



San Diego Unified School District
Financial Planning and Development
Strategic Planning for Student Achievement

SAN DIEGO MET HIGH SCHOOL

TITLE I SCHOOL PARENT COMPACT

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

San Diego Met High 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?

San Diego Met is a college preparatory school. Its academic program meets graduation requirements, state standards, and course requirements (a-g) for admission to the UC and CSU systems. The Met aims to empower students to take charge of their learning and gain the skills and knowledge necessary to achieve success beyond high school. Students at the Met work with teachers (called advisors) to design a Personalized Learning Plan focused on their academic courses, personal interests, and postsecondary goals. There are three days of academic study on campus. The other two days a week are spent on the Learning through Interest and Internship program (LTI), which consists of real-world work experience supported by a mentor, and including a project-based learning component.

Students are eligible for their first college class at Mesa College as early as their second semester of 9th grade, upon recommendation from their advisor and the counselor. Additionally, eligible students can continue to take college courses during their sophomore, junior, and senior years, giving them the opportunity to complete a year or more of college coursework.

Schoolwide Learning Objectives (SLOs), goals and academic priorities are established by San Diego Met and Big Picture Learning. These priorities are reviewed and analyzed by the School Site Council (SSC) at the beginning of each year. The SSC analyzes assessment data, and utilizes survey results to determine how the Met community will support student achievement. The SSC membership consists of the principal (ex-officio), four staff members (three teachers and one other staff member), and five community members consisting of students and parents.

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 and students are provided online access to gradebooks and can monitor student progress frequently. All students receive academic and citizenship marks on Progress Reports at the midpoint of each semester to provide an indication of their current performance, and to provide early intervention for any concerns. Letter grades are provided on their transcripts at the end of each semester according to district policy.

Progress assessment occurs in numerous ways including (but not limited to):

- Written feedback from advisors and content area teachers on student performance.
- Student-Led Conferences at the midpoint of each semester where students lead conversations with their parents and advisors about their academic progress, strengths, and areas for growth.
- LTI projects every semester.
- Exhibitions in which students present their academic work and discuss their growth with an audience of adults and peers.
- Frequent verbal communication between advisors, content area teachers, internship mentors, and parents.
- Two written evaluations of student performance at internships each year.
- Individual conferences ("one-on-ones") at least every other week between advisors and students to discuss progress.
- Frequent collaboration via email, telephone, and in-person meetings to support student achievement.
- San Diego Met has the ability and flexibility to evaluate and change the school program to improve student achievement based on identified needs.

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?

The Met provides a family newsletter via email every other week to keep parents and family members informed of what is happening on campus, and ways to support their children. Student-Led Conferences occur at the midpoint of each semester as a check-in for parents to stay informed of their students' performance and any concerns. Progress Reports are sent out at the same time to inform parents of students' current grades. Exhibitions occur at the end of each semester, and are a way to celebrate student work with parents in attendance. Parents are consistently contacted by their students' advisors about needs, concerns, and opportunities. Parents are also encouraged to register for the PowerSchool Parent Portal, where they can stay on top of students' grades and any materials that need to be read, completed, and returned. These are all opportunities for parents to learn how to support their students' educational experience.

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 school educates staff in the importance of frequent, consistent communications with parents. These can occur via phone call, text, or email. The school also supports staff with structures for successfully accomplishing Student-Led Conferences and Exhibitions, while laying out for staff the expectation that they inform parents of their obligation to attend these important components of their child's education. Regarding internship pursuit, staff are trained on communicating internship options to parents, enlisting parents as equal partners in the internship search process, and working with parents to support student success and attendance at internship. Staff are supported with materials and documents used in the Care Team (SST) process, so they feel confident initiating Care Teams with students and parents, and so they can successfully facilitate Care Team meetings with parent participation.

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 are partners with students, advisors, content specialists, the principal and other staff at the Met. Through attendance at regular Student-Led Conferences and Exhibitions, as well as staying connected through telephone/text/email conversations, parents are an integral part of the learning process. Other options for parent involvement in the education of their children include supporting their students in finding internships, supporting the parent-led SD Met Foundation in fundraising efforts, supporting their children's teachers with supply donations, joining the School Site Council (SSC), attending special events as chaperones and supervision, joining district committees (including the DAC).

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 Met sends out a family newsletter via email every other week using the Smore platform. This platform has a built-in capability to translate into a large number of languages, thus supporting parents whose primary language is not English. SSC meetings include share-outs of district documents that include Spanish translations, which supports the primary language of many of our students and parents.

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?

Family Engagement is one of the SPSA goals, and through that, our Title I and LCFF funding support family involvement activities, including outreach to families, the family newsletter, food and supply donations during times of need, fundraiser activities, and more.

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 Met sends out a family newsletter via email every other week using the Smore platform. This platform has a built-in capability to translate into a large number of languages, thus supporting parents whose primary language is not English. SSC meetings include share-outs of district documents that include Spanish translations, which supports the primary language of many of our students and parents. Parents with disabilities are supported with access options such as preferential (disabled) parking when they visit the school, the option for virtual (Zoom) meetings instead of in-person if travel, health, or mobility are problematic, and other supports as appropriate and as requested. Parents with migratory students have not generally had a large presence at the Met, but where they have existed, they and their students have been supported through robust engagement efforts and independent study options as needed.

This Compact was adopted by the San Diego Met High School on (October 20, 2021), and will be in effect for the period of the 2021-2022 school year.

The school will distribute the Compact to all parents and family members of students participating on, or before: October 28, 2021.

Robert Fung

Signature of authorized Official here

October 20, 2021