



San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

CADMAN ELEMENTARY SCHOOL
A CALIFORNIA DISTINGUISHED SCHOOL
A STAR ARTS SCHOOL

TITLE I SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2021-2022.

Cadman Elementary 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 the school 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:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

- The school's responsibility to provide high-quality curriculum and instruction 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, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, 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 volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

- Provide Integrated and Designated ELD instruction
- Instruction delivered through a visual arts methodology
- Extra Guided Reading groups
- Targeted skills instruction

- Targeted extension opportunities for GATE students and students achieving beyond grade level expectations
- Utilize learning styles of individual scholars when instructing
- Conferences are held in November and March
- Progress reports 3 times per year
- Informal and formal parent teacher conferences
- Access to staff before and after school and on minimum days at a time agreed upon by both parties
- Volunteer forms are provided opportunities to assist in classes and with field trips happen

The school 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, the school has established the following practices:

The school 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?

This is done through Parent –teacher conferences where progress toward standards is discussed. Staff also shares assessment data on a regular basis to show student progress. Family Fridays and the SCOOP newsletter are also ways that data and standards are discussed and disseminated. The School Site Council also frequently looks at progress towards data.

The school 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 learning opportunities take place around High Impact Reading Strategies and now in the Area of STEAM (Science, Technology, Engineering, Arts and Math). Parents are also partners with teachers and they share information that supports the students to create a home- school connection.

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

Most of the committees at Cadman have a blend of families and staff. This is an important way for everyone to have a voice in the work that is being done to support student achievement. The California Healthy Kids survey also has components for staff and families to respond. The teams analyze the data for patterns and trends around school climate.

We are continuing our committees in a blended online and in person format. We held a Virtual Back to School Night and are working on creating Virtual School tours.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource centers, 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?

The team uses the resources they have available to provide additional resources and support for families in need. Our School Nurse, School Psychologist and School Counselor have access to multiple layers of supports and we find ways to provide these as needed. We share information and resources at a Cluster level, which expands the support beyond the school level. Connecting with our other Elementary Schools and the Middle and High School is a benefit when we think in terms of supports.

The school 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?

- Regular teacher – parent communications
- School Messenger
- The SCOOP newsletter
- The Parent information Board in the breezeway
- Flyers and notes
- Translation and interpreters are used when needed.
- We have increased the use of School Messenger, as we do not have staff or families on campus on a regular basis.
- Teachers use messaging systems such as Class Dojo or REMIND to connect with their individual classrooms.

The school 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?

We provide a variety of activities for families at a variety of times to create opportunities that people are able to attend based on their work schedules. As a late start school, we continue to seek ways to involve all families in ways that are meaningful. We ask families what they would be interested in and seek ways to create those learning opportunities.

The school 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?

Cadman seeks ways to provide accessibility to all families. We use translation services, interpreters and other means to communicate with all stakeholders.

This Compact was adopted by Cadman Elementary School on September 22 2021, and will be in effect for the period of the 2021-22 school year.

The school will distribute the Compact to all parents and family members of students participating on, or before: October 1, 2021.

Linda Trousdale, Principal

Signature of Authorized Official here

September 22, 2021