



## Arboga Elementary School

### Title I, Part A School-Parent Compact

Arboga Elementary School and the parents of students participating in activities, services, and programs funded by Title I, Part A agree that the School-Parent Compact outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement. The Compact outlines the means by which the school and parents will build and develop a partnership that will help children achieve the high State academic standards (ESSA Section 1116[d]).

Describe how the school provides high-quality curriculum and instruction in a supportive and effective learning environment enabling children served under Title I, Part A to meet the challenging State academic standards. Describe the ways in which each parent will be responsible for supporting their children's learning and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 1116[d][1]):

Arboga Elementary School provides state approved and school district board adopted curriculum, teachers participate in district provided optional professional development, in addition to site provided and individual teacher selected professional development. Staff provides a rigorous cross grade ELA intervention program K-3 alongside autonomous grade level interventions in grades 4-6 and works to provide assistance with math interventions in each grade level. Special education students are integrated into a Learning Center model where select students are pulled from class to receive supports not feasible in their mainstream classroom setting, but no student is in the Learning Center all day long, nor is any student rostered to our Education Specialists (special education teachers) to ensure their exposure as much as possible to grade level curriculum and expectations.

We are committing Title One resources to mechanisms and processes that should help to continue student growth—we are retaining a Student Support Specialist to keep students engaged and to support them and their families, we are also continuing some on-line resources that will help to both remediate and challenge students throughout the school year.

Parents should ensure that their children will attend school every day, on time, get adequate sleep, regular medical attention and proper nutrition. Parents should provide a quiet time and place for reading and homework. Finally, 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, ask questions of the school when they need help or assistance and volunteer when they can.

Describe how the importance of communication between teachers and parents on an ongoing basis through, at a minimum the following means (ESSA sections 1116[d][2][A-D]):

- (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
- (B) frequent reports to parents on their children's progress;
- (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- (D) ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that the family members can understand.

Parent-teacher conferences are traditionally held once per year for each student, although parents and staff utilize multiple means of communication, such as AERIES Communications, Remind, Class Dojo, emails, texts, etc. to discuss student achievement. Parents have access to their child's progress through AERIES gradebook, Google Classroom, etc. When we resume normal activities, we will resume Volunteer Trainings which help to set the expectations of volunteers and to explain that they should have some expectations of school staff as well. This training also leaves them with an idea of what types of events/activities are available for them to volunteer. Our Bilingual Family Liaison is able to help communications with Spanish speaking parents, as are the translation options in AERIES Communication, Remind and Class Dojo.

This Compact was established by Arboga Elementary School on May, 27, 2021, and will be in effect for the 2021-22 school year. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on, or before September 30, 2021.

### Signature Page

Eric D. Preston, Principal, Arboga Elementary School

### Name and Title of Authorized Official

### Signature of Authorized Official

May 27, 2021

### Date

California Department of Education  
April 2020



## **Cedar Lane Elementary School**

### **Title I, Part A School-Parent Compact**

Cedar Lane Elementary School and the parents of students participating in activities, services, and programs funded by Title I, Part A agree that the School-Parent Compact outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement. The Compact outlines the means by which the school and parents will build and develop a partnership that will help children achieve the high State academic standards (ESSA Section 1116[d]).

Describe how the school provides high-quality curriculum and instruction in a supportive and effective learning environment enabling children served under Title I, Part A to meet the challenging State academic standards. Describe the ways in which each parent will be responsible for supporting their children's learning and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 1116[d][1]):

Cedar Lane Elementary School will provide;

High-quality curriculum designated by the California Department of Education.

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. Hold annual Parent-teacher conferences.

Families will provide:

A quiet place for their child to complete their schoolwork and meet with the teacher electronically, communicate with the school to discuss problems arising with Distance Learning.

Describe how the importance of communication between teachers and parents on an ongoing basis through, at a minimum the following means (ESSA sections 1116[d][2][A-D]):

- (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed at the compact relates to the individual child's achievement;
- (B) frequent reports to parents on their children's progress;
- (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- (D) ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that the family members can understand.

(A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed at the compact relates to the individual child's achievement;

(B) Frequent reports to parents on their children's progress;

(C) Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and

(D) Ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that the family members can understand.

Cedar Lane Elementary will:

Communicate with parents with callers, Aeries communications, Teacher to parent communication with Remind/Class Dojo. Host Parent-Teacher Conferences by Google Meet, Zoom, or in-person if possible once a year. Continue communication on the Cedar Lane Elementary School Facebook page.

This Compact was established by Cedar Lane Elementary School on June 3, 2021 and will be in effect for the 2020-21 school year. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on, or before October 1, 2021.

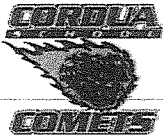
**Name and Title of Authorized Official**

Jill W. Segner, Principal

**Signature of Authorized Official**

6/3/2021

California Department of Education  
April 2020



## **Cordua Elementary School**

### **Title I, Part A School-Parent Compact**

Cordua Elementary School and the parents of students participating in activities, services, and programs funded by Title I, Part A agree that the School-Parent Compact outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement. The Compact outlines the means by which the school and parents will build and develop a partnership that will help children achieve the high State academic standards (ESSA Section 1116[d]).

Describe how the school provides high-quality curriculum and instruction in a supportive and effective learning environment enabling children served under Title I, Part A to meet the challenging State academic standards. Describe the ways in which each parent will be responsible for supporting their children's learning and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 1116[d][1]):

Cordua Elementary School will provide high-quality curriculum and instruction aligned to the California Content Standards in a positive, safe, supportive, and effective learning environment. In addition, Cordua Elementary School will support high quality curriculum and instruction by participating in Professional Learning Communities and by providing appropriate professional development to improve teaching and learning to support collaborative partnerships with families and the community. This is especially important in the 2021/2022 school year whereby distance learning and technology becomes critical to student success.

Describe how the importance of communication between teachers and parents on an ongoing basis through, at a minimum the following means (ESSA sections 1116[d][2][A-D]):

- (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed at the compact relates to the individual child's achievement;
- (B) frequent reports to parents on their children's progress;
- (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- (D) ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that the family members can understand.

In order to ensure success for students and families, Cordua Elementary School will maintain open two-way communication between the home and school. The importance of this communication cannot be overstated. When the school home connection is strong, students achieve at their highest levels. Monthly newsletters provide parents up-to-date information and opportunities to strengthen relationships. Back-to-School

Night, Open House, and other family events welcome parents and the community onto campus. A social media page from the Parent Teacher Association informs families of important events, dates, and news. Two way communication utilizing district aeries messaging keeps all stakeholders apprised of pertinent information whether in a group message or one on one.

This Compact was established by Cordua Elementary School on 5/19/2021, and will be in effect for the 2021-2022 school year. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on, or before 8/24/21.

