



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]):

Under pre-COVID circumstances, Arboga Elementary School provided state approved and school district board adopted curriculum, teachers participated in district provided optional professional development, in addition to site provided and individual teacher selected professional development. Staff provided a rigorous cross grade ELA intervention program K-3 alongside autonomous grade level interventions in grades 4-6 and provided assistance with math interventions in each grade level. We also integrated our special education students such that we had a Learning Center model, where select students were pulled from class to receive supports not feasible in their mainstream classroom setting, but no student was in the Learning Center all day long and we had gone away from rostering students to our Education Specialists (special education teachers) to ensure their exposure as much as possible to grade level curriculum and expectations.

Now that we are in an entirely different landscape because of COVID, we are attempting to mirror as closely as possible on-line the programs we had up and running prior. We are still utilizing the same curriculum and teachers have still had access to professional development, but our delivery is definitely different, as will be 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 Student Support Specialists 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 will be offering online parenting groups this fall and will be making frequent contact with our parents through AERIES Communications, ZOOM, phone calls, etc. Parents should, the further we get into distance learning, feel supported and able to lean on the school community for assistance where needed. We do ask that they hold their students accountable for work completion, for attending online lessons and for asking questions when they don't 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 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, 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 through online offerings, as we will not be allowed to have volunteers on site this year, even if we do return to school in a hybrid or traditional model. Our Bilingual Family Liaison is able to help communications with Spanish speaking parents, as are the translation options in AERIES Communications, Remind and Class Dojo.

This Compact was established by Arboga Elementary School on September 3, 2020 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, 2020.

Signature Page

Eric D. Preston, Principal, Arboga Elementary School

Name and Title of Authorized Official



Signature of Authorized Official

September 3, 2020

Date

California Department of Education
April 2020



Browns Valley Elementary School

Title I, Part A School-Parent Compact

Browns Valley 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]):

Browns Valley 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, Browns Valley Elementary 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.

In order to ensure success for students and families, Browns Valley 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.

This Compact was established by Browns Valley Elementary School on 8/21/20 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 8/24/20.

Signature Page

Enter Name and Title of Authorized Official

Heather Jackson-Strickland, Browns Valley Elementary School Principal

Enter Signature of Authorized Official

Signature of Authorized Official

Enter Date

8/21/20

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 how the school and parents will build and develop a partnership that will help children achieve 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 how 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.

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 September 3, 2020, 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, 2020

Signature Page

Jill W. Segner, Principal

Name and Title of Authorized Official

Signature of Authorized Official

9/3/2020

Date

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 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.

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.

This Compact was established by Cordua Elementary School on 8/21/20, 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 8/24/20.

Signature Page

Enter Name and Title of Authorized Official

Heather Jackson-Strickland, Cordua Elementary School Principal

Enter Signature of Authorized Official

Signature of Authorized Official

Enter Date

8/21/20

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 August 31, 2020, 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 25, 2020.

Signature Page

Kari Ylst, Principal Mary Covillaud Elementary School

Name and Title of Authorized Official

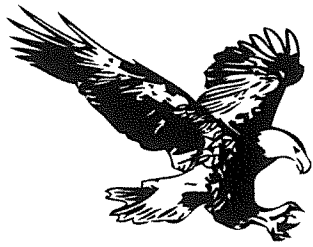


Signature of Authorized Official

08/31/20

Date

California Department of Education
April 2020



Dobbins Elementary School School-Parent Compact

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- All notices distributed in Native Language

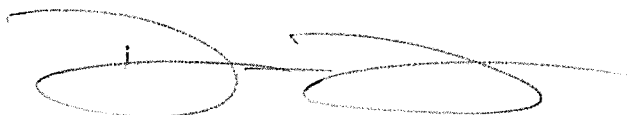
- All notices written in easily understood language.

This Compact was adopted by Dobbins Elementary School on 08/24/2020 and will be in effect for the 2019-20 school year.

The school will distribute the Compact to all parents of students participating in the Title I, Part A program on or before 09/30/2020.

Duane M. Triplett

Signature of Authorized Official



08/24/2020

Date

California Department of Education
March 2018





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 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 10/1/2020.

