



Title I, Part A 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]).
- The ways parents and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- 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]).
- 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]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- 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]).

How does the school address this?

Citizens of the World Charter School Mar Vista prides itself in its ability to create opportunities for parent involvement and engagement to build capacity within the community. The school is committed to providing high-quality curriculum and instruction and parents and family members are committed to supporting their children's learning. The school creates various opportunities to communicate with parents regarding student achievement, school improvement, and school wide activities. Parent Conferences, Back-to-School Nights, and Parent Workshops are a few activities in which parents and families are engaged. Progress reports are provided to parents at a minimum of three (3) times per year prior to the release of report cards to provide parents and instructional staff with the opportunity to identify academic and social emotional learning gaps. Parents and families are highly engaged in participation of parent committees, Parent Council, Cafecito meetings, Family Council meetings, Town Hall meetings, and Curriculum Workshops.

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 understands that in order to provide parents with effective parent and family engagement activities, the school must provide training to lead teachers and teaching associates on how to engage parents throughout the school year. Training includes ways in which staff can provide assistance with helping the parent develop and understand student academic achievements through opportunities such as Back-to-School Night and Parent Conferences to discuss student academic gaps and ways in which parents can support their children.

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?

The school provides Parent Workshops to educate parents on how to support their children academically using our social emotional learning model. Furthermore, the school provides assistance to parents with children served by the school in understanding topics such as:

1. State academic content standards
2. State student achievement standards
3. State and Local academic assessments, including alternate assessments
4. Title I requirements
5. How to monitor their child's progress
6. How to work with educators

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?

The school provides materials and training to help parents work with their children to improve their children's academic achievement. Parents have access to the school library and internet is available for use by any parent of a student attending the school. Parent Workshops are made available as needed or requested, i.e. homework tips, technology training, reading and math tips, etc.

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?

To work with parents and families as equal partners and build ties, the school:

- provides specific information regarding what the Family Engagement Policy and Plan provides for the school,



- seeks to engage parents in various ways, including: the Parent Council, Cafecito meetings, and parent workshops,
- utilizes the school e-newsletter, webpages, and emails to reach out to parents, and families, and;
- encourages continuous involvement in school through volunteer opportunities.

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?

Programs and local agencies such as Head Start and Department of Public Social Services are included in school communications. Materials and resources are shared with Title I schools and are shared with these programs and local agencies. In addition, the school has an ongoing collaboration with the designated English Learner Coordinator, Director of Special Education, and Foster Youth and Homeless Liaison.

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?

The school provides parents with materials, correspondence and information in appropriate languages in various ways. The school provides and when available for parents so they may fully participate in meetings, school events and activities. To ensure all communication is provided in an understandable format, the school may involve parents and/or staff in the development of school related materials. Notices of school events, meetings, workshops, or other activities are typically published in the school newsletter and parent portal.

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?

Parents have the ability to provide feedback and voice concerns via email, formal and informal meetings, and the annual Family Survey. Translators are provided as needed and when available.

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?

The school offers various opportunities that allow Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students that include Cafecito, Parent Council, Family Council meetings, Town Hall meetings, Parent Workshops, Back-to-School Night, Curriculum Workshops, and Committee meetings. Information and school reports are provided in multiple languages to the extent that it is possible and disseminated in print and digitally.