#### Signature Page

Enter Name and Title of Authorized Official

**Heather Jackson-Strickland, Cordua Elementary School Principal**

Heather Jackson-Strickland



5/19/2021

California Department of Education  
April 2020



## **Covillaud Elementary School**

### **Title I, Part A School-Parent Compact**

Covillaud Elementary School and the parents of students participating in activities, services, and programs funded by Title I, Part A agree that the School-Parent Compact outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement. The Compact outlines the means by which the school and parents will build and develop a partnership that will help children achieve the high State academic standards (ESSA Section 1116[d]).

Describe how the school provides high-quality curriculum and instruction in a supportive and effective learning environment enabling children served under Title I, Part A to meet the challenging State academic standards. Describe the ways in which each parent will be responsible for supporting their children's learning and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 1116[d][1]):

Mary Covillaud Elementary School will provide high-quality curriculum and instruction aligned to the California Content Standards in a positive, safe, supportive, and effective learning environment. In addition, Mary Covillaud School will support high quality curriculum and instruction by providing appropriate professional development to improve teaching and learning to support collaborative partnerships with families and the community. This is especially important in the 2020/2021 school year whereby distance learning and technology becomes critical to student success.

Describe how the importance of communication between teachers and parents on an ongoing basis through, at a minimum the following means (ESSA sections 1116[d][2][A-D]):

- (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed at the compact relates to the individual child's achievement;
- (B) frequent reports to parents on their children's progress;
- (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- (D) ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that the family members can understand.

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

This Compact was established by Covillaud Elementary School on May 10 , 2021, and will be in effect for the 2021-2122 school year. The school will distribute the Compact

annually to all parents and family members of students participating in the Title I, Part A program on, or before September 25, 2021.

**Signature Page**

Kari Ylst, Principal Mary Covillaud Elementary School

**Name and Title of Authorized Official**

*Kari Ylst*

**Signature of Authorized Official**

*5/10/21*

**Date**

California Department of Education  
April 2020



## **Dobbins Elementary School**

### **Title I, Part A School-Parent Compact**

Dobbins Elementary School and the parents of students participating in activities, services, and programs funded by Title I, Part A agree that the School-Parent Compact outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement. The Compact outlines the means by which the school and parents will build and develop a partnership that will help children achieve the high State academic standards (ESSA Section 1116[d]).

Describe how the school provides high-quality curriculum and instruction in a supportive and effective learning environment enabling children served under Title I, Part A to meet the challenging State academic standards. Describe the ways in which each parent will be responsible for supporting their children's learning and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 1116[d][1]):

- School wide intervention program for both ELA and Math.
- Results of the annual school review including school performance profiles
- Individual students' assessment results and their interpretation
- A description and explanation of the school curriculum
- The assessments used to measure student progress and proficiency levels that the students are required to meet
- Attend all student related meetings and functions at school. (Parent Night Presentations, Parent-Teacher Conferences, Student Success Teams, IEP's, 504's, school performances.)
- Support student learning and homework.
- Actively participate in regular communication between home and school.

Describe how the importance of communication between teachers and parents on an ongoing basis through, at a minimum the following means (ESSA sections 1116[d][2][A-D]):

- (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed at the compact relates to the individual child's achievement;
- (B) frequent reports to parents on their children's progress;
- (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- (D) ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that the family members can understand.
  - a. Beginning of the year Parent/Student Meeting
  - b. Participation in Parent/School Organizations
  - c. Encouragement to Volunteer at School in the Classrooms

- d. Parent-Teacher Tele-Conferences
- e. Standards Based Report Cards
- f. Grade Level Standards Brochure
- g. Newsletter Articles
- h. Personal Invites by Staff
- i. Twice a year Parent/Teacher Conference
- j. Weekly return of corrected student work
- k. Teacher availability for phone or email communication.

This Compact was established by Dobbins Elementary School on 05/26/2021, and will be in effect for the 2020-21 school year. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on, or before 09/01/2021.

**Signature Page**

Duane Triplett	Principal
----------------	-----------

**Name and Title of Authorized Official**



**Signature of Authorized Official**

05/26/2021
------------

**Date**

California Department of Education  
April 2020



## Edgewater Elementary School

### Title I, Part A School-Parent Compact

Edgewater Elementary School and the parents of students participating in activities, services, and programs funded by Title I, Part A agree that the School-Parent Compact outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement. The Compact outlines the means by which the school and parents will build and develop a partnership that will help children achieve the high State academic standards (ESSA Section 1116[d]).

Describe how the school provides high-quality curriculum and instruction in a supportive and effective learning environment enabling children served under Title I, Part A to meet the challenging State academic standards. Describe the ways in which each parent will be responsible for supporting their children's learning and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 1116[d][1]):

Grade levels established California Common Core Essential standards and will provide high quality curriculum and instruction in a safe, supportive and effective learning environment. Weekly collaboration and cross grade level collaboration teams are used to firmly establish grade level essential standards, analyze student data, provide support for students that are not successful, provide enrichment for students excelling and improve instruction.

Describe how the importance of communication between teachers and parents on an ongoing basis through, at a minimum the following means (ESSA sections 1116[d][2][A-D]):

- (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed at the compact relates to the individual child's achievement;
- (B) frequent reports to parents on their children's progress;
- (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- (D) ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that the family members can understand.

PTO seeks parent volunteer input annually through a questionnaire completed by parents. Fall parent teacher conferences held with all parents at end of first trimester and as conferences throughout the year or Student Study team meetings requested by parents or teacher. All teachers have a Google Site on our school website with information on how to best contact their child's teacher. Additionally, calls can be transferred by office to teacher's email which can be accessed by the teacher either by phone or email. Monthly newsletters provide information on volunteer opportunities in

addition to monthly PTO meetings. Classrooms also provide information to parents regarding classroom events and opportunities to help with class activities/events. PTO has an active Facebook page which encourages and lists volunteer opportunities. Bilingual secretary gives our Spanish speaking parents a convenient way to communicate with the school in their primary language. A variety of parent meetings are established throughout the year including ELAC (English Learner Advisory Committee), Site Council, parent meetings established by the PTO board, parent committee meetings and special events. Meetings are held (depending on the group) various days of the week and times. These meetings are used for input which is included in our school site plan. Our Assistant Principal holds virtual "Coffee Talk" meetings with parents at least once a month where parents can ask questions and receive current information. All parents are being set up with Aeries Portal accounts to monitor attendance, receive information and monitor student progress.

This Compact was established by Edgewater Elementary School on 8/24/2020, and will be in effect for the 2021-22 school year. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on, or before 10/1/2021.

**Signature of Authorized Official**

*Lori Guy*

Lori Guy, Principal

**Name and Title of Authorized Official**

5/24/2020

**Date**

California Department of Education

April 2020



## **Ella Elementary School**

### **Title I, Part A School-Parent Compact**

Ella Elementary School and the parents of students participating in activities, services, and programs funded by Title I, Part A agree that the School-Parent Compact outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement. The Compact outlines the means by which the school and parents will build and develop a partnership that will help children achieve the high State academic standards (ESSA Section 1116[d]).

