

School-Parent Compact Guide to Quality

	Does the school-parent compact:		What section of Title I law does this address?	To make the compact most effective:
The School's Role	1A	Clearly explain district and school goals to meet student academic achievement standards? Yes <input type="checkbox"/> No <input type="checkbox"/>	1118(d)	<ul style="list-style-type: none">Link actions in the compact to goals in the school improvement plan.Use achievement data to set specific goals.
	1B	Describe ways that teachers are responsible for supporting students' learning and providing high quality curriculum and instruction? Yes <input type="checkbox"/> No <input type="checkbox"/>	1118(d); 1118(d)(1)	<ul style="list-style-type: none">Describe the high quality curriculum the school uses (www.cde.ca.gov/re/cc).Describe how teachers will help parents understand what children are learning and doing in class.Specify how teachers will support parent participation in learning activities.
		Provide information and actions specific to each grade level? Yes <input type="checkbox"/> No <input type="checkbox"/>	This is considered a best practice and is not required under Title I law.	<ul style="list-style-type: none">Include high-impact actions for each grade level, designed by grade-level teams with parents.
The Parent's Role	2	Describe specific ways parents will be responsible for supporting their children's learning? Yes <input type="checkbox"/> No <input type="checkbox"/>	1118(d);1118(d)(1)	<ul style="list-style-type: none">Connect activities for families to what students are doing in class.
		Provide information and actions specific to each grade level, tied to the school improvement plan? Yes <input type="checkbox"/> No <input type="checkbox"/>	This is considered a best practice and is not required under Title I law.	<ul style="list-style-type: none">Include high-impact actions for each grade level, designed by grade-level teams with parents.
The Student's Role	3	Describe specific ways students will be responsible for their learning? Yes <input type="checkbox"/> No <input type="checkbox"/>	1118(d)	<ul style="list-style-type: none">Connect activities for students to what they are doing in class.
		Provide information and actions specific to each grade level? Yes <input type="checkbox"/> No <input type="checkbox"/>	This is considered a best practice and is not required under Title I law	<ul style="list-style-type: none">Include high-impact actions for each grade level, designed by grade-level teams with parents.
Activities to Develop Partnerships	4	Describe school activities to build partnerships with parents, including chances for parents to volunteer, take part in, and observe classroom activities, and communicate with teachers? Yes <input type="checkbox"/> No <input type="checkbox"/>	1118(d); 1118(d)(2)(C)	<ul style="list-style-type: none">Provide both parents and teachers opportunities to develop skills for working together (for example, schedule literacy conversations, demonstration lessons, class meetings, workshops; publicize volunteer and leadership opportunities).Offer activities based on identified parent needs.Offer meetings at different days and times.
Jointly Developed	5	Describe how parents are involved in developing and revising the compact? Yes <input type="checkbox"/> No <input type="checkbox"/>	1118(d);1118(f)	<ul style="list-style-type: none">Provide resources to cover costs for parents to take part, such as child care and transportation.Give specifics about how parents are involved (for example, parents participate on data teams that meet to update the compact; annual review by the school governance council, which includes parents).Schedule meetings at accessible locations and at different days and times.
Communicate About Student Progress	6	Describe several methods for regular teacher-parent communication, so that parents are kept up-to-date on their students' progress and get regular tips on home learning? Yes <input type="checkbox"/> No <input type="checkbox"/>	1118(d)(1); 1118(d)(2)(A and B)	<ul style="list-style-type: none">Include parent-teacher conferences at least once a year, at which the compact will be discussed.Include follow-up steps to support parents and students.Consult with parents on communication strategies that work best for them.Make communication do-able and user-friendly.
Format and Language	7	Communicate information using family friendly language and format? Yes <input type="checkbox"/> No <input type="checkbox"/>	1118(f)	<ul style="list-style-type: none">Work with parents to identify and eliminate jargon and negative language.Engage parents/staff with design skills to create an attractive final product.Translate the compact and other communications into families' first languages.

Note: Adapted by the Title I Policy and Program Guidance Office, California Department of Education, with permission from the Connecticut State Department of Education. 2010. *Dust Off Your Old School-Parent Compact: Ten Steps to Success for Developing Title 1 Family-School Compacts*. Available at <http://www.schoolparentcompact.org>.