

School-Parent Compact for Achievement

What is a School-Parent Compact?

A *School-Parent Compact for Achievement* is an agreement that parents, students and teachers develop together.

It explains how parents and teachers will work together to make sure all students reach or exceed grade-level standards.

Jointly Developed

Our Parents, Staff and Students at various opportunities were invited to collaborate and share ideas regarding students' achievement and areas of needs based on data from state, school and district.

Our Student Parent Compact is revised with the input and discussions our stakeholders provide.

Activities to Build Partnerships

1. Parent Volunteer Program
2. Room Parent Partnership
3. Back to School Night
4. Parent/Teacher Conferences
5. Coffee with the Principal
6. Parent Workshops
7. Open House Night
8. Parent Committees (SSC and ELAC)
9. Gifted and Talented Education Workshops
10. Title I Meeting
11. Literacy, STEM and Math Night
12. Seasonal Performances
13. School Spirit Days
14. Career Day
15. Parent Association Committee

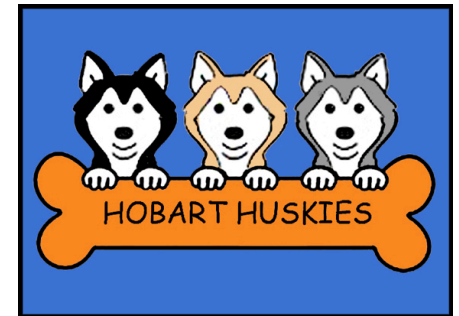
Communication about Student Learning

Communication must occur, at a minimum, through:

- Fall/Spring parent/ teacher conferences
- Reports on student progress
- Reasonable access to staff and teachers
- Opportunities to volunteer and participate in classrooms
- Observation of classroom activities
- Parent/Student Tutoring Program
- Parent Workshops for various reports (EX: CELDT, SBAC, DIBELS, School Report Card, etc.)
- Parent Workshops for various Instructional Programs (EX: State Standards, MyMath, Language Arts: CA Treasures, English Language Development: ELD standards, etc.)

Hobart Boulevard Elementary

SCHOOL-PARENT COMPACT FOR ACHIEVEMENT 2015–2016



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Our Goals for Student Achievement

District Goals

At the Los Angeles Unified School District, our goals are:

1. **100 percent Graduation Rate**
2. **Proficiency for All**
3. **100 percent Attendance**
4. **Parent and Community Engagement**
5. **School Safety**

School Goals

English Language Arts: By 2016, increase the number of proficient and advanced students from 66% to 75% in district interim assessments.

Math: By 2016, maintain the number of proficient and advanced students scoring 74% in district interim assessments.

English Language Learners: By 2016, increase the number of students meeting the reclassification criteria from 16% to 20%.

Teachers, Parents, Students—Together for Success

In the Classroom

Hobart Staff will work with students and their families to support student achievement in meeting or exceeding State Standards in all academic areas. To support student achievement Hobart Staff will:

- Use California State Standards to guide instruction in order to provide high quality curriculum that engages all students.
- Plan and collaborate with colleagues to ensure instruction is rigorous and rich with academic vocabulary.
- Provide Universal Access Time for small group differentiated instruction to address student's needs.
- Provide a positive classroom environment enriched with student-based discussions.
- Communicate regularly with parents about student progress.
- Provide opportunities for parents to observe and participate in classroom activities.

At Home

Hobart parents joined staff to develop ideas about how families can support students' success in school.

Hobart Families at home will:

- Read with my child every day and provide a quiet place to read and complete homework.
- Attend teacher conferences, parent workshops and parent meetings to learn and develop practices to support my child at home.
- Use the math goals and related games or strategies the teacher sends home to improve my child's mathematical skills.
- Communicate the importance of education and learning to my child.
- Ensure my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Communicate with the teacher or school when there are concerns, questions or need strategies/resources to support my child.

Students

In order to attain high academic goals and expectations, Hobart Students agree to commit the following responsibilities to the best of their ability:

- Be responsible about their learning through note taking, rich discussions, and participation in class activities.
- Bring necessary materials, completed homework and assignments.
- Persevere as students by being active learners and expressing the need for help or assistance.

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 I Family-School Compacts*. Available at <http://www.schoolparentcompact.org>.