



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

LONGFELLOW SPANISH IMMERSION MAGNET SCHOOL

TITLE I SCHOOL PARENT COMPACT

This School Parent Compact is in effect year **2019-2020**.

Longfellow Spanish Immersion Magnet School 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 students 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?

All students at Longfellow are provided a high quality standards-based instructional program. All grade level teachers meet regularly as Professional Learning Communities to plan and problem solve instruction. PLC's work on aligning curriculum and pacing to build a more clear, coherent and consistent curriculum for students. PLC work helps to ensure that students at any given grade level are provided with similar learning experiences. PLC work also encompasses assessment, monitoring student progress and planning next steps for students. Teachers identify students at-risk of not meeting grade level standards and issue a

learning contract between parent, child, and teacher during fall parent conferences. School administration collects and monitors reading data, math data and writing data. Teachers participate in on-going district and site-based professional development in the areas of Literacy, Mathematics, Science, VAPA and technology in a Spanish Immersion Program.

The Home-School Compact will be distributed and reviewed, by teachers, with all families during Back-to-School Nights. The HSC will also be made available during the September monthly parent meetings (SGT, SSC, PTO, Coffee w/the Principal). Parent-Teacher Conferences are held twice each year. During PTCs, teachers will frame the conversation of achievement around the HSC (teacher responsibilities, parent responsibilities, student responsibilities).

In the elementary school (TK-5), there are three grading periods each year. The first two grading periods align with our fall and spring Parent-Teacher Conference dates. All students are scheduled for a PTC and student progress is reviewed during the PTC. For our struggling students, teachers will mutually agree upon a communication time line (twice a month or monthly).

In the middle school (6-8), there are six grading periods each year. Two of the grading periods align with our fall and spring Parent-Teacher Conference dates. Students with 2 or more Ds or Fs are scheduled for a PTC and student progress is reviewed during the PTC. In middle school, actively participate in the PTC. Parents are encouraged to monitor PowerSchool for progress, grades, and assignments. Parents may access PowerSchool 7/24. For our struggling students, teachers will mutually agree upon a communication time line.

During the first week of school, all teachers send home a Welcome Letter and/or Syllabus. The welcome letter and/or syllabus informs parents on the best way to communicate with the teacher (email, phone, note). This letter also lets parents know when they check email, when they check voice messages and the time frame for responding. All of this information is shared in person, by each teacher, during the teacher's Back-to-School Night Presentation.

Longfellow school appreciates and values the number of hours that parents willingly give to the school. There are many opportunities throughout the school year for parents to volunteer or participate in classroom activities, campus activities or in support of school/PTO events.

During Back-to-School Night, teachers will strongly encourage and promote various opportunities for parent involvement.

In order to provide students with a safe environment all volunteers must follow the district policy for the screening of parent volunteers.

Additionally, all volunteers are asked to abide by the following:

- All campus visitors/volunteers are required to sign in at the school office, regardless of the length of the visit.
- Please be ready to inform the office staff the purpose of the visit, provide photo identification, sign the visitor's log, and obtain a Visitor's badge.
- The office staff will issue a Visitor's badge which should be worn during your visit.
- While on campus, abide by the Parent Code of Conduct Policy.

Longfellow also has a Site Policy for Classroom Visitors. Classroom observations should be scheduled in advance and must be approved by the principal and teacher. Parents are asked to contact teachers directly, by phone or email, to request and schedule a classroom visit or classroom observation during the school day. Once the request has been approved, parents/guardians may visit the classroom for one class period of sixty minutes. Parents who do not make arrangements with the teacher prior to their classroom visit or observation, will be allowed to visit and observe in the classroom for 15 minutes. Classroom observations shall not disrupt the instructional program. All classroom visitors must follow the Parent Code of Conduct Policy when on campus and in classrooms.

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?

Parents at Longfellow School are notified annually of curriculum, assessment measures, and end-of-year grade level expectations during Back-to-School-Nights, and reminded again through school newsletters and during Parent/Teacher Conferences. Parents are informed throughout the year of individual student assessment results through progress reports, report cards, and during parent-teacher conferences. Additionally, in Middle School, all families have 24/7 access to PowerSchool to monitor their child's grades and assignments. Teachers provide parents with suggestions for monitoring student achievement and ways to improve their child's achievement in school.

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?

During the 2019-2020 school year, each grade level will provide a parent workshop after school to help parents in working with their children at home to improve their child's performance.

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?

The principal will continuously inform and educate staff members in the value of parent contributions and how to work with parents as equal partners during staff meetings and weekly messaging to staff.

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 school will provide a Parent Resource Center on the school website, by grade level, where teachers will provide their families important resources and links to encourage and support parents in more fully participating in the education of their children.

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?

The school distributes Information related to school and parent programs, meetings, and other activities to parents in English via School Messenger and Konstella.

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?

The school always responds appropriately to all parent requests.

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?

The school is inclusive of all families and always responds appropriately to accommodate parent access and communication needs either in person, via hard copies, electronic copies or on the school's website.

This *Draft Compact* is expected to be reviewed and adopted by the ***Longfellow Spanish Immersion Magnet School*** on ***October 7, 2019***, and will be in effect for the ***2019-2020 school year***.

The school will distribute the Compact to all parents and family members of students participating on, or before: ***October 11.2019***.

Once adopted, this Compact will be made available on our school website on or before October 21, 2019.

Diana C. Sánchez

Date: October 7, 2019