

William Land School
Title I, Part A
SCHOOL - PARENT COMPACT

William Land 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]).

Parents and staff of William Land School's meet annually to discuss student learning needs based on current grade-level data. Our School-Parent Compact is reviewed and revised, as needed, based on these discussions.

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 & Classrooms ~

William Land School Mission statement:

The William Land staff will provide a safe and supportive environment so that our students will be encouraged and challenged to succeed and develop a love for learning. Our staff will provide an enriching, standards-based curriculum so that all students will achieve academic proficiency, appreciation of self, social awareness, and become empowered citizens.

Vision

Our vision is to create a healthy learning environment that meets the emotional, social, and intellectual needs of our students so they can reach their maximum potential as educated and exemplary world class citizens.

Guiding Principles

- *No success is too small to acknowledge*
- *All students will be judged according to their individual merits and abilities*
- *Providing research-based instructional strategies are essential*
- *Data analysis serves as a blueprint for our instructional practices*
- *Parents and community members are essential partners in enriching and extending school-based decisions and classroom activities*
- *Technology is a valuable and vital educational tool for the 21st century*
- *All students and staff are life-long learner*

Our Families & Homes* ~

- *Encourage student to talk about the school day, assignments, and events*
- *Read to your child every day (stories, news, menus, cooking instructions, grocery lists, travel directions, billboards, song lyrics, jokes, riddles, etc)*
- *Seek out and uncover opportunities for learning*

Our Families & Homes (continued)* ~

- *Attend school events and functions*
- *Join PTA*
- *Attend SSC / ELAC meetings*
- *Use driving time to quiz spelling words & math facts, prep for tests, or just talk about school*
- *Take science / nature walks (around the block, to the park)*
- *Help student clean out and organize their backpack each Sunday*
- *Review Google Classroom (if applicable) with your child on Sunday evening*
- *Pick a day/time each week to check the school website and school calendar*
- *Help student review their homework/assignments before submitting*
- *Frequently communicate with teacher and school*
- *Make sure your child has breakfast at home or arrives in time for school breakfast*
- *Provide homework assistance (don't do it for them)*

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.**

Ways the School, Teachers, and Families Communicate*

- *Parent-teacher conferences during which the compact, as it relates to the child's achievement, may be discussed (all parents meet with teacher for 1st trimester conference)*
- *Progress reports and report cards*
- *Volunteering (after completion of volunteer processing/background check and at discretion of teacher and/or principal) in their child's class, classroom activities, or on field trips*
- *Reasonable access to teacher/staff through email, messages, Google Classroom, or in person (with teachers outside of instruction time, prearranged if possible)*
- *Parents and students can access assignments, completed work, grades, and instructional materials in Google Classroom or by contacting teacher*
- *William Land School website (translation available through webpage)*
- *Phone calls, phone messages, emails (in 3 main languages)*
- *Back to School Night & Open House*
- *Flyers (on school website / hardcopies only when necessary)*
- *Parent / Student Handbook (link in first day packet, & on school website)*
- *School Calendar (on school website)*
- *Bi-weekly SST and IEP meetings*
- *Resource Specialist Teacher accessible on site/email (if student receives services)*
- *Speech and Language Specialist accessible on site/email (if student receives services)*
- *School Nurse accessible on site/email*

Building Strong School, Family, and Student Partnerships* ~

- Parent-teacher conferences
- Volunteering (after completion of volunteer processing/background check and at discretion of teacher and/or principal)
- William Land School website (translation available through webpage)
- Google Classroom
- Hands on Science Integration
- Arts Integration
- Flyers (on school website / hardcopies only when necessary)
- Parent / Student Handbook (on school website)
- Attendance Calendar and Schedules (on school website)
- First Day Packet (hardcopies of limited documents / link to full packet on school website)
- School Calendar (on school website)
- Bi-weekly SST and IEP meetings
- Resource Specialist Teacher accessible on site/email (if student receives services)
- Speech and Language Specialist accessible on site/email (if student receives services)
- School Nurse accessible on site/email
- School Site Council (SSC) / English Language Advisor Committee (ELAC)
- Parent Teacher Association (PTA)
- Back to School Night
- Open House
- Literacy / Math / Science Nights
- Principal's Parent Coffee Connection
- Book Fairs
- Monthly Personal Best Assemblies
- Trimester Behavior, and SRC Assemblies
- CAASPP Assembly
- Fall Carnival
- Spring Arts Revue
- Student Performances
- Afterschool Enrichment Programs
- Lion's Den Afterschool Program
- Before School Program

WILLIAM LAND'S Title I, Part A School-Parent Compact was developed jointly with parents. The School will distribute (POST ON THE SCHOOL WEBSITE) the policy to all parents and family members of participating Title I, Part A, students annually on or before NOVEMBER 30TH.

<u>Ellen Lee Carlson</u>	9/26/23
Ellen Lee Carlson, Principal	Date
<u>Brad Quon</u>	9/26/23
Brad Quon, Chairperson	Date

California Department of Education
April 2020

*Depending on the current COVID 19 guidelines/restrictions some events, procedures, and policies may be different or unavailable.