



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:

1. The school's responsibility to provide high-quality curriculum and instruction (ESSA Section 1116[d][1]).
2. The ways parents and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
3. 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]).
4. 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]).
5. Frequent reports to parents and family members on their children's progress
6. (ESSA Section 1116[d][2][B]).
7. Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

- Provide state adopted, high-quality curriculum and researched based instruction in a supportive and effective learning environment that enables the participating children to meet the State's content standards.
- Communicate high expectations for every student and endeavor to motivate students to learn.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.

- Observe best instructional practices and debrief on practices to implement in teachers' classrooms to enable our scholars to meet the challenging state academic standards
- Provide parents opportunities to volunteer and participate in their student's classes and to observe classroom activities.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Parent-Teacher Conferences (annually)
 - Weekly communication in Kindergarten thru 2nd grade via homework folders.
 - Progress reports by grade levels
 - Report Cards (three times a year)
 - Assessment reports for CAASPP, ELPAC, Running Records, ESGI Parent Report for Kinder, Lexia and Freckle and site-level assessments

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?

- Provide state adopted, high-quality curriculum and researched based instruction in a supportive and effective learning environment that enables the participating children to meet the State's content standards.
- Communicate high expectations for every student and endeavor to motivate students to learn.
- Post grade level standards on the school website.
- Provide parents opportunities to volunteer and participate in their student's classes and to observe classroom activities.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Parent-Teacher Conferences (annually)
 - Daily communication in Kindergarten thru 2nd grade via homework folders.
 - Progress reports by grade levels
 - Report Cards (three times a year)
 - Assessment reports for CAASPP, ELPAC, ESGI Parent Report for Kinder.

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

The school provides the following materials to help parents work with their children to improve their children's achievement:

Curriculum Theme Nights provide materials and hands-on activities parents can do with their students.

Library access to check out books to promote reading

Educational app access to extend the educational learning to home.

The school provides the following training to help parents work with their children to improve their children's achievement:

Curriculum Theme Nights provide hands-on activities parents can do with their students. They also build parents' capacity to work with their children in the content areas.

SSC and ELAC meetings

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?

- Provide access to teachers for before and after school meetings as well as during parent-teacher conferences.
- Provide access through communication tools such as phone, notes sent through the office, email, text messaging, and parent square.
- Volunteer to chaperone on field trips and in classrooms upon District clearance.

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

Parents part in supporting their child's learning is the following:

1. Monitor my child's daily attendance.
2. Provide a time and place to help support him/her with homework.
3. Monitor my child's time spent watching T.V. and playing video games.
4. Participate in school related activities, parent conferences, and special activities.
5. Communicate with my child daily to become more informed about his/her school progress.
6. Respect the school, staff, students, families, and community.
7. Participating in school and districts surveys such as Kelvin.

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 provides on-going, regular information in Spanish and English (our two primary languages), including:
 Language Line
 Social media
 Parent notices and flyers
 Translators are available during the following meetings:
 SSC, ELAC,
 Coffee Conversations with Admin
 Parent Teacher Conference

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?

Our parents and families have requested the following parent programs which we are either offering or are looking into offering in conjunction with our Family Engagement and Equity department: Anti-Bullying Classes and classes to learn English.

We coordinate with the community relations workers at the Family Engagement and Equity department to provide activities and support, as requested.

Through the Family Engagement and Equity department, other district departments and state and local agencies, we have access to a variety of resources to make sure that all families have access to information, training and support, regardless of language proficiency, disability, or permanence of residency.

Family Engagement and Equity department support children's learning by helping families to make sure that their children understand the connection between their current learning and later personal, academic and career opportunities; that their children are doing work above and beyond what their teachers require, based on their child's individual goals and passions; that families are aware of the school's grade-level family engagement goals; that they volunteer, as possible; that they attend meetings or otherwise communicate their thoughts and desires regarding their children's educations to their child's teacher(s), counselor or administrator.

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are

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

Our parents and families have requested the following parent programs which we are either offering in conjunction with our Family Engagement and Equity department: Anti-Bullying Classes and classes to learn English. We coordinate with the community relations workers at the Family and Community Engagement department and Equity department to provide activities and support, as requested or shown in the Kelvin Survey needs assessment. Through the Family and Community Engagement and Equity department, other district departments and state and local agencies, we have access to a variety of resources to make sure that all families have access to information, training and support, regardless of language proficiency, disability, or permanence of residency. Family and Community Engagement and Equity department support children's learning by helping families to make sure that their children understand the connection between their current learning and later personal, academic and career opportunities; that their children are doing work above and beyond what their teachers require, based on their child's individual goals and passions; that families are aware of the school's grade-level family engagement goals; that they volunteer, as possible; that they attend meetings or otherwise communicate their thoughts and desires regarding their children's educations to their child's teacher(s), counselor or administrator.

This Compact was adopted by the Smiley Elementary School on October 26, 2022 and will be in effect for the period of 2022-2023 school year.

The school will distribute the Compact to all parents and family members of students participating in the program on, or before: September 1, 2022.

Type signature here.



Signature of Authorized Official

Enter date approved.

10-26-22

California Department of Education
July 2018