Palmdale High School

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).

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

- Quarterly SSC and Title 1 meetings at varied times to review and evaluate the SPSA as well as ways in which the goals are being met through site-based programs
- Trainings of parents/guardians in the roles of SSC and Title 1 so that they are able to analyze data and student achievement
- Back to School Nights offered first semester and second semester
- Parent Volunteer Information provided at freshmen orientation and BTSN; Livescans for parents/guardians provided by school through Title 1
- District AVUHSD app information provided by district and information sent home through it as well as phone messages
- Social media platforms, like Instagram, used to give information to parents/guardians and students highlighting ways to get involved and student activities
- School website, tele-parent, and flyers in office posted two weeks prior to events happening on campus so parents/guardians can be involved
- Bilingual assistants will attend all parent activities so that language that is most accessible for parents/guardians is given for communicating effectively
- LCFF/LCAP surveys are provided to parents and information is retrieved from the parents at these meetings in order to get suggestions and requests from parents in improving students' achievement and the programs funded at our school to do so. This information is also used to build the SPSA.

The school convenes an annual meeting to inform parents/guardians about Title I, Part A requirements and about the right of parents/guardians to be involved in the Title I, Part A program (ESSA Section 1116[c][1]).

- Quarterly SSC and Title 1 meetings at varied times to review and evaluate the SPSA as well as ways in which the goals are being met through site-based programs
- Trainings of parents/guardians in the roles of SSC and Title 1 so that they are able to analyze data and student achievement
- School website, tele-parent, and flyers in office posted two weeks prior to events happening on campus so parents/guardians can be involved

- Bilingual assistants will attend all parent activities so that language that is most accessible for parents/guardians is given for communicating effectively

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

- Quarterly SSC and Title 1 meetings at varied times to review and evaluate the SPSA as well as ways in which the goals are being met through site-based programs

The school involves parents/guardians 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]).

- Quarterly SSC and Title 1 meetings at varied times to review and evaluate the SPSA as well as ways in which the goals are being met through site-based programs
- Trainings of parents/guardians in the roles of SSC and Title 1 so that they are able to analyze data and student achievement
- School website, Parent website, tele-parent, and flyers in office posted two weeks prior to events happening on campus so parents/guardians can be involved
- Bilingual assistants will attend all parent activities so that language that is most accessible for parents/guardians is given for communicating effectively

The school provides parents/guardians of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4][A]).

- Quarterly SSC and Title 1 meetings at varied times to review and evaluate the SPSA as well as ways in which the goals are being met through site-based programs
- Trainings of parents/guardians in the roles of SSC and Title 1 so that they are able to analyze data and student achievement
- School website, parent website, tele-parent, and flyers in office posted two weeks prior to events happening on campus so parents/guardians can be involved
- Bilingual assistants will attend all parent activities so that language that is most accessible for parents/guardians is given for communicating effectively

The school provides parents/guardians 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]).

- At SSC and Title 1 meetings, data will be presented in the goals areas to determine productivity of the programs in helping to increase student achievement. When this speaking representative of the program presents the data, explanations of the curriculum and assessments will also be given so that parents/guardians can fully comprehend how the data reflects student achievement.
- Parents/guardians will also be given information about curriculum and assessments

at both Back to School Nights to help students to reach more success.

- A reading exam is given three times a year to rate students' reading levels and help with placing them in appropriate courses. All of this information is provided to parents/guardians through PowerSchool.
- The math exam is given three times a year to rate students' mathematical abilities and progress to help place them in the appropriate math courses. All of this information is also provided to parents/guardians through PowerSchool.
- Students' grades are posted bi-weekly at minimum on PowerSchool so that parents/guardians can monitor the progress of their students' grades both on assignments and collectively.

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

- Quarterly SSC and Title 1 meetings at varied times to review and evaluate the SPSA as well as ways in which the goals are being met through site-based programs
- Parents/guardians can also request meetings with counselors anytime during the school day should they want to discuss their students' grades and achievement
- Site administration also has an open-door policy in which parents/guardians can request to speak w/them at any time about their student

This School-Level Parent and Family Engagement Policy has been developed jointly with, updated periodically, and agreed on with parents/guardians of children participating in Title I, Part A programs, as evidenced by:

- Parent Involvement Policy was reviewed and revised at the last SSC and Title 1 meeting in order to obtain feedback from parents/educational partners on any possible additions or issues.

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

- Providing all materials both in English and students' primary language.
- Providing translators at all parent events.
- Providing services for students with disabilities and interventions and/or further supports for these students and their families.
- Maintaining an open-door policy in our counseling and administrative offices so that parents and students can gain additional supports and open communication of any issues that may arise.

This policy was adopted by Palmdale High School on 05/06/26 and will be in effect for the period of 2026-27 school year.

The school will distribute the policy to all parents/guardians of students participating in the Title I, Part A program during the first quarter of the school year of 2026-27.

Eric Stanford

Signature of Authorized Official

Date 05/06/26

California Department of Education
March 2019