Signature Page

Lori Guy, Principal

Name and Title of Authorized Official

Signature of Authorized Official

8/24/2020

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. EL progress monitoring is handled by our Student Support Specialist and other support staff. Quality ELD instruction, including both integrated and designated strategies, support second language learners in developing English. During the Covid 19 pandemic and distance learning, it is extremely important that Ella support parents and students with this new model for teaching and learning. Technology support and knowledge about Chromebooks, Google Classroom, Zoom, etc. is available for parents in order to best help their children during distance learning. 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.

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. While we are distance learning due to the Covid 19 pandemic, we have 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, due to the Covid 19 pandemic, this is not possible at this time. 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 08/24/2020, 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 09/14/2020.

Signature Page

Jennifer McAdam, Principal Ella Elementary School

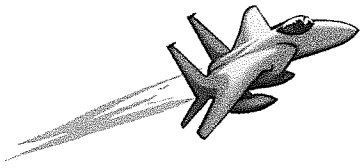
Name and Title of Authorized Official

Signature of Authorized Official

8/24/2020

Date

California Department of Education
April 2020



Johnson Park Elementary School School-Parent Compact

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

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

How does the school address this?

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

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

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

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

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

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

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

- School will incorporate discussion to increase parent involvement at monthly staff meetings
- Introduce parent nights to teach parents about academic and school behavior expectations.
- Provide financial scholarships for interested parents to get fingerprinting done

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

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

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

- Flyers sent home announcing events, important dates, meetings and community activities
- AERIES Communication will be used to call out to all families with important information
- Flyers posted on multiple bulletin boards on campus to communicate information to parents on site.

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

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

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

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

This Compact was adopted by Johnson Park Elementary School on August 31, 2020 and will be in effect for the period of the 2020-21 school year.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 1, 2020.

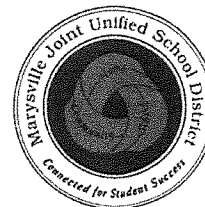
Tracy Pomeroy



Signature of Authorized Official

August 31, 2020

Date





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 uses the state approved curriculum in the areas of English/language arts, math, science, and social studies. We also offer school-wide intervention across all grade levels in order to assist those students that are not meeting grade level expectations. This includes using paraprofessionals to provide small group intervention, as well as Learning Center staff providing tier 3 intervention. During distance learning students are provided with technology and supplies, and teachers offered tutorials to parents and students on how to use the technology and access the learning platforms. Linda School staff also offer technical assistance to parents and families that are struggling with engagement. Parents are encouraged to monitor their child's progress and provide assistance as needed to ensure student success.

Describe 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.

Teacher/parent communication is offered through Class Dojo, email, text, and/or phone calls. During distance learning, parent conferences, Student Study Team meetings, and IEP meetings are offered virtually, while during traditional learning those meetings are

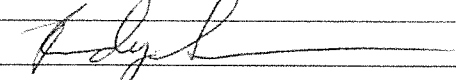
offered in-person. Home visits are conducted by the administration and support staff to reach out to those students not engaged in learning, whether that be via distance, blended, or traditional learning. Student progress is provided to parents via the parent portal in Aeries so that parents can monitor their child's progress on a continual basis throughout the year. Interpreters are provided to non-English speaking parents, and school communicate is offered in the family's native language. During traditional learning parents are encouraged to volunteer at the school in a variety of different capacities, and parent observations are always welcome. We at Linda School understand the importance of building a strong relationship with the parents of our students so that the education of our students extends beyond the classroom.

This Compact was established by Linda Elementary School on August 27th, 2020, 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 1st, 2020.

Signature Page

Randy Swann, Principal

Name and Title of Authorized Official



Signature of Authorized Official

08/27/2020

Date

California Department of Education
April 2020



Loma Rica Elementary School

School-Parent Compact

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

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

How does the school address this?

- The school uses state adopted curriculum materials which are aligned to content standards
- Expectations for ways to ensure student success are outlined for parent, student and school. These expectations are distributed annually and reviewed as needed.
- Parents meet annually for formal parent/teacher conferences. Additional conferences are scheduled throughout the year either by parent or teacher request. Parents are recruited and encouraged to volunteer and observe in their child's classroom

- Trimester report cards are mailed home 3 times per year. Phone calls/written reports are made weekly or as needed to report concerns and discuss strategies for academic improvement.

