



Phoenix Academy

20700 Thunderbird Rd. Apple Valley, CA 92307
Phone (760) 242-7011 Fax (760) 242-7005

Stephanie White
Principal

Ken Davis
Assistant Principal

Title I, Part A School-Level Parent and Family Engagement Policy

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

The policy is distributed to families through the site Parent/Student Handbook, all call messages, site newsletters, student and family handbooks, and is posted on the district website.

This policy is reviewed annually and input is gathered from family surveys, discussion forums, School Site Council, ELAC, and other focus groups and committees.

To involve parents in the Title I, Part A programs, the following practices have been established:

The school holds an annual meeting to inform parents about their rights to be involved in the school program. This meeting is held in conjunction with Back to School night at the start of the school year.

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program

(ESSA Section 1116[c][1]).

The school offers a flexible number of meetings for parent attendance and participation. Meetings are held in the morning (ELAC), after school (SSC) and evening (Title I Parent Meetings, informational meetings, focus group meetings). During the month of November, parent conferences are held throughout the day for parent participation.

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

The school holds an annual meeting to inform parents about their rights to be involved in the school program and inform parents of the following:

- That their child's school participates in Title I
- About the requirements of Title I
- Of their rights to be involved
- About their schools participation in Title I

This meeting is held in conjunction with Back to School Night at the start of the school year.

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

- An annual survey of parents will be conducted at the beginning of the school year to assess needs, determine barriers, and evaluate the effectiveness of the parent engagement activities.
- Trainings to empower parents to support and assist their children's education will be scheduled and based on identified needs and include child care services, with translation provided if necessary.

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4)[A]). How does the school provide the information?

Monthly communication about our school is provided in the form of a parent

newsletter, which is sent home with students and also posted electronically on our school website. Periodic communications are provided by the school/district dialers and marquees.

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]). How does the school provide the information?

- Students in Grades 3-8 participate in the California State Exam known as Smarter Balanced Assessment Consortium (SBAC)
- Assessment information reflecting student academic progress and copies of grade-level standards (I Can Statements) will be shared with parents at parent-teacher conferences in grades TK-6, as well as TK/K Meet and Greet.
- Student progress in relation to state and local standards and in relation to national norms will be explained to parents including curriculum being used, grade-level expectations for proficiency, data reporting for SBAC and local assessments, and available interventions in reading, language arts, and mathematics for students needing assistance.
- Teachers review the curriculum and assessments during Back to School Night held annually. Teachers also review their curriculum overview, assessment and grading expectations in their course syllabus.
- Report Cards and Data Chats with individual students will provide proficiency expectations and levels.

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

- There are a number of parent meetings throughout the year for individual students. The school holds a Parent Teacher Conference in the Fall. Parents are always welcome to set up a meeting anytime with teachers, counselors or administrators. We also have meetings for students in special programs, this includes IEPs, 504s, SST meetings and MTSS meetings.
- The school provides support for parental involvement activities requested by parents. Parents are welcome to share ideas for parental involvement activities

in support of student learning.

- Parents are encouraged to join ELAC, The Schools focus groups and committees, PTSO, and attend school site council meetings.

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, 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 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]).

Distributed at the beginning of the school year as part of the Annual Parent Notification Packet, or during parent-teacher conferences and sent home with students to parents not in attendance.

The school will, with the assistance of it's district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph-

- the State's academic content standards,
- the State's student academic achievement standards,
- the State and local academic assessments including alternate assessments,
- the requirements of Title I
- how to monitor their child's progress,
- how to gain access to FOCUS Parent Portal, and
- how to work with educators

Our school distributes to parents a school-parent compact. The 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. It describes specific ways the school and families will partner to help children achieve the State's high academic standards.

- the Schools responsibility to provide high-quality curriculum and instruction.
- the ways parents will be responsible for supporting their children's

learning.

- the importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities.

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

Training to empower parents to support and assist their children's education will be scheduled and based on identified needs and include child-care services, with translation provided if necessary.

The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parent and family engagement by:

Materials and activities such as: Parent newsletters, a variety of parent nights and outreach events, and objectives that support parent involvement in Single Plans for Student Achievement (SPSA).

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

The ways parents will be responsible for supporting their children's learning include:

Being aware of the importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; opportunities for parents to volunteer and participate in their child's class; opportunities to observe classroom activities and responding to report card comments.

By having an understanding and vision of parents as equal partners, the following actions are taken to involve parents in the joint development and joint agreement of its school Parent and Family Engagement Policy and its school wide plan.

School site advisory groups, School Site Council, English Learner Advisory

Committee, Special Education Advisory, PTSO, and Focus Groups and Committees.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

- AVUSD offers four Regional Family Resource Centers, Phoenix Academy being one, to provide training for parents, support in developing parenting skills, necessary items for students such as; shoes, coats, socks, hygiene products, and backpacks. The district also has a parent volunteer program and assists with the lifescan screening fees when necessary.
- The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. School information, including information about Title I programs is distributed in all the major languages spoken by the families of the students at the school.
- By way of translation support either at the school or district level and, as available, interpreters will be present to translate for parents at meetings conducted in English only.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand. School forms and documents are translated into Spanish. Additionally, a Spanish translator is available at meetings.

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

The school will build the schools' and parents' capacity for strong parental engagement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities

described below:

- School and classroom events
- Awards assemblies
- Fundraising efforts
- Field trips
- Career Days

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

This policy was adopted by the Phoenix Academy School Site Council on April 8, 2026 and will be in effect for the period of the 2026-2027 school year.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: **October 1, 2026.**

Stephanie White

Principal