

# Río Real Elementary K-8 Dual Immersion Academy

## Title I, Part A School-Parent Compact

The Río Real Elementary 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]).

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]):

Río Real Elementary School understands the importance of the school experience for every student. The school agrees to carry out the following responsibilities to the best of their ability:

### Instruction

- Provide high-quality curriculum and instruction in a supportive and effective learning environment which allows the children served under Title 1, A to meet the challenging state standards,
- Utilize research based intervention programs such as: Dual Immersion, Imagine Learning, ST Math, Desmos, and other programs that support student learning
- Provide support in targeted areas as identified by formative and summative assessments such as the district CFA Benchmark exams in Math and ELA, unit formative assessments, and/or based on teacher input.
- Utilize district support staff to implement engaging instructional strategies.
- Provide highly quality teachers and instructional aides to deliver instruction and Multiple Tiered System of Support (MTSS) strategies.

### Communication

- Acknowledge that parents are a vital to the success of the child and school
- Communication will be established through Parent Square, EdConnect, use of communication apps such as Remind, email, Session 1, 2, and 3 Progress reports, parent-teacher conferences, and personal phone calls.
- Hold Intervention Progress Team Meetings.
- Personal phone calls.

### Parent Involvement

- Parents will provide a quiet place for their child to study nightly, ensure homework is complete, frequently monitor their child's progress by reviewing progress reports from both classroom teacher and Title 1 program,

- Parents are encouraged to participate in school committees such as PTSA, ELAC (English Language Advisory Committee), and School Site Council (SST)
- Volunteering in their child's school
- Participating, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time
- Send the student to school on-time, well-fed, and well-rested on a regular basis
- Attend school functions and conferences

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]):

- Parent-teacher conferences twice annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
- frequent reports to parents on their children's progress;
- reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- 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.

#### Conferences:

- Parents will have the opportunity to participate in conference twice per year in Trimester 1 and Trimester 2, student progress toward grade level standards or IEP goals will be shared,
- Parents and teachers will work together to find ways in which to support student learning. Parents may request a conference throughout the year,
- The ELD coordinator will provide information on progress of RFEPs and reclassified students annually

#### Student Progress:

- Middle School progress reports will be mailed half-way through each of the trimesters and K-8 Report cards will be mailed home at the end of each trimester
- Parents are encouraged to sign up for Parent Portal to access progress

#### Parent Involvement Opportunities:

- Attend parent meetings such as Back to School Night, Math & Literacy Nights, Title 1 Parent Meeting, History/Science Night, and the overall involvement in their child's education is encouraged.
- Coffee with the Principal and Parent Workshops
- High School information nights
- Extra-curricular activities such as sports events, cultural celebrations, volunteer in school events,

Communication Accessibility:

- To the extent possible communication will be made possible in a language that is understandable to our parents/guardians,
- Translator will be available for conferences,
- To the extent possible events will be held in a language that provides access, or a translator will be present

This Compact was established by **Rio Real Elementary School** on December 9, 2020, and will be in effect for the period of the **2020-2021 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: **December 18, 2020**.

**Signature Page**

Enter Name and Title of Authorized Official

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Enter Signature of Authorized Official

**Signature of Authorized Official**

Enter Date

**Date**

California Department of Education  
April 2020