



## **Title I, Part A School-Parent Compact 2022-23**

The Kempton Literacy Academy, 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]):

Our school is dedicated to establishing an atmosphere in which students, parents, and staff work together to provide a caring, safe, educational environment where all children can learn and prepare themselves to be responsible, successful members of the community. We believe that all children come to school with a desire to learn and our commitment is to see that this desire is fulfilled. We believe that education is a responsibility shared by students, staff and parents. As a partnership, we wish to acknowledge the importance of this cooperative effort in creating a successful learning environment. 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.

As a Title I school, parents receive information about Title I programs annually during the annual Title I meeting and during Parent/Teacher Conferences in the fall. At the Parent/Teacher conferences, parents are provided a hard copy of the School-Parent Compact, Title 1 Parent Engagement Policy, and resources to support parents to stay informed on student academic achievement and progress. Teachers share each individual student's academic achievement and progress with his/her parents at this time. Parents are also informed about overall student achievement data at the site's annual Title I meeting and at other parent meetings. At SSC, ELAC, and other meetings convened throughout the year, parents learn about the Title I program and how it can serve their children through supplemental programs. Parents also receive information through the district and school websites, via phone and/or email, Class Dojo, parent/teacher conferences, Family Nights, and Back to School Night.

During Parent/Teacher Conferences, specific, grade-level content standards are shared as well as each child's progress toward meeting and achieving the academic standards. We host several family engagement nights throughout the school year focusing on core subject areas. Parents are also provided necessary information on learning about the standards, assessments, and progress monitoring via the annual Title I meeting, ELAC meetings, SSC meetings, the school website, the district website, and district parent trainings and meetings, including DELAC and the District Advisory Committee.

Parents are also provided with training at family engagement nights and Family Reading Fridays on ways to work with children to improve achievement, including information about the state assessments and online tools for practice.

Our school engages 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 to help children achieve the state's high academic standards:

Teachers will:

- provide a safe and orderly environment conducive to learning
- use research-based practices that work best for each of my students
- treat all students and parents with courtesy and respect by accepting and understanding cultural diversity
- provide information to the parent and the students on the student's progress
- help each student grow and learn to his/her fullest potential
- maintain open lines of communication with my students and parents in order to support student learning and build positive relationships

Parents will:

- ensure my child attends school daily and arrives on time
- maintain good communication with my child, my child's teacher, and the school
- help my child resolve conflicts in a helpful and safe manner
- ensure my child completes homework assignments daily
- believe that my child can and will learn
- attend and participate in school parent involvement activities

Students will:

- attend school daily, unless I am sick
- do my best in work and behavior
- respect and cooperate with all students and adults
- ask for help when I need it
- complete all my classwork and homework
- believe that I can learn and I will learn

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 at 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.

We firmly believe that strong two-way communication between families and our school is necessary for students' success. The more parents and teachers share relevant information with each other about a student, the better equipped both will be to help that student thrive.

Parents will have the opportunity to participate in yearly conferences where student progress toward grade level standards or IEP goals will be shared. The School-Parent Compact will be shared at this time.

Our school also provides parents with frequent reports on their children's progress in English, however, when requested and as required, reports can be translated into Spanish. Reports are translated into other languages whenever possible, as needed. All families are able to schedule additional conferences or meetings with staff members throughout the year. Translators are available, as needed, for conferences and meetings such as IEPs and SSTs. Our school also translates into Spanish all school-wide notices regarding Title I, ELAC, and SSC that are sent home to students through print.

All families have reasonable access to staff members through before and after school conferences, meetings, phone calls, and emails, and parents have opportunities to volunteer and participate in their child's class and to observe classroom activities.

Parent-school partnerships bring a community of adults together to work toward a common goal-helping students succeed. We look forward to being your partner this year.

This Compact was established by Kempton Literacy Academy on 5-24-22, and will be in effect for the period of the 2022-23 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: November 30, 2022.

Wendy Newmark

**Name and Title of Authorized Official**

**Signature of Authorized Official**

24 de mayo 2022

California Department of Education  
April 2020