



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

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## LONGFELLOW SPANISH IMMERSION MAGNET SCHOOL

### HOME/SCHOOL COMPACT

*Longfellow Spanish Immersion Magnet School* and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.

This Home/School Compact is in effect during school year 2018-2019.

### REQUIRED HOME/SCHOOL COMPACT PROVISIONS

#### SCHOOL RESPONSIBILITIES

The *Longfellow Spanish Immersion Magnet School* will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:

*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.*

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

*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).*

3. Provide parents with frequent reports on their child's progress.

*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.*

4. Provide parents reasonable access to staff.

*During the first week of school, all teachers send home a Welcome Letter or Syllabus. The welcome letter 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.*

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

*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:*

1. *All campus visitors/volunteers are required to sign in at the school office, regardless of the length of the visit.*
2. *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.*
3. *The office staff will issue a Visitor's badge which should be worn during your visit.*
4. *While on campus, please do not interrupt instruction.*

*Classroom observations should be scheduled in advance. 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. 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. Parents may not record anything during a classroom observation without consent from the teacher and administration.*

## **PARENT RESPONSIBILITIES**

**We, as parents, will support our child's academic achievement and his/her social emotional adjustment in this foreign language educational program by:**

- ✓ **Attending Back-To-School Night**
- ✓ **Attending your child's fall and spring Parent-Teacher Conference**
- ✓ **Attending Online Resources training as a 6<sup>th</sup> grade parent**
- ✓ **Routinely communicating with the classroom teacher about our student's progress throughout the year.**
- ✓ **Ensuring daily attendance at school and being on time (even if your child is suspended off the bus for disciplinary reasons)**
- ✓ **Knowing your child's grade-level standards**
- ✓ **Knowing the end-of-year expectations in reading**
- ✓ **Knowing the end-of-year expectations for Spanish proficiency**
- ✓ **Learning about immersion education**
- ✓ **Schedule medical appointments after school or on the minimum day**
- ✓ **Schedule vacations during school breaks/vacations**
- ✓ **Making sure that homework is completed by providing the necessary parental support, a quiet place, and a designated time to do homework**
- ✓ **Maintaining respectful communication with the teachers at all times.**
- ✓ **Using a problem-solving approach when meeting with teachers to discuss and share individual student concerns and issues.**
- ✓ **Logging into PowerSchool Parent Portal to monitor my child's grades and assignments**
- ✓ **Volunteering in my child's classroom and/or school**
- ✓ **Participating, as appropriate, in decisions relating to my child's education**
- ✓ **Promoting positive use of my child's extracurricular time**
- ✓ **Monitoring the amount of time my child spends watching television and video games**
- ✓ **Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or school district either received in my child's homework folder, backpack or by email and responding, as appropriate.**
- ✓ **Serving, to the extent possible, on advisory groups, such as the School Site Council, School Governance Team, and the District Advisory council for Compensatory Education**
- ✓ **Taking advantage of SDUSD Supplemental Educational Services Free Tutoring Program for students who qualify for free and/or reduced lunch.**
- ✓ **Take advantage of web-based intervention programs offered by the school.**
- ✓ **Provide the school with current and accurate contact information (phone numbers and email address).**

**STUDENT RESPONSIBILITIES** *(revise by grade level, as appropriate)*

**We, as students, will share the responsibility to improve our academic achievement and achieve California's high standards:**

- ✓ **Make good choices**
- ✓ **Be respectful**
- ✓ **Be a problem-solver**
- ✓ **Make every effort to speak in Spanish**
- ✓ **Maintain respectful communication with my teacher/s at all times**
- ✓ **Log into the PowerSchool Portal to monitor my own grades and assignments (grades 6-8)**
- ✓ **Participate in class**
- ✓ **In grades TK-5, when I have been absent, I will ask my classroom teacher/s for missed assignments and class work**
- ✓ **In grades 6-8, when I have been absent, I will check PowerSchool, check Canvas, check other teaching portals, check with my classmates and/or check with the teacher**
- ✓ **Do my homework every day and ask for help when I need it**
- ✓ **In grades 5-8, I will write down my homework assignments in my school planner**
- ✓ **Read at least 20-30 minutes every day outside of school time to include Spanish reading**
- ✓ **Give my parents (or the adult who is responsible for my welfare) all notices, messages and information received by me from my school every day**

\*Please note that signatures are not required.