



School-Parent Compact

Excel Academy Charter School (EACS) 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 EACS 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:

- EACS's responsibility is 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, monthly learning period meetings; frequent reports on student progress; and access to staff (ESSA Section 1116[d][2]).
- Parent-teacher discussion, 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 participate in their child's education (ESSA Section 1116[d][2][C]).

How does the EACS address this?

- EACS will provide high-quality curriculum and instruction.
- Parent, student, and teacher receipt of policies will be signed annually along with the EACS's master agreement.
- Communication and access to the staff are conducted and available through monthly learning period meetings, email communication, and social media outlets.

- Title I Family and Parent Engagement Policy and the School-Parent Compact will be discussed annually at School Site Council and ELAC meetings.
- Student progress is discussed at each monthly learning period meeting. Report cards are provided each semester.
- Given the model of the school, the parents are highly active participants in their child's education.
- Parents have access to staff via email and monthly learning period meetings.

EACS 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, EACS has established the following practices:

- ToRs share and discuss diagnostic assessment results with families and students.
- ToRs share student progress reports twice annually.
- Students selected for synchronous supplemental instruction are given newsletter updates each Learning Period, as well as supplemental progress reports twice annually.
- Overall school performance including both CAASPP and local assessments is shared twice annually through School Site Council and ELAC Meetings.

EACS 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?

- Scheduled learning period meetings with the Teacher of Record.
- Pre-planning assignments to be completed for the learning periods.
- Reviewing local and state assessments and performance scores.
- Providing support for students needing interventions through the school's MTSS Program.

EACS 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?

- Parent training and webinars
- Parent resources found on the EACS website
- School Site Council, ELAC, and PAC meetings
- Observation of synchronous instruction

- Specially Designed Academic Instruction and Curriculum

With the assistance of Title I, Part A parents and family members, EACS educates staff members on 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?

- Teacher professional development
- Resources provided in the EACS Teacher of Record Manual

EACS coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities 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?

- EACS will provide Title I goals and action items in the School Plan for Student Achievement (SPSA) and/or Local Control Accountability Plan (LCAP).
- EACS will provide parent and student outreach events, such as Parent Summit, Back to School Events, Science Fair, Field Trips, Inquiry Workshops, Book Clubs, Buddies Program, SEL lessons, etc.

EACS 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?

- Information will be presented in a digital format that can be translated with the use of technology.
- Information will be presented in a way that is understandable to parents.
- Information that will be presented visually and verbally, as applicable.

EACS 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?

- EACS will provide parent and student outreach events, such as Parent Summit, Back to School Events, Science Fair, Field Trips, Inquiry Workshops, etc. Translators and/or other accommodations are offered in order to fully support family participation.

EACS 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?

- Translation is provided and translators will be available upon request.

- Information is presented in a way that is understandable by parents
- Information is presented visually and verbally, as applicable.

This Compact will be in effect for the 2022-2023 school year.