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

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

- Back To School Night presentations
- Parent/Teacher conferences

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

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

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

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

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

- Title 1 funds work in concert with other targeted funds to supplement the core instructional program. Parents take part in helping determine expenditures
- Back To School Night discussions with parents
- Open House discussions with parents
- Monthly newsletter announcements of upcoming events
- Site Council meetings
- PTO

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

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

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

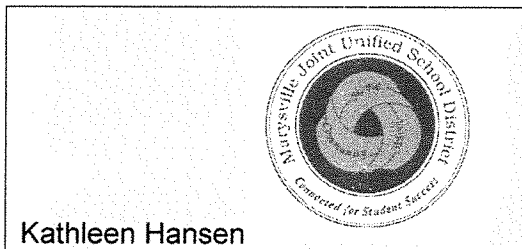
- Classroom volunteering
- Field trip participation
- PTO events
- Back To School Night
- Open House
- Site Council

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

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

This Compact was adopted by Loma Rica Elementary School on August 31, 2020 and will be in effect for the period of the 2020-21 school year.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before August 31, 2020.



Signature of Authorized Official

August 31, 2020

Date

California Department of Education
July 2018



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 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 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 is a critical component during the 2020-2021 school year where distance learning and technology are key components 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.

Maintaining two-way communication lines between home and school will be a priority to help ensure success for students and families. We must make this a priority since face to face meetings are limited due to Covid restrictions. 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 8/27/2020, 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 8/31/2020.

Signature Page

Enter Name and Title of Authorized Official

Derek Morrison, Kynoch Elementary

Enter Signature of Authorized Official

Signature of Authorized Official

Enter Date

8/27/2020

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 08/31/2020, 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 09/30/2020.

Signature of Authorized Official _____

Rob Gregor, Principal

8/31/2020



Yuba Feather Elementary School School-Parent Compact

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- All notices distributed in Native Language

- All notices written in easily understood language.

This Compact was adopted by Yuba Feather Elementary School on 08/21/2020 and will be in effect for the 2019-20 school year.

The school will distribute the Compact to all parents of students participating in the Title I, Part A program on or before 09/30/2020

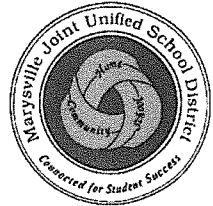
Duane M. Triplett

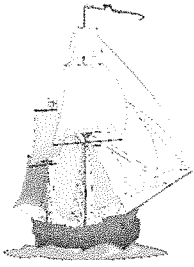
Signature of Authorized Official

08/21/2020

Date

California Department of Education
March 2018





Foothill Intermediate School School-Parent Compact

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

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

How does the school address this?

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

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

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

- Back To School Night presentations
- Parent/Teacher conferences

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

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

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

- Staff meeting discussions
- Site Council meeting discussions

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

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

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

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

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

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

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

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

This Compact was adopted by Foothill Intermediate School on August 31, 2020 and will be in effect for the period of the 2020-21 school year.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before August 31, 2020.

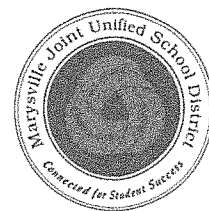
Kathleen Hansen

Signature of Authorized Official

August 31, 2020

Date

California Department of Education
July 2018





Anna McKenney Intermediate School

School-Parent Compact

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

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

How does the school address this?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

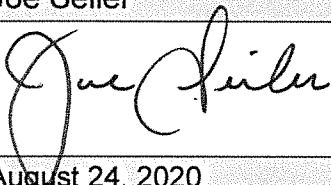
The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family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

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

This Compact was adopted by Anna McKenney Intermediate School on August 24, 2020 and will be in effect for the period of the 2020-21 school year.

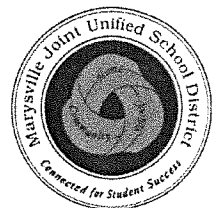
The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 30, 2020.