Describe how the school provides high-quality curriculum and instruction in a supportive and effective learning environment enabling children served under Title I, Part A to meet the challenging State academic standards. Describe the ways in which each parent will be responsible for supporting their children's learning and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 1116[d][1]):

The Ella Elementary staff understand that home and school work together as a team to best support students in receiving a high quality education. Parents want to be involved in their child's education and be informed of their child's progress academically, emotionally, and socially. In order to provide high quality curriculum and instruction, teachers participate in PLCs to articulate and collaborate around student data. They make decisions about how to best support students based on this data for tiered intervention and enrichment. Ella teachers participate in professional development opportunities to improve their teaching techniques and to ensure that they are using the best strategies to support students in learning the essential grade level standards. To support teachers and students with intervention and enrichment, Ella utilizes para educators. English Language progress is monitored by our teachers, administrative team, and other support staff. Quality ELD instruction, including both integrated and designated strategies, support second language learners in developing English. Technology support and knowledge about Chromebooks, Google Classroom, Zoom, digital components of district adopted curriculum, additional technology supplemental programs, etc. is available for parents in order to best help their children. Teachers are available to discuss student progress with parents through daily office hours, phone calls, email, SSTs, parent/teacher conference, Aeries Communication, as well as other platforms such as Class Dojo, Remind, etc. It is important that Ella School support parents in their understanding of the essential grade level standards, adopted district curriculum, assessment data, report cards, proficiency levels, SBAC results, and ELPAC testing and results. Parents have opportunities to provide feedback on various topics via surveys throughout the school year uploaded to the Ella website.

Describe how the importance of communication between teachers and parents on an ongoing basis through, at a minimum the following means (ESSA sections 1116[d][2][A-D]):

- (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed at the compact relates to the individual child's achievement;
- (B) frequent reports to parents on their children's progress;
- (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- (D) ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that the family members can understand.

Ella Elementary School understands the important role of consistent school to home communication in educating our students. Communication is key to supporting students in having a positive school experience. Ella School's main office is open daily to answer phone calls and support families. We use Aeries Communication messages to inform parents/guardians of upcoming events, activities, and grade level specific information in two languages. All parents are encouraged to set up Aeries Parent Portals for each student in MJUSD. Teachers are available to discuss student progress with parents through daily office hours, phone calls, email, SSTs, parent/teacher conference, Aeries Communication or other platforms such as Zoom, Class Dojo, Remind, etc. Parents are encouraged to get involved in Ella School through PTO, ELAC, DAC, School Site Council and other campus activities. A monthly Ella Newsletter is available to parents on our Ellagators website. The Ellagators website is a very useful tool in communicating with parents. Located on the website are useful tips and videos available to support parents with Google Classroom, Clever, Zoom, etc., as well as a tech ticket for Chromebook support. Any written communication sent home to parents from Ella School is sent home in English and Spanish. Translators are available for parent meetings and phone calls when appropriate. Ella School welcomes parents on campus and appreciates volunteers, however, this will depend on the Covid 19 pandemic protocols for the 21-22 school year. In the future we hope to continue to fingerprint parents and welcome them to volunteer in classrooms, field trips, and have them on campus for school-wide events.

This Compact was established by Ella Elementary School on 05/17/2021, and will be in effect for the 2021-22 school year. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on, or before 09/06/2021.

**Signature Page**

Jennifer McAdam, Principal Ella Elementary School

**Name and Title of Authorized Official**

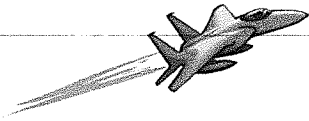


**Signature of Authorized Official**

8/24/2020

**Date**

California Department of Education  
April 2020



## **Johnson Park Elementary School Title I, Part A School-Parent Compact**

Johnson Park Elementary School and the parents of students participating in activities, services, and programs funded by Title I, Part A agree that the School-Parent Compact outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement. The Compact outlines the means by which the school and parents will build and develop a partnership that will help children achieve the high State academic standards (ESSA Section 1116[d]).

Describe how the school provides high-quality curriculum and instruction in a supportive and effective learning environment enabling children served under Title I, Part A to meet the challenging State academic standards. Describe the ways in which each parent will be responsible for supporting their children's learning and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 1116[d][1]):

Under pre-COVID circumstances, Johnson Park Elementary School provides state approved and school district board adopted curriculum, teachers participate in district provided optional professional development, in addition to site provided and individual teacher selected professional development. Staff provide a rigorous cross grade ELA intervention program for grades 1<sup>st</sup>-6<sup>th</sup> alongside autonomous grade level interventions in grades TK-K and provide assistance with math interventions in each grade level. We also integrate our special education students such that we have a Learning Center model, where select students are pulled from class to receive supports not feasible in their mainstream classroom setting.

Now that we are in an entirely different landscape because of COVID, we are attempting to mirror as closely as possible the on-line the programs we had up and running prior for our students who are on Distance Learning. We are still utilizing the same curriculum and teachers have still had access to professional development, but our delivery is definitely different, as are our interventions. We are committing Title One resources to mechanisms and processes that should help to continue student growth—we are retaining Para Educators to provide interventions across all grade levels and also to possibly provide some enrichments, and we are retaining our Student Support Specialist to keep students engaged and to support them and their families in both accessing the technology now required for Distance Learning and in staying connected to the school community.

The parents' role has changed drastically as well, as parents are now being asked to supervise their children during their learning, rather than sending them to school and then being available to help them in the evenings. Our staff is well-equipped to help our parents

through this process (see above) and we pride ourselves on offering quality customer service. We make frequent contact with our parents through AERIES Communications, monthly newsletters, phone calls, home visits, etc. Parents should, as we have transitioned to the Distance Learning and Hybrid Model, feel supported and able to lean on the school community for assistance where needed. The principal attends at least one parent meeting per month with our parent liaison. We do ask that they hold their students accountable for work completion, for attending online lessons and for asking questions when they do not understand or need help.

Describe how the importance of communication between teachers and parents on an ongoing basis through, at a minimum the following means (ESSA sections 1116[d][2][A-D]):

- (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed at the compact relates to the individual child's achievement;
- (B) frequent reports to parents on their children's progress;
- (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- (D) ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that the family members can understand.

Parent-teacher conferences are traditionally held once per school year for each student, although parents and staff utilize multiple means of communication, such as AERIES Communications, Class Dojo, emails, phone calls, text, etc. to discuss student achievement. In our current situation, parents have more access than ever to their child's progress through AERIES gradebook, Google Classroom, etc., and have multiple occasions to see lessons presented, both live and pre-recorded online, something not done here on site before. Teachers and parents are forging different relationships through Distance Learning and we hope to be able to bring in some parent volunteers when it is deemed safe to do so. Our Bilingual School Readiness parent liaison is able to help communications with Spanish speaking parents, as are the translation options in AERIES Communications and Class Dojo.

