

Title I, Part A School-Parent Compact

Board Approval: April 8, 2025



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Fred L. Thompson Junior High 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 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.

Fred L. Thompson Junior High 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]):

Thompson Junior High school offers each student the opportunity to take part in a multiperiod day. Each period will be taught by a highly qualified teacher in the subject-specific content area. All core- courses of study are designed and aligned to the specifications of the Department of Education of California versions of; Common Core State Standards(CCSS), Next Generation Science Standards(NGSS), and History-Social Science Framework. Electives will adhere to a skill-based approach in their respective area of study and the standards that reflect the course of study. Each semester students with or without the guidance of their parents will select their top THREE choices for an elective course of study. All students are required to take and maintain a course in Mathematics, English Language, Science, Social Science, and Physical Education. Additional intervention or elective courses will complete a typical student schedule.

Parents are encouraged to communicate regularly with students. Aligning conversations around 5 key questions to seek answers to their students day in roughly 5 minutes:

1. What did you learn today?
2. What did you do today that helped you learn?
3. Were you awarded any PACK points today?
If so, which one?
If NO, why did you miss out on PACK points today?
4. What is a behavior you could show tomorrow to earn PACK points?
5. Encourage your child in a very specific and genuine way.

Our site has a strong culture of positivity and rewards positive behavior through the use of our PACK points and PBIS matrix. Students can earn rewards and recognition for an accumulation of points through our PBIS rewards Application and store.

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.**

Parents and staff are encouraged to actively communicate. Our school is committed to frequent two-way, meaningful communication with families about student learning, to the extent practicable, in a language that family members can understand. Some of the ways parents and teachers communicate all year are:

Active Communication: This type of communication is obtained via a face-to-face digital interaction, two-way text exchange(via parentsquare), or a verbal exchange.

>Parentsquare: This communication platform moves from Passive to Active when you are using the individual chat feature and two-way communication is established.

>Phone Call: A direct phone call home to Guardians regarding specific student progress.

>GoGuardian: Active chat feature within the “Teacher Dashboard” to help students during the class session with specific web applications.

Passive Communication: This occurs through the use of district-provided communication tools.

>ParentSquare: Schoolwide and class posts not directly addressed to individuals are considered passive.

>GoGuardian: Class windows with teacher monitoring student activity via the “Teacher dashboard” using class-wide features like messaging, screen block, etc.

>InTouch Automated Call Service: InTouch will be used to provide an additional layer of parent communication through automated calling messages for student events, testing dates, and other information essential to family and school engagement.

Other means of contact and consistent monitoring services:

>Synergy ParentVue - You have the option to log-in and see the grade of your student through out Student Information System (Synergy). The system provided grades at progress and quarter marks for all students.

>Progress Reports - Progress Reports are typically sent out four weeks after the start of each quarter.

>Report Cards - The purpose of the report card is to communicate information about learning successes over time as well as guide improvements. Report cards communicate student performance and expectations to students and families in order to set meaningful goals.

>District LCAP Goals for Student Achievement

GOAL 1 - Ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities and equipment, as well as robust standards-aligned instructional materials and resources.

GOAL 2 - Provide every P-BVUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students will show progress toward meeting or exceeding state standards.

GOAL 3 - Provide healthy, safe, and inclusive learning environments that actively engage all students, staff, families, and community. Our whole child, whole community approach will prioritize positive relationships, educational equity, and shared responsibility with all educational partners, maximizing academic and social outcomes for each student.

GOAL 4 - Accelerate learning outcomes for English Language Learners, as measured by local benchmark and state assessments, as well as an increase in the district reclassification rate by 2026.

> School Goals for Student Achievement (SPSA)

The Thompson Junior High School Staff is committed as a group of individuals working interdependently to achieve a common goal for which they are held mutually accountable as a worthy means of ensuring high levels of learning for all students. Each child has access to a comprehensive instructional program consisting of reading, English, history, math, science, physical education, and an elective. Committed to the Professional Learning Community philosophy, our teachers continuously exercise intense scrutiny of the curriculum, common core standards, and framework in order to identify essential standards and focus on student learning.

Activities to Build Parent/Student/Teacher Partnerships

Parent-Teacher Conferences at Request

Student Success Teams

School Site Council

English Learner Advisory Committee (ELAC)

District English Learner Advisory Committee (DELAC)

At Our School Teachers and Staff will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the state's challenging student academic achievement standards

Provide ongoing communication with parents regarding student progress and support strategies such as parent conferences, newsletters, progress reports, email, phone calls home, and the services of an interpreter, if needed.

Provide parents reasonable access to staff through parent conferences, email, phone calls, classroom visitations, and an interpreter if needed.

At Home Parents and Guardians will:

Communicate the importance of education and learning to my child

Reinforce school rules and when necessary, support disciplinary actions

Ensure that my child arrives on time and attends school for the duration of scheduled days

Ensure that my child signs in to zoom classes promptly and attends the duration of the periods Provide a quiet time and place for homework and assist my child with assignments

Ensure that my child receives proper nutrition and adequate sleep

Become familiar with ParentVue and monitor my child's progress frequently

Participate, as appropriate, in decisions relating to my child's education

Promote positive use of my child's extracurricular time

Stay informed about my child's education and communicate with the school by promptly reading all notices from the school either received by my child or by mail and responding, as appropriate

Attend Parent-Teacher Conferences and Parent Education Events

Our students will:

Come to school on time ready to learn.

Complete classwork/homework every day and ask for help when needed.

Read at least 30 minutes every day outside of school time.

Listen carefully and seek assistance for skills or concepts that are not fully understood.

Attend office hours with questions when needing assistance

Maintain respectful behavior towards adults and classmates.

Give their best effort on all assignments.

Give their parents all notices and information received from school every day.

Practice Respect, Act Responsibly, Consider Others, & Keep Our School Safe

When teachers, students, and families work together, we CAN achieve our goals!

This Compact was established by Fred L. Thompson Junior High School on February 19, 2025, and will be in effect for the period of the 2025-2026. 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, 2025.

Lana Martin, Principal

Name and Title of Authorized Official

A handwritten signature in blue ink, appearing to be "John Smith", is written on a white rectangular background.

Signature of Authorized Official

February 19, 2025

Date