



Rail Ranch Elementary School

Tammy Hunter-Wethers, Principal



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:

- The school's responsibility to provide high-quality curriculum and instruction (ESSA Section 1116[d][1]).
 - ⇒ Implementation of core curriculum – Go Math and Benchmark/Wonders (newly adopted)
 - ⇒ Implementation of quality intervention/prevention/enrichment – iRead, Read 180 Universal/System 44, Math 180, iReady Diagnostic/Instruction
 - ⇒ Regular professional development for teachers for using the curriculum, standards, and effective instruction, including lesson study
 - ⇒ Small group instruction
 - ⇒ Title 1 and Intervention teachers
 - ⇒ Data talks
 - ⇒ PLC
 - ⇒ engagement
- The ways parents and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
 - ⇒ Support regular school attendance
 - ⇒ Communicate with student about school and school topics
 - ⇒ Communicate with teachers regularly about student's progress and goals
 - ⇒ Encourage learning, reading, and study habits at home
 - ⇒ Support the school by discussing positive behaviors in the school environment
 - ⇒ Attend school activities
 - ⇒ Nutrition and sleep habits
 - ⇒ Backpack checks/agenda checks
 - ⇒ Attending conferences and student meetings (I.e. SST/IEP)

- 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]).
 - ⇒ Fall parent-teacher conferences; spring conference as needed
 - ⇒ Two semester report cards and two progress reports
 - ⇒ Communication with staff via email, phone, or in person upon request
 - ⇒ Opportunities for parents/family members to participate, volunteer, and observe – specific to site
 - ⇒ SST/IEP
 - ⇒ Website
 - ⇒ Newsletters
 - ⇒ Open door policy
 - ⇒ Read Monthly Newsletters

- 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]).
 - ⇒ Parent-teacher conferences take place annually in October. Teachers will share the compact with parents and highlight areas for parent partnership that support their individual child's achievement. A parent-friendly version that captures the highlights of this compact will be discussed and signed by teacher, student, and parent
 - ⇒ Copy of parent friendly version will be given to parents

- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
 - ⇒ Four formal reports to parents and family members (2 progress reports and 2 report cards)
 - ⇒ Additional reports to parents as requested and necessary.
 - ⇒ SST/IEP
 - ⇒ Attendance letters

- 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]).

- ⇒ Communication with staff via email, phone or in person upon request (with response within 24 hours)
 - ⇒ Opportunities for parents/family members to participate, volunteer, and observe – specific to site
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- 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?
 - ⇒ Rail Reaches All Learners Parent Information Night
 - ⇒ District-wide Step Up to Success
 - ⇒ Family Math Night
 - ⇒ Passport to Summer Success
 - ⇒ Coffee with the Principal
 - ⇒ EL Coffee/Workshops
 - ⇒ Back to School Night
 - ⇒ Family Literacy Nights
 - 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?
 - ⇒ Supporting Math with your Student at Home
 - ⇒ Understanding CAASPP questions and results
 - ⇒ ELPAC results and assessment
 - ⇒ Supporting the Growth Mindset
 - ⇒ How to Support Homework for your Student
 - ⇒ Dashboard for Parents
 - ⇒ Before School Homework Club/EL After school Homework Club
 - ⇒ ELL Parent Coffee

- 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?
 - ⇒ Training of office staff about having a welcoming environment
 - ⇒ Staff meetings topics: parent contact, customer service, 24-hour response, etc.
 - ⇒ Equity presentations
 - ⇒ Sharing results of parent surveys

- 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?
 - ⇒ Parent Center and classes
 - ⇒ Mental Health Classes
 - ⇒ EL Classes – Rail (with MSJC)
 - ⇒ Breakthrough
 - ⇒ Adult Education

- 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?
 - ⇒ Parent surveys
 - ⇒ EL Coffees/Meetings
 - ⇒ School and District Website translation
 - ⇒ Translation services for student meetings and parent meetings
 - ⇒ Program reports in multiple languages
 - ⇒ Report Cards translated in Spanish
 - ⇒ PTA flyers

- 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?
 - ⇒ Parent Needs Assessment / LCAP Survey
 - ⇒ ELAC, Coffee with the Principal, Site Council
 - ⇒ PTA surveys
 - ⇒ Informal conversations with administration, teachers, and support staff
 - ⇒ PTA liaison

- 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?
 - ⇒ ELAC
 - ⇒ SEPAC
 - ⇒ Military Families
 - ⇒ School/district culture building events

This Compact was adopted by the (Rail Ranch Elementary) on (October 9, 2018), and will be in effect for the period of (October 9, 2018-October 9,2019).

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on, or before: (October 22, 2018).

Signature of Authorized Official

Date

California Department of Education
July 2018