This Compact was established by Johnson Park Elementary School on May 10, 2021, and will be in effect for the 2021-22 school year. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on, or before October 15, 2021.

**Signature Page**

Tracy Pomeroy, Principal, Johnson Park Elementary School

**Name and Title of Authorized Official**

*Tracy Pomeroy*

**Signature of Authorized Official**

May 10, 2021

**Date**

California Department of Education  
April 2020



## Kynoch Elementary School

### Title I, Part A School-Parent Compact

Kynoch Elementary School and the parents of students participating in activities, services, and programs funded by Title I, Part A agree that the School-Parent Compact outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement. The Compact outlines the means by which the school and parents will build and develop a partnership that will help children achieve the high State academic standards (ESSA Section 1116[d]).

Describe how the school provides high-quality curriculum and instruction in a supportive and effective learning environment enabling children served under Title I, Part A to meet the challenging State academic standards. Describe the ways in which each parent will be responsible for supporting their children's learning and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 1116[d][1]):

Kynoch Elementary School will provide high-quality instruction using state adopted curriculum and instructional strategies aligned to the California Content Standards. We will do this in a positive, safe, supportive and effective learning environment. In addition, Kynoch will support the high quality curriculum and instruction by providing staff with appropriate professional development opportunities that will improve teaching and learning as well as support collaborative partnerships with families and other stakeholders. This was a critical component during the 2020-2021 school year where distance learning and technology were key components to student success. We plan on continuing the work that was started, reengaging with families to create a school culture that fosters a love for learning new things together.

Describe how the importance of communication between teachers and parents on an ongoing basis through, at a minimum the following means (ESSA sections 1116[d][2][A-D]):

- (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed at the compact relates to the individual child's achievement;
- (B) frequent reports to parents on their children's progress;
- (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- (D) ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that the family members can understand.

Maintaining two-way communication lines between home and school will be a priority to help ensure success for students and families. We must continue to improve our relationships with families after the year that we just experienced. Building and

maintaining communication channels that display transparency will help students achieve at their highest levels. Monthly newsletters and the use of social media will help families stay connected with up to date information and opportunities to build relationships. Back to School meet and greets, Family Movie Nights, Open House and other family oriented events will help families and other stakeholders feel like they are part of the Kynoch community.

This Compact was established by Kynoch Elementary School on 5/27/2021, and will be in effect for the 2021-22 school year. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on, or before 8/31/2021.

#### Signature Page

Enter Name and Title of Authorized Official

**Derek Morrison, Kynoch Elementary**

Enter Signature of Authorized Official

**Signature of Authorized Official**

5/27/2021

**5/27/2021**

California Department of Education  
April 2020

---

## **Linda Elementary School**

### **Title I, Part A School-Parent Compact**

Linda Elementary School and the parents of students participating in activities, services, and programs funded by Title I, Part A agree that the School-Parent Compact outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement. The Compact outlines the means by which the school and parents will build and develop a partnership that will help children achieve the high State academic standards (ESSA Section 1116[d]).

Describe how the school provides high-quality curriculum and instruction in a supportive and effective learning environment enabling children served under Title I, Part A to meet the challenging State academic standards. Describe the ways in which each parent will be responsible for supporting their children's learning and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 1116[d][1]):

Linda Elementary School will provide high-quality instruction using state adopted curriculum and instructional strategies aligned to the California Content Standards. We will do this in a positive, safe, supportive and effective learning environment. In addition, Linda Elementary School will support the high quality curriculum and instruction by providing staff with appropriate professional development opportunities that will improve teaching and learning as well as support collaborative partnerships with families and other stakeholders. A goal is to have the remaining staff that have not attended a PLC training do so. In addition, continued PD involving technology and learning platforms is essential in order to build upon what was provided during the 2020/2021 school year. Many of the components of technological and on-line resources that were used during distance learning should continue once students return to in-person instruction. One of the benefits of distance learning is that it encouraged teachers and parents to become more tech savy with regard to education. This is an essential element that we must continue in order to equip our students for the 21<sup>st</sup> century.

Describe how the importance of communication between teachers and parents on an ongoing basis through, at a minimum the following means (ESSA sections 1116[d][2][A-D]):

- (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed at the compact relates to the individual child's achievement;
- (B) frequent reports to parents on their children's progress;
- (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and

(D) ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that the family members can understand.

One of the benefits of distance learning was that the communication lines between teachers and parents increased significantly out of necessity. Parents were put in a situation where they were participation in their child's education was more important than ever before. It is my hope that we are able to not only maintain, but expand upon the communication that was developed through distance learning. As we have known for some time, the most effective education is when the school and parent are together in a partnership to ensure that our students are receiving the best education possible. In order to expand upon the parent involvement that we experienced through distance learning, we will encourage parents and teachers to use Class Dojo to communicate consistently with each other regarding student progress. In addition, the Aeries parent portal is another way that parents can monitor their child's progress. We will also reintroduce in-person parent teacher conferences as public health department guidance allows. Parents will be encouraged to volunteer in classrooms. Linda Elementary School will pay for fingerprinting costs. Back to School Night and Open House will also be brought back so that parents are informed of teacher expectations, and to encourage open lines of communication. Family Reading Night will also done on a monthly basis to encourage parents to read with their children. Family Dinner Night, and music concerts will also be brought back as public health department guidance allows to encourage and develop a sense of community.

This Compact was established by Linda Elementary School on 5/27/2021, and will be in effect for the 2021-22 school year. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on, or before 8/31/2021.

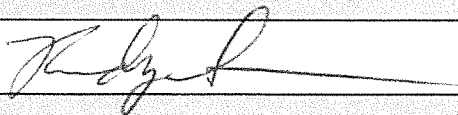
#### Signature Page

Enter Name and Title of Authorized Official

**Randy Swann, Principal Linda Elementary**

Enter Signature of Authorized Official

**Signature of Authorized Official**



**5/27/2021**

5/27/2021

---

California Department of Education  
April 2020



## **Loma Rica Elementary School**

### **Title I, Part A School-Parent Compact**

Loma Rica Elementary School and the parents of students participating in activities, services, and programs funded by Title I, Part A agree that the School-Parent Compact outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement. The Compact outlines the means by which the school and parents will build and develop a partnership that will help children achieve the high State academic standards (ESSA Section 1116[d]).

