

# Title I, Part A School-Parent Compact DRAFT 2024-25

## Come Back Butte Charter School

This compact, jointly developed with parents/family members of the students, outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and how the school and parents will build and develop a partnership that will help children achieve the State's high academic standards.

### **School Responsibilities**

As a school staff, we agree to support student's learning in the following ways:

- **Curriculum and Instruction: Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards as follows:**
  - Teachers are trained to provide instruction using a curriculum aligned with State Content standards.
  - A Multi-Tiered System of Support (MTSS) is implemented school-wide to meet the individual needs of students.
  - Teacher release time occurs for ongoing professional development; teachers and staff also use this time to identify strategies to address the individual needs of students.
  - Provide a safe and positive school environment that promotes respect, responsibility, and leadership.
  - Collect and analyze student assessment data to monitor student progress and inform instruction.
  
- **Communication: Provide students/parents and family members with reasonable access to staff and frequent reports on school progress. Specifically, the school will:**
  - Hold student/parent/family-teacher conferences (at least annually) during which this compact will be discussed as it relates to individual achievement.
  - Complete report cards every semester.
  - Ensure staff respond to email and phone messages promptly.
  - Ensure appointments are available with any staff member working with the student.
  
- **Engagement: Provide students/parents and family members with assistance in understanding the state's academic standards, assessments, and how to monitor and improve the student's achievement at school by:**
  - Providing parents and family members opportunities to observe student appointments and workshops.
  - Providing parents and family members with materials and training to help them improve the academic achievement of their students.
    - Including topics identified by parent /family request, as appropriate.
    - Providing training and information in a format, and where practicable, a language that parents and family members can understand.
  - Conducting other activities to encourage and support parents and family members in more fully participating at school.
  - Educating staff members on the value of parent and family member contributions and how to work with them as equal partners by
    - Using the CA Department of Education Family Engagement Framework and research-based training materials
    - Scheduling training/ coaching with Title I LEA Family Engagement Coordinator

### **Parent Responsibilities**

As parents, we agree to support our students learning in the following ways:

- Monitor work completion.
- Participate in decisions related to education.
- Communicate with the school by promptly reading notices, reporting student absences, and responding to contacts from school personnel.
- Attending parent/teacher conferences.
- Follow all school policies (refer to handbook)

### **Student Responsibilities**

As students, we share the responsibility to improve our academic achievement. We agree to:

- Share notices and information received from the school with family.
- Complete and turn in work on time.
- Arrive at meetings and classes prepared, on time, and ready to learn.
- Communicate about learning and ask for help when needed.
- Contact my teacher, promptly, if I need help or have questions about assignments.
- Stay current on school activities and events.
- Agree to and follow the technology policy