

Title I, Part A School-Parent Compact

Board Approval: April 14, 2026



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Sing Lum 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.

Sing Lum 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]):

Sing Lum Elementary is committed to providing a high-quality educational program supported by effective instruction and a positive learning environment. This commitment is reflected through the following actions:

SCHOOL RESPONSIBILITIES:

- *Teachers participate in ongoing professional development to strengthen instructional practices.
- *Teachers implement the District-adopted curriculum aligned to the Common Core State Standards and follow the District’s Accelerated Pacing Guide.
- *Supplemental instructional resources are provided to address the needs of students performing below, at, and above grade-level expectations.
- *Social-emotional learning is integrated regularly into classroom instruction.
- *Students have access to a trained Behavior Intervention Assistants (BIAs) for social-emotional support, with additional services provided by the school psychologist & district social worker when appropriate.
- *Teachers review and analyze student performance data on a regular basis to guide planning and instruction.
- *Identified students receive additional academic support through an Intervention Teacher and/or trained instructional aides.
- *Teachers collaborate with the Academic Coach to further refine and enhance effective teaching practices.
- *Students and staff have access to a variety of technology tools designed to increase engagement and support academic achievement.

PARENT RESPONSIBILITIES:

- *Parents and guardians play a vital role in supporting student success. Families are encouraged to:
- *Participate actively in decisions related to their child’s education.
- *Enroll in ParentSquare to stay informed of school and district communications.
- *Ensure their child attends school daily and arrives on time.
- *Provide a consistent and structured environment for learning at home and assist with assignments as needed.
- *Reinforce the value of education, support school expectations, and collaborate with staff when disciplinary actions are necessary.
- *Attend parent education workshops and trainings offered by the school and district.
- *Participate in Parent-Teacher Conferences and maintain regular communication with teachers through ParentSquare, email, or phone.
- *Ensure their child receives proper nutrition and adequate sleep to support learning.

OPPORTUNITIES FOR PARENT INPUT:

- *Parents have multiple avenues to provide input on school-related decisions, including participation in:
- *Parent-Teacher Conferences
- *Parent Club meetings
- *School Site Council (SSC)
- *District Advisory Committee (DAC)
- *English Learner Advisory Council (ELAC)
- *District English Learner Advisory Committee (DELAC)

Parents are also invited to share feedback through the School Connectedness Survey administered twice each year, the annual English Learner survey (for eligible families), or by requesting a meeting with school administration at any time. Families of students involved in extracurricular activities are encouraged to help their child maintain a healthy balance between outside commitments and school responsibilities.

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 COMMUNICATION AND ENGAGEMENT:

Parent-Teacher Conferences are held at the end of the first quarter and may also be scheduled at any time upon request by either the teacher or the parent. During the first conference of the year, staff will provide a copy of the Parent Compact, which will be reviewed and discussed by the classroom teacher along with any additional academic or behavioral concerns. Interpreter services are available for parents who do not speak English and may be requested by the parent or offered by school staff.

Graded student work and assessments from all grade levels are sent on a regular basis for parental review. In primary grades, progress reports are issued at the mid-point of each quarter to inform families of their child's academic progress.

In intermediate grades, parents receive ongoing reminders—through ParentSquare messaging, printed directions, and/or staff communication—on how to access their child's grades through the online Synergy grade book system. Progress reports are also sent home at the mid-point of each quarter for students who are struggling or performing below expectations in identified subject areas.

Parents wishing to observe in a classroom must follow the District policy regarding classroom observations. Copies of the policy are available in the school handbook, at the school office, and on the District website.

Parents are encouraged to participate annually in the Parent Club, School Site Council (SSC), and English Learner Advisory Council (ELAC), either virtually or in person, as available. Meeting formats and details will be clearly communicated in advance. Families will also have opportunities throughout the year to attend a variety of school-sponsored activities and events.

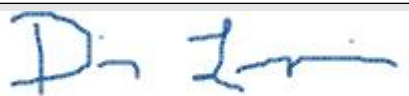
Teachers are available for two-way communication with parents before school, after school, and during non-instructional times through email, phone calls, conferences, and ParentSquare messages. Most meetings will occur on campus during regular office hours. Parents wishing to meet with school administration may do so by contacting the office electronically or scheduling an appointment.

Interpreter services are available upon request for any parent who does not speak English and may be provided for all school-related meetings.

This Compact was established by Sing Lum Elementary School on 2/18/26, and will be in effect for the period of the 2026 - 2027 school year. 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.

Dion Lovio, Principal

Name and Title of Authorized Official

A handwritten signature in blue ink, appearing to read "Dion Lovio", is written on a white rectangular background. The signature is cursive and fluid.

Signature of Authorized Official

2/19/26

Date