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 and family members 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]) in which ways?

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 and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

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

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

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 the educational process. 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 resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

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 and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

Multiple methods of parent communication are activated at Anna McKenney. The monthly newsletter, multiple social media sites, handouts 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 parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

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 and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

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 Anna McKenney Intermediate School on May 23, 2019 and will be in effect for the period of the 2019-20 school year.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before August 30, 2019.

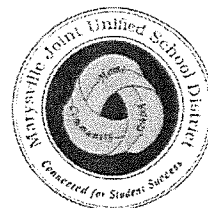
Joe Seiler

Signature of Authorized Official

May 23, 2019

Date

California Department of Education
July 2018





Yuba Gardens Intermediate School

School-Parent Compact

The school distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This 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. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members 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 and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

Parents are invited to be part of School Site Council Meetings, Title One parent meeting, PTA and ELAC, to provide input on student interventions and the academic program. The ELAC president attends the School Site Council meetings and presents the information during the monthly ELAC meeting. Administration collaborates with parents during these meetings.

Parents are also invited to attend 7th grade orientation, back to school night and open house.

Parents during the 18/19 school year were also invited to attend the PIQE institute in the evening.

Spanish/English promotion information meetings are held for parents in the evening.

Home visits done when necessary; for example paperwork needs to be signed, attendance issues or transportation issues etc.

School Messenger is used for regular home communication to ensure parents are aware of engagement opportunities. Through April of 2019 more than 9800 phone calls were made home and 9246 emails were sent. Teachers also use School Messenger to communicate with parents.

Parent Portal trainings were offered in the evening for parents to learn how to track student academic progress.

Newsletters are sent home to parents monthly to keep parents updated and to invite them to actively participate in their child's education.

Parents are also invited to complete the California Healthy Kids Survey to provide feedback related to school climate.

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, 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 and family members 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]) in which ways?

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

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

- 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 and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

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 resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

- 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 and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

- 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 parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

- 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 and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

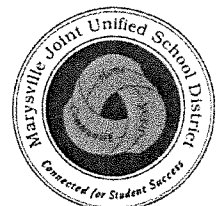
All communication is provided in English and Spanish.

This Compact was adopted by Yuba Gardens Intermediate School on (insert date) and will be in effect for the period of the 2019-20 school year.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before (add date here).

Kari Ylst

Signature of Authorized Official



5/16/19

Date

California Department of Education
July 2018



Lindhurst High School School-Parent Compact

The school distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This 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. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members 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 and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

- **Lindhurst High School holds a Title I parent meeting at the beginning of each year. At that meeting the School-Parent Compact is not only reviewed but input is taken from parents to amend and enhance the compact.**
- **The staff and school's Guiding Coalition go over the compact and review for completeness**
- **The document is then included in the next year's registration packet.**

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, 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 and family members 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]) in which ways?

- **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 to access their child's grades and information using AERIES**

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

- **Parents are provided support or counseled as to the best avenue of support of 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 and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

- **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 resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

- **The school with various agencies to better connect services to our parents such as Daily 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 and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

- **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 parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

- **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 and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

- **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 5/16/2019 and will be in effect for the period of the 2019-20 school year.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before August 7, 2019

Bob Eckardt

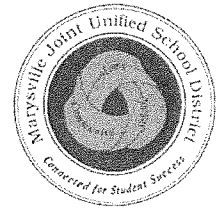
Signature of Authorized Official

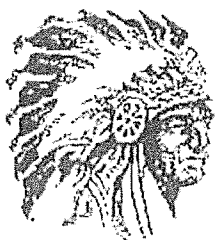
Enter date approved.

Date

5/19/2019

California Department of Education
July 2018





Marysville High School School-Parent Compact

2019-2020

The school distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This 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. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members 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 and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

- 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.
- Opportunities for parents to understand academic and career technical opportunities on campus and assist their children in choosing courses that meet their individual needs. These include; AP Preview day/night, CTE Preview night, Back to School Night

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, 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 and family members 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]) in which ways?

- 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 Preview Night, Indian Training Day, Registration Day and parent meetings welcome parents and the community onto campus. School Messenger helps communicate directly and strategically with parents. Teacher and school web pages and Instagram site 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 and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

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 and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

- Through professional development in staff meetings and other professional activities, staff receive training to understand the importance of including and working with families to support all students. Other activities that include families as equal partners are:
 - AP Preview Night
 - Site Council
 - ELAC
 - PRIDE

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and

support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

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 and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

Monthly newsletters, which are available in English and Spanish

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

- Scholarship night
- Title 1 parent information night
- Open house

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

Parent Financial aid night offered to parents in three languages

This Compact was adopted by Marysville High School on **May 23 2019** and will be in effect for the period of the 2019-20 school year.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before **August 31, 2019**.

Shevaun Mathews

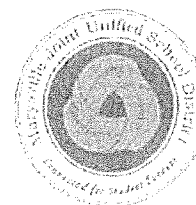
Shevaun Mathews

Signature of Authorized Official

Enter date approved.