Describe how the school provides high-quality curriculum and instruction in a supportive and effective learning environment enabling children served under Title I, Part A to meet the challenging State academic standards. Describe the ways in which each parent will be responsible for supporting their children's learning and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 1116[d][1]):

- The school uses state adopted curriculum materials which are aligned with content standards
- Expectations for ways to ensure student success are outlined for parent, student and school. These expectations are distributed annually to parents and are discussed regularly with students.
- Expectations and strategies for ways parents can support their child's success are discussed frequently via phone calls, parent conferences, SST meetings, etc.
- Conferences are scheduled throughout the year either by parent or teachers request.
- Supplemental resources and materials are available to parents to provide additional

Describe how the importance of communication between teachers and parents on an ongoing basis through, at a minimum the following means (ESSA sections 1116[d][2][A-D]):

- (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed at the compact relates to the individual child's achievement;
- (B) frequent reports to parents on their children's progress;
- (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- (D) ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that the family members can understand.

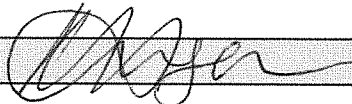
- Regularly scheduled parent/teacher conferences or SST's to discuss student progress and/or concerns

- Compact distributed annually with reference made to school handbook expectations for student success
- Report cards are distributed 3 times per year. All parents have access to Aeries Parent Portal, as well.
- Teacher emails are provided to all parents to facilitate frequent communication. Phone messages are returned in a prompt and timely manner (within 48 hours). Teachers are also available for conferences upon request.
- Parents are recruited and encouraged to volunteer with classroom, clubs and extra-curricular activities.
- School Site Council meetings (5 times per year) give parents an opportunity to provide input and feedback on school programs and activities.
- Newsletters and Aeries Communication announcements keep parents informed of school events.

This Compact was established by Loma Rica Elementary School on 6/1/21, and will be in effect for the 2021-22 school year. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on, or before 8/30/21.

#### Signature Page

Kathleen Hansen, Principal



#### Name and Title of Authorized Official

Judy Anderson, Site Council President



#### Signature of Authorized Official

6/1/21

#### Date

California Department of Education  
April 2020



## Olivehurst Elementary School

### Title I, Part A School-Parent Compact

Olivehurst Elementary School and the parents of students participating in activities, services, and programs funded by Title I, Part A agree that the School-Parent Compact outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement. The Compact outlines the means by which the school and parents will build and develop a partnership that will help children achieve the high State academic standards (ESSA Section 1116[d]).

Describe how the school provides high-quality curriculum and instruction in a supportive and effective learning environment enabling children served under Title I, Part A to meet the challenging State academic standards. Describe the ways in which each parent will be responsible for supporting their children's learning and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 1116[d][1]):

Olivehurst Elementary provides district adopted curriculum that is taught by teachers using the most effective ways of getting students involved with their learning. The staff is trained in the curriculum through PD that is offered by our district office. Teachers also use the embedded ELD curriculum in Wonders to provide 30 minutes of daily instruction to EL students at Olivehurst. The students are also provided small group instruction to make sure the student's needs are met at their level of abilities. Small group intervention is provided to ensure that Tier 2 and Tier 3 students are getting intervention while Tier 1 students are re-taught what was instructed in their core curriculum for the day.

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

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 interactions with their students, and given many choices on how they can get involved with their child's education.

Describe how the importance of communication between teachers and parents on an ongoing basis through, at a minimum the following means (ESSA sections 1116[d][2][A-D]):

- (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed at the compact relates to the individual child's achievement;
- (B) frequent reports to parents on their children's progress;
- (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and

(D) ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that the family members can understand.

The parents are 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.

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.

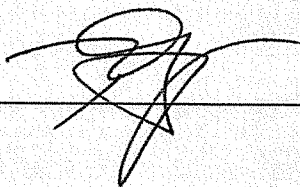
Olivehurst sends home information to parents through School Messenger, Handouts, ELPAC Meetings, PTO Meetings and through Back to School Nights and Open Houses.

This Compact was established by Olivehurst Elementary School on 05/24/2021, and will be in effect for the 2020-21 school year. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on, or before 08/30/2021.

Signature of Authorized Official \_\_\_\_\_

Rob Gregor, Principal

05/24/2021





## Yuba Feather Elementary School

### Title I, Part A School-Parent Compact

Yuba Feather Elementary School and the parents of students participating in activities, services, and programs funded by Title I, Part A agree that the School-Parent Compact outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement. The Compact outlines the means by which the school and parents will build and develop a partnership that will help children achieve the high State academic standards (ESSA Section 1116[d]).

Describe how the school provides high-quality curriculum and instruction in a supportive and effective learning environment enabling children served under Title I, Part A to meet the challenging State academic standards. Describe the ways in which each parent will be responsible for supporting their children's learning and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 1116[d][1]):

- School wide intervention program for both ELA and Math.
- Results of the annual school review including school performance profiles
- Individual students' assessment results and their interpretation
- A description and explanation of the school curriculum
- The assessments used to measure student progress and proficiency levels that the students are required to meet
- Attend all student related meetings and functions at school. (Parent Night Presentations, Parent-Teacher Conferences, Student Success Teams, IEP's, 504's, school performances.)
- Support student learning and homework.
- Actively participate in regular communication between home and school.

Describe how the importance of communication between teachers and parents on an ongoing basis through, at a minimum the following means (ESSA sections 1116[d][2][A-D]):

- (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
- (B) frequent reports to parents on their children's progress;
- (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- (D) ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that the family members can understand.
  - a. Beginning of the year Parent/Student Meeting

- 
- b. Participation in Parent/School Organizations
  - c. Encouragement to Volunteer at School in the Classrooms
  - d. Parent-Teacher Tele-Conferences
  - e. Standards Based Report Cards
  - f. Grade Level Standards Brochure
  - g. Newsletter Articles
  - h. Personal Invites by Staff
  - i. Twice a year Parent/Teacher Conference
  - j. Weekly return of corrected student work
  - k. Teacher availability for phone or email communication.

This Compact was established by Yuba Feather Elementary School on 05/27/2021, and will be in effect for the 2020-21 school year. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on, or before 09/01/2021.

**Signature Page**

Duane Triplett	Principal
----------------	-----------

**Name and Title of Authorized Official**

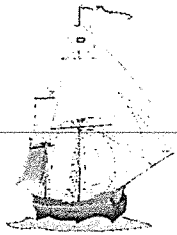


**Signature of Authorized Official**

05/27/2021
------------

**Date**

California Department of Education  
April 2020



## **Foothill Intermediate School**

### **Title I, Part A School-Parent Compact**

Foothill Intermediate School and the parents of students participating in activities, services, and programs funded by Title I, Part A agree that the School-Parent Compact outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement. The Compact outlines the means by which the school and parents will build and develop a partnership that will help children achieve the high State academic standards (ESSA Section 1116[d]).

