



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

MARSTON MIDDLE SCHOOL

TITLE I SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2020-2021

Marston Middle 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 and the ways in which 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?

- Marston teachers are trained on the Marston Instructional Focus that is revised annually. Administrators directly support teachers with instruction and also secure professional development for teachers through institutes in the region.
- Parents are expected to monitor daily assignments and communicate with teachers as needed. Parents are expected to ensure their children are living a healthy lifestyle.
- Parents of students who are not successful in meeting academic goals are invited to meetings and/or workshops facilitated by school staff. Parents are also encouraged to

attend their child's classes as appropriate. Parents are invited to see student work and celebrations multiple times each school year.

- School staff send updates on grades and assessments throughout the school year via Powerschool, email, phone calls and reports mailed home.

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?

Marston uses a grading system that is mostly based on mastery of State Content Standards. Parents are frequently informed of their child's grades throughout the year via Powerschool, email, phone calls and meetings with school staff. Student achievement information is provided to students and parents through Powerschool, mailed grades/assessment results and direct communications from the teachers.

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?

Parents of students who are not succeeding academically are invited to meetings and workshops facilitated by school staff.

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?

School staff builds trust and open lines of communication through interactions via email, phone calls, meetings and institutes. School staff honor the perspectives and insight of the parents; such information that helps understand the child and how to best serve the child. Expectations are communicated and reinforced through professional development and staff meetings.

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?

Parents of students who are not successful in meeting academic goals are invited to meetings and/or workshops facilitated by school staff. Parents are also encouraged to attend their child's classes as

appropriate. Parents are invited to see student work and attend academic celebrations multiple times each school year.

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?

Weekly phone calls are provided in English and Spanish. The school website has a language feature that allows the user to read in one of more than 100 languages.

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?

Parents are encouraged to attend conferences, workshops, parent meetings and events in which student work is showcased. Start times for the meetings are based on input from parents.

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?

Special Education Case Managers keep in close contact with parents of students with disabilities. Bilingual skills are preferred when the school is hiring a staff member. Weekly phone calls are sent in English and Spanish. The school website has a language feature that allows the user to read in one of more than 100 languages.

This Compact was adopted by the Marston Middle School on 2/3/20 and will be in effect for the period of (enter time period the Compact is in effect here).through the 2020-2021 school year.

The school will distribute the Compact to all parents and family members of students participating on, or before: October 1, 2020

Jon Gollias, Principal

Signature of authorized Official here

Enter date approved.