

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

Diego Hills Central (DHC) 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 students 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]):

DHC asks for input from Title I parents/guardians on the School-Parent Compact annually. The compact is presented at Parent Advisory Committee (PAC) and English Learner Advisory Committee (ELAC) meetings for parents/guardians and staff to review and provide feedback. Feedback on the compact can also be provided throughout the year as families discuss it with the administration. Parents/guardians are provided a copy of the School-Parent Compact and Title I Parent and Family Engagement Policy, and information on their student's academic achievement and progress during Parent-Teacher conferences and the new school year registration paperwork. During the quarterly PAC/ELAC meetings, families learn about the Title I program and how it can serve their students through supplemental programs. Parents/guardians also receive information through the school websites, via phone and email, Learn4Life Connect, Open House, and Awards Nights.

The staff are educators and role models to the students served within the school. Therefore, the school agrees to carry out the following responsibilities to the best of its ability:

- Provide a high-quality curriculum and instruction to support students in their learning and provide a supportive learning environment in which students can meet the state academic standards.
- Provide each student with a Personalized Learning Plan (PLP) based on each student's interests, goals, and needs.
- Assure that the school staff communicates clear expectations for performance to both students and parents.
- Ensuring regular two-way, meaningful communication between family members and school staff in the primary language the family speaks (ESSA, Section 1116(d)(1-2)).
- Strive to address the individual needs of the student.
- Acknowledge that families are vital to the success of their students and school.

- Participate in professional learning opportunities that improve teaching and learning and support partnerships with families and the community.
- Provide a safe, positive, and healthy learning environment.
- Assure every student has access to quality learning experiences.
- Assure that the school staff communicates clear expectations for performance to both students and parents.

The parent/guardian understands that participation in their student's education will help support their achievement and success. Therefore, the parent/guardian will continue to carry out the following responsibilities to the best of their ability:

- Supporting student learning.
- Participating in decisions relating to their student's education and positive use of extracurricular time.
- Support the school discipline policy.
- Create a home atmosphere that supports learning.
- Send the student to school at the assigned appointment day/time.
- Send the student to school whenever they need extra support on their coursework regardless of their assigned appointment day/time.
- Encourage students to show respect for all staff members and school property.

The student realizes education is essential. The student is the one responsible for their success. Therefore, the student agrees to carry out the following responsibilities to the best of their ability:

- Arrive at school on their scheduled appointment day/time.
- Maintain a positive attitude.
- Complete their weekly assigned coursework.
- Ask for help when needed to complete coursework.
- Be respectful to all staff members and the school property.

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.

DHC understands the importance of continual and specific communication with families about their student's academic success. Therefore, the school agrees to carry out the following responsibilities to the best of its ability:

- Schedule annual Parent-Teacher Conferences during which the compact will be discussed and each student's academic achievement.
- Frequent communication with families on their student's progress.
- An appointment can be made with individual teachers to discuss their students.
- Translators made available for parent/guardian meetings and translated documents/letters sent home.
- Access to staff during school hours and responses to parent/guardian emails and phone calls within 24 hours.
- Ensuring regular two-way, meaningful communication between family members and school staff in the primary language the family speaks (ESSA, Section 1116(d)(1-2)).

The parents/guardians understand that the success of their student's education requires continual and specific communication with the school regarding their student's academic success. Therefore, the parent/guardians agree to carry out the following responsibilities to the best of their ability:

- Participate in annual Parent-Teacher Conferences during which the compact will be discussed and each student's academic achievement.
- Communicate frequently with their student regarding student academic, social, and emotional needs.
- Ensure regular two-way, meaningful communication between family and school staff by being aware of what the student is learning, understanding the school's expectations, and being respectful of the school discipline policy, staff, and school property.

This Compact was established by DHC on September 17, 2021 and will be in effect for the period of one year. 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 March 1, 2022 and annually on or before September 30 thereafter.