Describe how the school provides high-quality curriculum and instruction in a supportive and effective learning environment enabling children served under Title I, Part A to meet the challenging State academic standards. Describe the ways in which each parent will be responsible for supporting their children's learning and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 1116[d][1]):

- The school uses state adopted curriculum materials which are aligned with content standards
- Expectations for ways to ensure student success are outlined for parent, student and school. These expectations are distributed annually to parents and are discussed regularly with students.
- Expectations and strategies for ways parents can support their child's success are discussed frequently via phone calls, parent conferences, SST meetings, etc.
- Conferences are scheduled throughout the year either by parent or teachers request.
- Supplemental resources and materials are available to parents to provide additional

Describe how the importance of communication between teachers and parents on an ongoing basis through, at a minimum the following means (ESSA sections 1116[d][2][A-D]):

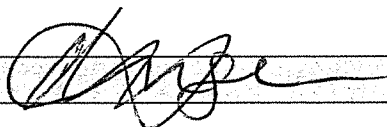
- (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed at the compact relates to the individual child's achievement;
- (B) frequent reports to parents on their children's progress;
- (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- (D) ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that the family members can understand.

- Regularly scheduled parent/teacher conferences or SST's to discuss student progress and/or concerns
- Compact distributed annually with reference made to school handbook expectations for student success
- Progress reports and report cards distributed 8 times per year. All parents have access to Aeries Parent Portal, as well.
- Teacher emails are provided to all parents to facilitate frequent communication. Phone messages are returned in a prompt and timely manner (within 48 hours). Teachers are also available for conferences upon request.
- Parents are recruited and encouraged to volunteer with classroom, clubs and extra-curricular activities.
- School Site Council meetings (5 times per year) give parents an opportunity to provide input and feedback on school programs and activities.
- Newsletters and Aeries Communication announcements keep parents informed of school events.

This Compact was established by Foothill Intermediate School on 6/1/21, and will be in effect for the 2021-22 school year. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on, or before 8/30/21.

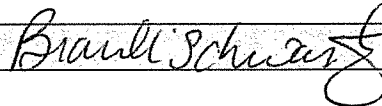
**Signature Page**

Kathleen Hansen, Principal



**Name and Title of Authorized Official**

Brandi Swartz, Site Council President



**Signature of Authorized Official**

June 1, 2021

**Date**

California Department of Education  
April 2020



## Anna McKenney Intermediate School Title I, Part A School-Parent Compact

Anna McKenney Intermediate School and the parents of students participating in activities, services, and programs funded by Title I, Part A agree that the School-Parent Compact outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement. The Compact outlines the means by which the school and parents will build and develop a partnership that will help children achieve the high State academic standards (ESSA Section 1116[d]).

Describe how the school provides high-quality curriculum and instruction in a supportive and effective learning environment enabling children served under Title I, Part A to meet the challenging State academic standards. Describe the ways in which each parent will be responsible for supporting their children's learning and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 1116[d][1]):

To ensure our school is providing high-quality curriculum and instruction in a supportive and effective learning environment, our staff will do the following:

- Our teachers will collaborate to develop engaging and meaningful lessons with high levels of rigor, student engagement activities, and an assessment portion.
- Our staff will foster an educational environment that motivates and inspires our students to succeed.
- Our teachers will provide differentiated instruction to our students so individual learning modalities are addressed and acknowledged.

To ensure our students are striving to meet the challenging State academic standards, our parents are encouraged to do the following:

•Parents/guardians should attempt to provide a quiet location in the home for reading and homework.

•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.

•We would like parents and guardians to hold our students to high expectations to support learning progress and academic achievement

•We would like our parents and guardians to communicate the importance of education to their children.

•We would like all stakeholders to share, model, and believe in our mission statement: **As Mustangs, we are well-rounded individuals who are respectful, responsible, and strive for excellence.**

Describe how the importance of communication between teachers and parents on an ongoing basis through, at a minimum the following means (ESSA sections 1116[d][2][A-D]):

- (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed at the compact relates to the individual child's achievement;
- (B) frequent reports to parents on their children's progress;
- (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- (D) ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that the family members can understand.

In order to ensure student success at Anna McKenney, we believe all stakeholders should collaborate on best practices to support academic achievement and social-emotional well-being. We will do this in the following ways:

- We will communicate regularly with parents regarding student progress and academic achievement. The bi-monthly newsletter, multiple social media sites, handouts and Aeries Communication as well as the school website are utilized to inform parents about school functions, meetings, and events.

- In order to improve and support academic achievement we monitor student progress and intervene with SST's and parent/teacher conferences when issues arise or when teachers/parents communicate concerns. During these meetings our team (teachers, parents, counselor, and admin) attempts to address concerns and develop solutions to support the student and parent/guardian feel supported and develop strategies to help academic success. Our focus is on the state's academic content standards, individual teacher assessments, study habits, and SEL support.

- 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 support 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 established by Anna McKenney Intermediate School on May 25, 2021 and will be in effect for the 2020-21 school year. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on, or before September 30, 2021.

---

**Name and Title of Authorized Official**

Joe Seiler, Principal

**Signature of Authorized Official**

May 25, 2021

California Department of Education  
April 2020



## Yuba Gardens Intermediate School

### Title I, Part A School Parent and Family Engagement Policy

Yuba Gardens Intermediate School, with parents and family members, has jointly developed, mutually agreed upon, and distributed to, parents and family members of participating children in Title I, Part A programs the following requirements as outlined in ESSA sections 1116(b) and (c).

Describe how parents and family members of participating children in Title I, Part A programs are involved in jointly developing, distributing to, a written school parent and family engagement policy, agreed upon by such parents for carrying out the requirements in ESSA Section 1116(c) through (f) (ESSA Section 1116[b][1]):

Written communication to stakeholders is provided in English and Spanish.

Policy is provided to the local community during all parent meetings and at our Title 1 parent meeting.

Policy is updated each year to reflect changes within our school and our demographics.

Describe how parents and family members of participating children in Title I, Part A programs, may amend a parent and family engagement school policy that applies to all parents and family members, if necessary, to meet the requirements (ESSA Section 1116[b][2]):

Input is taken from our ELAC, School Site Council, and any other parent meetings that the school has.

Describe how the Local Educational Agency (LEA) involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, and how the LEA may amend that policy, if necessary to meet the requirements (ESSA Section 1116[b][3]):

The Marysville Joint Unified School District (MJUSD) Parent and Family Engagement Policy is reviewed annually with the MJUSD District Advisory Committee which is made up of parents and guardians as well as site and district administrators. Based on feedback, the policy is updated when necessary to represent relevant and meaningful parent engagement activities and methods of communication. Barriers to greater participation, needs of parents and family members to assist with learning of their children, engaging with school personnel and teachers, and strategies to support successful school and family interactions are annual considerations. Suggested

amendments to the policy are welcomed at the annual review and any time throughout the year. Comments and suggestions on the MJUSD Parent and Family Engagement Policy can be directed to the Director of Categorical Programs.