Date May 23 2019

California Department of Education
July 2018





Marysville Charter Academy for the Arts School-Parent Compact

The school distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This 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. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members 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 and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

- **The school has regular site council meetings where parents, staff and students participate in decisions concerning the governing of the school. This includes input and discussions about curriculum, instruction, student achievement, intervention, and enrichment.**
- **There are regular grade reports mailed home and regularly updated AERIES grades for each class.**
- **A parent newsletter is sent home 8 times per school year. It is also translated into Spanish. Parents are encouraged to volunteer and participate in school events and to visit classrooms.**
- **Parents are encouraged to email teachers or contact the office in order to communicate with teachers. Parent teacher conferences and SSTs are initiated either by parents, teachers, the counselor, or the principal.**

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership

among staff, parents and family members, 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 and family members 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]) in which ways?

- At the New Student Orientation each year, parents and students are informed of the many ways they can find help at the school in improving their students' academic achievement.
- At the Back-to-School Night event each year, teachers explain major projects, grading, major academic standards, and ways to help their students improve achievement.
- Tutoring is made available, especially in mathematics, which offers tutoring at various times of the day.
- Help in improving students' academic achievement is communicated through the schools parent newsletter and the school's web site.

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

- At the annual Back-to-School Night event, teachers inform parents of ways to help their students be successful in each of their classes. Parents may be given schedules of important projects, important exams, and tutoring by subject.

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

- These topics are covered in staff meetings and leadership team meetings.

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

- The school messenger system is used to inform parents of and encourage them to be a part of important events and field trips. The parent newsletter also does this.
- The school pays for the first 10 parents to be fingerprinted.

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

- The school's parent newsletter is mailed to all parents. The newsletter is translated into Spanish and mailed to families that speak Spanish at home.
- The school messenger system is utilized to send school phone messages home in both Spanish and English.
- The school web site contains much information about parent programs, school meetings, events, and fundraisers.

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

- MCAA has a Music Committee that meets at least once per month. They meet more frequently if either the parents or teachers feel it is necessary.
- The school's PTSA meets once per month.
- The school site council meets at least four times per school year.
- The school holds both 8th grade promotion meetings and senior graduation meetings so that parents can be involved in these events.
- Parents are solicited by the school to help chaperone many events.

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

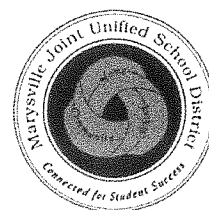
- As mentioned previously, the school's newsletter is mailed to all parents. The newsletter is translated into Spanish and mailed to families whose home language is Spanish.
- All parents are asked to volunteer.
- Parent notification of state testing is written in the parents home language and sent home.
- State testing results are in the family's home language.

This Compact was adopted by Marysville Charter Academy for the Arts on 5/9/19 and will be in effect for the period of the 2019-20 school year.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before 9/25/19.

Tim Malone

Signature of Authorized Official



Enter date approved.

Date

California Department of Education
July 2018



South Lindhurst Continuation High School School-Parent Compact

The school distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This 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. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members 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 and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

- **Site Council Meetings**
- **Back to School Night**
- **Website Information**
- **Monthly Newsletters**

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, 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 and family members 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]) in which ways?

- **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 and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

- **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 and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

- **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 resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

- **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 and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

- **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 parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

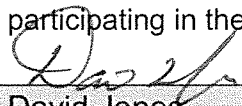
- **Title 1 money is allotted for parent involvement each year**
- **Parent Involvement meetings**

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

- **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 Continuation High School on May 14, 2019 and will be in effect for the period of the 2019-20 school year.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before May 15, 2019.

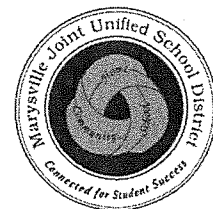

David Jones

Signature of Authorized Official

May 14, 2019

Date

California Department of Education
July 2018





Marysville Community Day School School-Parent Compact

The school distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This 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. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members 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 and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

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 and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, 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 and family members 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]) in which ways?

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 and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

The school provides Title I, Part A parents and family all of the materials and training which will help the parents and other stakeholders in assisting their children in reading, math, science and Health and Careers, which are the core classes at the Community Day School. All of the materials are from the Board adoptions. Supplemental materials are available upon request.

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

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 resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

The school holds Open Forum, which is a quarterly meeting opportunity for parents to come to the school and interact with staff. Of course, parents are welcome any time to observe and interact with administration and with teachers on a pre-arranged basis. Forums are scheduled at the beginning of the school year and notices are sent out one week ahead of each meeting.

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

Monthly newsletter and all-calls are used for this.

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

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 and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

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

This Compact was adopted by Marysville Community Day School on May 28, 2019 and will be in effect for the period of the 2019-20 school year.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before August 19, 2019.

David Gray

May 28, 2019

Date

California Department of Education
July 2018

