



San Diego Unified School District
Strategic Planning for Student Achievement Department

Title I School-Parent Compact 2024-25
Walker Elementary

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d])

- a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, as well as the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

In order to provide high-quality curriculum and instruction to our students, we focus on the following core values: 1) Educating the whole child with instructional programs that include English language arts, math, English language development, science/STEAM, social studies, art, music, and health, and leadership skills/Leader in Me; 2) We emphasize foundational skills in reading, math, science and social studies; 3) We prepare for the future with strong leadership, communication, technology, and teamwork skills; 4) We pursue and show progress by making data-driven academic decisions; and 5) Collaborate as team members with caring teachers, classified staff and families working together.

Parents/Guardians are their children's first teachers. During Parent-Teacher conferences, School Site Council (SSC), English Learner Advisory Committee (ELAC), and Coffee and/or Tea with Principal meetings, schoolwide data and programs are shared and discussed. Parents/Guardians suggestions are collected and shared with staff.

In addition, we have community partners who volunteer to provide extra academic support to our learners after school.

- b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. § 6318[d][2])
 1. Parent- teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])

We communicate with parents/guardians often during the school year. Yearly, during our Back to School Night and Coffee and/or Tea with the principal, the Walker staff review our curricular resources and the California Common Core Standards with parents and families. Parent-teacher conferences are held in the fall for all Walker students, with follow-up conferences for struggling students in the spring. Walker school staff are available to parents

and families via email and phone call. Multiple volunteer opportunities are provided throughout the year to all parents and family members to participate in their child's class and observe classroom activities. Our teachers and school staff value the role parent volunteers play, from preparing classroom materials, to working with individual and small groups of students. Parents may also contact the classroom teacher to set up a classroom observation. All volunteers do have to go through the district volunteer process.

2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])

Parents/Guardians receive three report cards a year and they have the opportunity to meet with teachers twice a year during parent teacher conferences. Additionally, many teachers communicate with their families daily through Class Dojo. Parents/Guardians can request a meeting with the children at any time.

3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

Our teachers and school staff value the role parent volunteers play, from preparing classroom materials, to working with individual and small groups of students, volunteering before school and in school events. Parents/Guardians may contact the classroom teacher to set up a classroom observation at any time. All volunteers do have to go through the district volunteer process.

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

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