Joe Seiler



August 24, 2020

Date



California Department of Education
July 2018



Yuba Gardens Intermediate School

Title I, Part A School-Parent Compact

Yuba Gardens 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]):

Parents are invited to be part of School Site Council Meetings, Title 1 Meeting, PTA, and ELAC to provide input on student interventions and the academic programs. The ELAC president attends the School Site Council meetings and presents the information during the monthly ELAC meeting. Administration collaborates with parents during these meetings.

Parents were invited to a curbside Back to School Night due to COVID-19.

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

Home visits are done when necessary. The school has done a lot of deliveries of materials and Chromebooks during the Distance Learning portion of the school year.

Aeries Communication is used regularly to ensure parents are aware of engagement opportunities. Teachers also use Aeries Communication to speak with parents and students.

Parent Portal training was offered before school started. This allows parents to track 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.

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

Home visits are done when necessary. The school has done a lot of deliveries of materials and Chromebooks during the Distance Learning portion of the school year.

Aeries Communication is used regularly to ensure parents are aware of engagement opportunities. Teachers also use Aeries Communication to speak with parents and students. All of these messages are translated into the preferred language of the parent.

Parent Portal training was offered before school started. This allows parents to track their student's progress.

The school provides frequent attendance check ins with parents if their child is not going to school.

SST's are scheduled and held if academic progress is not being shown as well.

In our Distance Learning model, teachers are responding back to parents questions within 24 hours of inquiry.

Progress reports are sent home 8 times to everyone throughout the school year.

This Compact was established by Yuba Gardens Intermediate School on 8/31/20, 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 9/15/20.

Signature Page



Jim Hays, Principal

Name and Title of Authorized Official

Signature of Authorized Official

8/31/20

Date

California Department of Education
April 2020



Lindhurst High School School-Parent Compact

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

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

How does the school address this?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

This Compact was adopted by Lindhurst High School on 11/29/2019 and will be in effect for the period of the 2020-21 school year.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before August 21, 2020

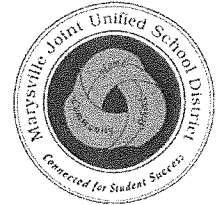
Bob Eckardt

Signature of Authorized Official

11-29-19

Date11-29-19

California Department of Education
July 2018





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 **August 26, 2020**, 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, 2020**.

Signature Page

Shevaun Mathews, Principal

Name and Title of Authorized Official

Shevaun Mathews, Principal

Signature of Authorized Official

August 26, 2020

Date

California Department of Education
April 2020



Marysville Charter Academy for the Arts

School-Parent Compact

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

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

How does the school address this?

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

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

among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

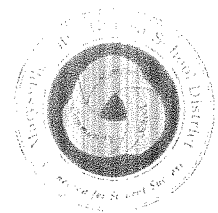
This Compact was adopted by Marysville Charter Academy for the Arts on 8/27/20 and will be in effect for the period of the 2020-21 school year.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before 9/30/20.

Tim Malone

Signature of Authorized Official

Tim Malone



8/27/20

Date

8/27/20

California Department of Education
July 2018



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,

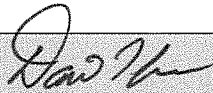
teacher and parent. Student effort and engagement will also be a contributing factor of whether the student will be successful. Communication between school and home will be done in the following ways throughout the school year:

- **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 date, 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 add date here

Name and Title of Authorized Official

David Jones, Principal



Kevin Sweetwood, Teacher



8-27-2020

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. 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.

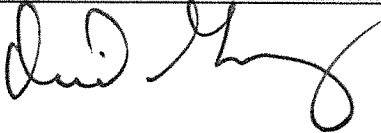
Community Day School continues to have an excellent record of parent and guardian communication. This is done through the use of a monthly newsletter, School Messenger, email, regular mail and phone calls. Parents are encouraged to use the Aeries Portals to take advantage of Interventions and strategies 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 ^{August 26, 2020} ~~date~~, 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 ~~add date here.~~

^{September 25, 2020}

Signature of Authorized Official

David Gray, Principal



Enter Date

California Department of Education
April 2020