Describe how parents and family members of children participating in Title I, Part A programs can, if they find that the plan under ESSA Section 1112 is not satisfactory to the parents and family members, and the LEA shall submit the parent comments with the plan when the LEA submits the plan to the State (ESSA Section 1116[b][4]):

Parents and family members have an opportunity to provide input during the development of the LCAP through various avenues - surveys, meetings, and committees. [LCAP@mjUSD.com](mailto:LCAP@mjUSD.com) is another direct link for parent and family members to submit comments. Stakeholder input drives the LCAP priorities. If parents are not satisfied with the draft LCAP, they have the opportunity to submit comments during a comment period. The district responds to any written comments. In addition, parents and family members may opt to publicly address the board of trustees when the public comment is held.

Describe how the school served by Title I, Part A funds holds an annual meeting, at a convenient time, to which all parents and family members of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A and to explain the requirements and the rights of the parents to be involved (ESSA Section 1116[c][1]):

At the beginning of each school year, Yuba Gardens invites parents to the Annual Title 1 Meeting that outlines the purpose of Title 1 funding, allocation of funds, achievements results from the previous two years, and opportunities for parent and family engagement. Meeting invitations and notifications are included in the school calendar that is on the school's website. We also send reminders of the meetings through Aeries Communication.

Describe the steps that the school takes to offer a flexible number of meetings, such as meetings in the morning, afternoon, evening or other ways and may provide, with funds provided under Title I, Part A, for transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116[c][2]):

The school holds ELAC, PTA, and School Site Council meetings every month at different times to maximize the level of parent and family engagement. Parent/teacher/student meetings, SSTs, and IEPs are scheduled whenever necessary to allow parent participation as well.

Describe how parents and family members of participating children are involved, and in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of schoolwide

program plan under ESSA Section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116[c][3]):

School Site Council meetings where Title 1 goals, actions, and expenditures are constructed and open to all parents to attend. Notifications are posted at least 72 hours prior to the meeting. Parents and community represent 50% of the School Site Council composition to ensure they are actively engaged in the Title 1 program and their voice is represented in the program design. Each year, the School Site Council conducts a Title 2 program evaluation to ensure the program is achieving its expected outcomes.

Describe how the school is providing parents and family members of participating children of Title I, Part A programs: timely information about programs under Title I, Part A; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA sections 1116[c][4][A-C]:

The school compact outlines the schools' responsibility to provide high quality curriculum and instruction, and the ways parents will be responsible for supporting their children's learning and the importance of ongoing communication between parents and teachers. The school provide Title 1 parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of children.

Parents are invited to be part of School Site Council Meetings. Title 1 parent meeting is held annually. The ELAC president attends the School Site Council meetings and presents the information during the monthly ELAC meetings. Administration collaborates with parents during meetings as well.

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

Home visits are done when necessary. This practice ramped up big over the pandemic and we will continue the practice moving forward as a way to connect with families.

Parent Portal training in Aeries is sent to families to keep everyone updated as we ramp up our online communications.

Frequent Aeries Communication is sent to families to keep everyone updated on events and everything related to COVID-19.

Describe how the schoolwide program plan, ESSA Section 1114(b), is not satisfactory to the parents of participating children in Title I, Part A programs, submitting any parent comments on the plan when the school makes the plan available to the LEA (ESSA Section 1116[c][5]):

Administration and teachers welcome parent input and encourage parents to be active participants in their children's education. Parent/teacher/student meetings and parent conferences are scheduled when requested. Administration would establish and expand avenues requested by parents to support an active level of parent and family engagement.

Yuba Gardens Intermediate School's Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs on 5/10/21. The School will distribute the policy to all parents and family members of participating Title I, Part A students annually on or before 9/15/21.

---

Signature Page

Jim Hays, Principal

**Name and Title of Authorized Official**



**Signature of Authorized Official**

5/10/21

**Date**

California Department of Education  
April 2020



## **Lindhurst High School**

### **Title I, Part A School-Parent Compact**

Lindhurst High School and the parents of students participating in activities, services, and programs funded by Title I, Part A agree that the School-Parent Compact outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement. The Compact outlines the means by which the school and parents will build and develop a partnership that will help children achieve the high State academic standards (ESSA Section 1116[d]).

Describe how the school provides high-quality curriculum and instruction in a supportive and effective learning environment enabling children served under Title I, Part A to meet the challenging State academic standards. Describe the ways in which each parent will be responsible for supporting their children's learning and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 1116[d][1]):

Lindhurst High School has adopted state approved curriculum for its courses. These curriculum resources have been developed to address the standards and rigor required and expected by the State of California. We offer multiple informational nights designed to help support parents in multiple areas of their child/children's education including instruction. Parents. Parents have access to their child's AERIES account so they can monitor their child's progress, communicating with teachers as needed and following their child's progress towards graduation. Regular meetings will be held on site for parents to provide input and concern regarding the education and extracurricular opportunities for their children. These events include back to school nights, parent information nights, cash for college nights, boosters meetings, site council meetings, ELAC, DLAC and DAC meetings.

Describe how the importance of communication between teachers and parents on an ongoing basis through, at a minimum the following means (ESSA sections 1116[d][2][A-D]):

- (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed at the compact relates to the individual child's achievement;
- (B) frequent reports to parents on their children's progress;
- (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- (D) ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that the family members can understand.

Parents have access to their child's AERIES account so they can monitor their child's progress, communicating with teachers as needed and following their child's progress towards graduation. Regular meetings will be held on site for parents to provide input and concern regarding the education and extracurricular opportunities for their children. These events include back to school nights, parent information nights, cash for college nights, boosters meetings, site council meetings, ELAC, DLAC and DAC meetings.

This Compact was established by Lindhurst High School on 5/26/2021, and will be in effect for the 2020-21 school year. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on, or before August 25, 2021

#### Signature Page

Bob Eckardt Principal Lindhurst High School

#### Name and Title of Authorized Official

Enter Signature of Authorized Official



#### Signature of Authorized Official

5/26/2021

#### Date

California Department of Education  
April 2020



## Marysville High School

### Title I, Part A School-Parent Compact

Marysville High School and the parents of students participating in activities, services, and programs funded by Title I, Part A agree that the School-Parent Compact outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement. The Compact outlines the means by which the school and parents will build and develop a partnership that will help children achieve the high State academic standards (ESSA Section 1116[d]).

Describe how the school provides high-quality curriculum and instruction in a supportive and effective learning environment enabling children served under Title I, Part A to meet the challenging State academic standards. Describe the ways in which each parent will be responsible for supporting their children's learning and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 1116[d][1]):

- 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

Describe how the importance of communication between teachers and parents on an ongoing basis through, at a minimum the following means (ESSA sections 1116[d][2][A-D]):

- (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed at the compact relates to the individual child's achievement;
- (B) frequent reports to parents on their children's progress;
- (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- (D) ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that the family members can understand.

