

Guajome Park Academy, Inc.

Guajome Park Academy (“GPA”) Board of Directors and the parents of the students participating in all activities, services, and programs funded by Title 1, part A, has jointly developed this Home-School Compact in sharing the responsibility for improved student academic achievement.

All members of the Guajome Park Academy learning community – students, parents, and staff – work together to achieve the school’s mission. As members of a community, each group has responsibilities and expectations to fulfill:

Student Responsibilities/Expectations

Each student at GPA is required to meet the following pupil benchmarks to maintain satisfactory academic, attendance, and behavioral standing:

- Maintain a 97% attendance ratio.
- Maintain 100% completion rate and 70% competency level on all class assignments, homework, and authentic assessments.
- Participate in the CAASPP, or other testing programs, designated by GPA or the State of California.
- Adhere to all academic, attendance, and behavior policies of GPA.

In addition, each GPA student is expected to:

- Reflect a positive attitude towards learning.
- Take responsibility for his/her own educational growth and development.
- Communicate proactively with classroom instructors, counselors, and administrators.
- Show respect for all GPA students, parents, and staff.
- Contribute and interact in a positive manner within the community.

Parent/Guardian Responsibilities/Expectations

Research shows that one of the most influential factors in student success is the involvement by parents/guardians in the student’s educational program. Parents/Guardians of GPA students are expected to:

- Insist on daily, punctual school attendance of student.
- Monitor the daily and weekly completion of student’s work.
- Be actively involved in student’s learning program.
- Provide transportation to and from all school activities.
- Support the discipline codes and behavior guidelines of GPA.
- Complete all applicable school paperwork and meet stated deadlines.
- Provide or facilitate instructional assistance for student.
- Participate regularly and actively in parent meetings, activities, and workshops.
- Proactively ask questions or seek assistance from GPA staff.
- Stay informed by reading the GPA handbook, course catalog, and other school communications, and by visiting the GPA web site regularly.
- Show respect for all GPA students, parents, and staff.

Staff/School Responsibilities/Expectations

The GPA staff recognizes that they serve a diverse population of students who have varying learning styles and abilities. The education of GPA's students will be most productive when instructors:

- Hold an annual meeting to explain the school budget and Title funded programs and inform parents of their right to be involved in the process.
- Parent-teacher conferences to be held at least annually.
- Involve parents in planning, review, and improvement of Title funded programs.
- Provide timely information about Title funded programs to parents, describing the curricula, student assessments, and proficiency levels students are expected to meet.
- Respond promptly to parent suggestions, questions, or comments.
- Create partnerships with stakeholders and the community.
- Create and maintain safe and effective environments for student learning.
- Understand and organize subject matter for student learning.
- Communicate with and inform parents/guardians of student progress regularly.
- Plan instruction and design learning experiences for all students.
- Engage and support all students in learning.
- Systematically evaluate student achievement/performance with a variety of assessment tools.
- Continue to develop as professional educators.
- Correctly maintain all appropriate paperwork and meet all deadlines.
- Provide tutorial assistance/instruction when appropriate.
- Show respect for all GPA students, parents, and staff.
- Model professional behavior.

The Home-School Compact is reviewed and updated annually by the School Site Council.

DATE GPA POLICY ADOPTED BY THE BOARD: AUGUST 2, 2018

FIRST REVISION ADOPTED BY THE BOARD: MAY 7, 2020