



## Phoenix Academy

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### School-Parent Compact

The school distributes to parents and family members of Title I, Part A students, a school-parent 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 Title I, Part A students:

- The school's responsibility is to provide high-quality curriculum and instruction (ESSA Section 1116[d][1]).
- 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?

- Professional Learning Communities participate in professional development and site trainings

- Parent/Teacher Conferences
- Informed Parent Groups (School site Council, TK/K Meet and Greet, English Language Advisory Committee; Special Education Parent Meetings, Title I Meetings)
- Family Nights
- Training for Parent Volunteers
- Communication (Newsletter, Autodialer, Parent Portal via Aeries, Progress Reports and Report Cards, School Accountability Report Cards, school website, notifications via Aeries Communication and other mediums)
- New Student Orientation for New to Phoenix 7th/8th Grade Students

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?

- Back to School Night
- Informed Parent Groups
- FOCUS Communications
- Student Study Team Meetings
- IEP Meetings
- Parent Conferences
- Family Nights
- SART Meetings
- FOCUS Parent Portal

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?

- Back to School Night
- Parent Communication (SSTs, ILPs, MTSS Meetings)
- IEP Meetings
- AVID Family Night
- Parent Conferences
- Student Planners

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?

- Feedback from Informed Parent Groups, as well as data such as LCAP survey results are shared at Staff Meetings and PLCs and used to guide collective decision-making.

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?

- Family Center (School supplies; food; clothing; and connections to community support)
- St. Mary's Mobile Health Unit
- San Bernardino County Breath Mobile

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?

- Parental information that is sent home is translated into Spanish
- Auto Dialer is spoken in English and Spanish
- Bilingual Paraeducators, as well as the staff support from the Department of Equity and Access, are available to support interpretation if needed.
- FOCUS Portal

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?

- Informed Parent Groups
- Family Nights
- Awards Assemblies
- Schoolwide Events

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?

- Informed parent Group Meetings (SPED, African American Parent Group, DAC, DELAC and ELAC)
- Student Achievement data mailed home is reported in English and Spanish

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

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

*Stephanie White*

Principal