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.

This Compact was established by Marysville High School on **June 1, 2021**, and will be in effect for the 2020-21 school year. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on, or before **October 1, 2021**.

Signature Page

Shevaun Mathews, Principal

**Name and Title of Authorized Official**

*Shevaun Mathews, Principal*

**Signature of Authorized Official**

June 1, 2021

**Date**

California Department of Education  
April 2020



## Marysville Charter Academy for the Arts

### Title I, Part A School-Parent Compact

Marysville Charter Academy for the Arts and the parents of students participating in activities, services, and programs funded by Title I, Part A agree that the School-Parent Compact outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement. The Compact outlines the means by which the school and parents will build and develop a partnership that will help children achieve the high State academic standards (ESSA Section 1116[d]).

Describe how the school provides high-quality curriculum and instruction in a supportive and effective learning environment enabling children served under Title I, Part A to meet the challenging State academic standards. Describe the ways in which each parent will be responsible for supporting their children's learning and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 1116[d][1]):

Marysville Charter Academy for the Arts will provide high-quality state adopted curriculum and instructional strategies aligned to the California Content Standards. We will do this in a positive, safe, supportive and effective learning environment. In addition, MCAA will support high quality curriculum and instruction by providing staff with appropriate professional development opportunities, including PLC training, that will improve teaching and learning as well as support collaborative partnerships with families and other stakeholders. Teachers will have built-in collaboration time so that they can review student data and plan for teaching and interventions for our students. Parents are welcome and encouraged to review Aeries Gradebook on a regular basis and to communicate with teachers about their student's progress.

Describe how the importance of communication between teachers and parents on an ongoing basis through, at a minimum the following means (ESSA sections 1116[d][2][A-D]):

- (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed at the compact relates to the individual child's achievement;
- (B) frequent reports to parents on their children's progress;
- (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- (D) ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that the family members can understand.

Maintaining two-way communication lines between home and school will be a priority to help ensure success for students and families. Building and maintaining communication

channels that display transparency will help students achieve at their highest levels. Monthly newsletters and the use of our web site will help families stay connected with up to date information and opportunities to build relationships. Back to School Night, drama productions, other arts events, and fundraisers will help families and other stakeholders feel like they are part of the MCAA community.

This Compact was established by Marysville Charter Academy for the Arts on 5-13-21, and will be in effect for the 2020-21 school year. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on, or before 9-30-21.

**Signature Page**

Tim Malone, Principal

**Name and Title of Authorized Official**

**Signature of Authorized Official**

5-13-21

**Date**

California Department of Education  
April 2020



## **South Lindhurst Continuation High School**

### **Title I, Part A School-Parent Compact**

South Lindhurst Continuation High School and the parents of students participating in activities, services, and programs funded by Title I, Part A agree that the School-Parent Compact outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement. The Compact outlines the means by which the school and parents will build and develop a partnership that will help children achieve the high State academic standards (ESSA Section 1116[d]).

Describe how the school provides high-quality curriculum and instruction in a supportive and effective learning environment enabling children served under Title I, Part A to meet the challenging State academic standards. Describe the ways in which each parent will be responsible for supporting their children's learning and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 1116[d][1]):

South Lindhurst provides adopted district curriculum that meets all Common Core content area standards for each subject area. Our teachers are provided high quality professional development each year based on data and that year's SMART Goals. SMART Goals are established each year to provide focus on improving instructional practice and delivery and improve academic achievement for all learners. Teachers and school staff are responsible for academic preparation, delivery, support and guidance. Parents are responsible for support and guidance of the academic program at home, ensure student attendance, and to communicate with appropriate staff when there are questions or if support is needed. We encourage parents to play an active role in the education of their children.

Describe how the importance of communication between teachers and parents on an ongoing basis through, at a minimum the following means (ESSA sections 1116[d][2][A-D]):

- (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed at the compact relates to the individual child's achievement;
- (B) frequent reports to parents on their children's progress;
- (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- (D) ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that the family members can understand.

Communication between school and home through multiple channels is imperative. Student success is dependent upon clear ongoing communication between student,

teacher and parent. Student effort and engagement will also be a contributing factor of whether the student will be successful. Communication between school and home will be done in the following ways throughout the school year:

- **Parent phone calls**
- **Aeries Communication messages by SLHS staff**
- **School website, staff google sites**
- **Social media channels such as facebook, Instagram about school news**
- **Remind App**
- **Progress reports sent home every 6 weeks**
- **Aeries gradebooks**
- **Google Classrooms**
- **Updated transcripts every quarter**
- **Monthly & weekly newsletters sent electronically, sent home on paper, posted on website.**
- **Parent meetings (in person & virtual)**
- **Electronic surveys for input**

This Compact was established by South Lindhurst Continuation High School on 5-26-2021, and will be in effect for the 2021-22 school year. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on, or before 8-11-2021.

**Name and Title of Authorized Official**

David Jones, Principal



Kevin Sweetwood, Teacher & Site Council President



5-27-2021

California Department of Education  
April 2020



## Marysville Community Day School Title I, Part A School-Parent Compact

Marysville Community Day School and the parents of students participating in activities, services, and programs funded by Title I, Part A agree that the School-Parent Compact outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement. The Compact outlines the means by which the school and parents will build and develop a partnership that will help children achieve the high State academic standards (ESSA Section 1116[d]).

Describe how the school provides high-quality curriculum and instruction in a supportive and effective learning environment enabling children served under Title I, Part A to meet the challenging State academic standards. Describe the ways in which each parent will be responsible for supporting their children's learning and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 1116[d][1]):

The Marysville Community Day School provides high-quality instruction using experienced credentialed teachers working in their credentialed subject areas using the District adopted curriculum and Board adopted technology curriculum. All lessons include best practices techniques and strategies. The teaching staff continues to be trained through District offered workshops and clinics as well as self-initiated trainings.

Describe how the importance of communication between teachers and parents on an ongoing basis through, at a minimum the following means (ESSA sections 1116[d][2][A-D]):

- (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed at the compact relates to the individual child's achievement;
- (B) frequent reports to parents on their children's progress;
- (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- (D) ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that the family members can understand.

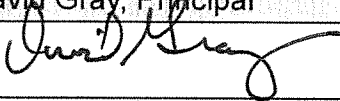
Community Day School continues to have an excellent record of parent and guardian communication. This is done through the use of a monthly newsletter, School Messenger, email, regular mail and phone calls. Parents are encouraged to use the Aeries Portals to take advantage of Interventions and strategies which are listed in that data-base. This is coupled with the parents right and opportunity for participation with the School Site Council.

---

This Compact was established by Marysville Community Day School on May 27, 2021, and will be in effect for the 2021-22 school year. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on, or before August 20, 2021.

**Signature of Authorized Official**

David Gray, Principal



May 27, 2021

California Department of Education  
April 2020