

Title I, Part A School-Parent Compact

Board Approval: April 14, 2026



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Old River 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 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 District Advisory Committee, and other committees. Additionally, parents and families can provide input by completing the parent surveys distributed throughout the school year.

Old River 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]):

Old River Elementary School will provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables all students to meet California’s challenging academic standards. Instruction will be delivered using district-adopted curriculum and supplemental materials designed to meet the diverse academic needs of students. Teachers will implement instructional practices that promote student engagement, academic growth, and continuous monitoring of student progress to ensure instructional effectiveness.

Parents and families will support their children’s learning by maintaining regular communication with teachers, encouraging daily reading and completion of homework, establishing consistent routines at home, and reinforcing the importance of education. Parents are encouraged to attend school events such as Back-to-School Night, Parent-Teacher Conferences, Title I meetings, and other academic activities. Families will also participate, as appropriate, in decisions relating to their children’s education through surveys or participating in various committees and promote positive use of extracurricular time to support overall student success.

Together, the school and families will work as partners to share responsibility for improved student academic achievement and to foster a strong home-school connection that supports student learning and growth.

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.**

Old River Elementary School is committed to maintaining regular, meaningful, two-way communication between school staff and families to support student academic achievement. This communication will include, at a minimum, the following:

(A) Parent-Teacher Conferences:

Parent-teacher conferences will be held at least annually to discuss each child’s academic progress and to review the School-Parent Compact as it relates to the individual student’s achievement.

(B) Frequent Reports on Student Progress:

Parents will receive frequent updates on their child’s progress through report cards, progress reports, Parent Square communications, newsletters, emails, phone calls, and additional conferences as needed.

(C) Reasonable Access to Staff and Opportunities for Participation:

Parents will have reasonable access to teachers and school staff through scheduled conferences, appointments, email, phone calls, and school meetings. Families will also have opportunities to volunteer, participate in classroom activities, and observe instruction as per the district’s Board policy.

(D) Two-Way, Meaningful Communication:

The school will ensure consistent two-way communication between families and staff in a language parents can understand, to the extent practicable. Interpreter services and translated materials will be provided as needed to support families with limited English proficiency.

Through these ongoing communication practices, Old River Elementary School and families will strengthen collaboration and shared responsibility for student success.

This Compact was established by Old River Elementary School on March 19, 2026, and will be in effect for the period of the 2026-2027. 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, 2026.

Kathy Josephson - Principal

Name and Title of Authorized Official



Signature of Authorized Official

3/25/2026

Date