

Title I, Part A School-Parent Compact



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Bill L. Williams Elementary School provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), which includes providing information and school reports, in a format and, to the extent practicable, in a language such parents understand.

The School-Parent Compact is available on the school website and through ParentSquare. In addition, paper copies of the Compact can be found at the school office, free of charge. Parents and families wishing to provide ongoing support and input into the Compact can participate through the School Site Council, the Title I Subcommittee, the District Advisory Committee, and other committees. Additionally, parents and families can provide input by completing the parent surveys distributed throughout the school year.

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

Describe how the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging State academic standards, and 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]):

Bill L. Williams will provide a high-quality curriculum and instruction while offering a supportive and effective learning environment through the following ways:

- Teachers are provided Professional Development opportunities on a regular basis
- Teachers use the District-adopted curriculum that correlates to the Common Core State Standards as well as following the District's Accelerated Pacing Guide
- Teachers are provided additional supplement resources to enhance the learning of students at, below, and above the grade level proficiency point
- Teachers provide Social - Emotional Learning to their students on a regular basis
- Students have access to one of our two trained Behavior Intervention Assistants (BIA) to help them work on any social-emotional concerns. When necessary, students may receive support from our school psychologist.
- Teachers review student data on a regular basis to drive their planning and instruction
- Identified students have access to additional academic support through an Intervention Teacher and/or trained classroom aides
- Teachers consult with the school Academic Coaches to improve effective teaching practices
- Students and teachers have access to a variety of technology tools that can help increase student engagement and learning

Parents can support their child's learning through the following ways:

- Be an active participant in decisions relating to your child's education
- Sign up for the school ParentSquare communication tool
- Ensure that the students arrive on time and attend school for the full day every day
- Provide a structured learning area and assist them with assignments as needed
- Communicate the importance of education and learning to their child, reinforce school rules, and when necessary, support disciplinary action
- Attend school and district-provided parent training/educational events
- Participate in Parent-Teacher conferences and be an active participant in regard to regular communication with your child's teacher and/or school through ParentSquare, email, or phone calls
- Ensure your child is provided proper nutrition and adequate sleep

Parents have the opportunity to provide input on decisions that may affect the school in a variety of ways, including, but not limited to, Parent-Teaching Conferences, attending Parent Club meetings, School Site Council (SSC) meetings, District Advisory Committee (DAC) meetings, Title I Subcommittee meetings, English Language Advisory Council (ELAC) meetings, and the District English Learner Advisory Committee (DELAC) meetings. In addition, parents can provide input regarding the school program by completing the Panorama survey that is sent out twice a year, English Learner parents can complete the annual survey that is sent out in the spring, as well as request meetings with the school administration.

If a student is participating in extra-curricular activities outside of school, it is vital that our parents understand the importance of balancing school responsibilities with these extra-curricular activities.

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 held at the end of the first quarter, as well as anytime a teacher or a parent feels a need to request one. During the first conference, a copy of the Parent Compact will be provided by the staff and discussed by the teacher, along with any other concerns. Parents who do not speak English may receive interpreter services for these conferences as either requested by the parent or offered by the school staff.

Graded student work and assessments are sent home from all grade levels on at least a weekly basis for parents to look over. In primary grades, progress reports are sent home at the mid-point of each quarter to notify the parents of their child's progress. In addition, K-2nd grade teachers send home weekly conduct folders with behavioral reports to the parents. In intermediate grades, parents are notified how to check their child's grades with our online Synergy grade book system multiple times over the course of the year via messaging from ParentSquare, directions sent home, and/or conversations between staff and parents. In addition, progress reports are sent home for students who are struggling or failing identified subjects at the mid-point of each quarter.

If allowed by the district, parents are to follow the district policy for observing in a classroom, and copies of the policy can be found in our handbook, school office, or on the District website. Parents do have the opportunity to participate in our Parent Club, School Site Council, and ELAC every year either virtually and/or in person, when available. The format of the meeting will be clearly communicated to parents. In addition, parents will have opportunities to attend various school activities throughout the year.

While on duty, teachers are available to conduct meaningful two-way communication with parents before school, after school, and during non-instructional time in a variety of ways, including, but not limited to, emails, phone calls, conferences, & ParentSquare messages. Most meetings will take place on campus during office hours. If parents need to speak with the administration, they can communicate electronically or set up an appointment to meet in the office. Any parent who does not speak English can request an interpreter be present for any school meeting.

This Compact was established by Bill L. Williams Elementary School on 2/27/24, and will be in effect for the period of the 2024-2025. 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, 2024.

Dion Lovio, Principal

Name and Title of Authorized Official



Signature of Authorized Official

2/27/24

Date

