

2025-2026

Title I, Part A LEA Parent and Family Engagement Policy

Moorpark Unified School District, with parents and family members, has jointly developed, mutually agreed upon, and distributed to parents and family members of participating children a written Local Educational Agency (LEA) parent and family engagement policy.

Describe how parents and family members are involved in the development of the Title I, Part A parent and family engagement policy (ESSA Section 1116[a][2]):

MUSD includes a goal about improving family engagement in the Local Control and Accountability Plan (LCAP). This goal includes actions, services, and expenditures addressing family engagement, including meaningful participation and opportunities to provide input on decisions. Input from parents and guardians is gathered from the annual LCAP Parent Survey, District English Learner Advisory Committee (DELAC) and Title I parent and family meetings. Actions and strategies are also included in the LCAP Federal Addendum. Based on feedback from last year, the LCAP survey will be updated to reflect more meaningful feedback for programs. In addition, based on feedback from last year the LCAP surveys will be available at well-attended events to increase participation.

Describe how parents and family members will be involved in the development of the LEA Plan and support and improvement plans under ESSA Section 1111(d)(1-2) (ESSA Section 1116[a][2][A]):

MUSD annually surveys parents and family members to gather feedback about what is working and areas of improvement around the LCAP, the LCAP Federal Addendum, as well as school goals and actions. Educational partner feedback is also gathered at school meetings, district meetings, and school parent advisory committee meetings, such as School Site Council (SSC) meetings, Title I Parent meeting, All Special Kids (ASK) meetings, English Learner Advisory Committees (ELAC), District English Learner Advisory (DELAC), LCAP Parent Advisory, Bilingual Coffee Chats, and through other means. The information gathered is used to revise the district's LCAP, the LCAP Federal Addendum, and the School Plan for Student Achievement (SPSA) at each site.

Describe how the LEA provides the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, and how this may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education (ESSA Section 1116[a][2][B]):

District staff works collaboratively with site administrators to plan and implement parent and family engagement activities. A Teacher on Special Assignment (TOSA), in coordination with a bilingual counselor, supports school sites to plan and coordinate activities and best practices. Activities include Bilingual Parent Coffee Chats, Site Principal Chats, Literacy/Math nights, parent and family information nights and workshops, and family events. Activities are described in each school site's Parent and Family Engagement Policy, School-Parent Compact, and may be included in the School Plan for Student Achievement.

Describe how the LEA coordinates or integrates parent and family engagement strategies with other relevant federal, state, local laws, and programs (ESSA Section 1116[a][2][C]):

District staff works collaboratively with directors of other relevant programs to assist with coordinated efforts. Program leadership ensures that parent and family engagement activities are coordinated with those offered through Title I, Part A, for all programs, including State Preschool, English Learners, Special Education, and Career Technical Education.

Describe how the LEA will conduct, with meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this Policy on improving academic quality of all schools served under Title I, Part A (ESSA Section 1116[a][2][D]):

The district annually gathers input and feedback from educational partners through the LCAP survey, LCAP Parent Advisory Committee, discussion forums, as well as site and district advisory committees to evaluate effectiveness and to update the Parent and Family Engagement Policy. Input is gathered, documented, and retained to be used in developing the following year's plan.

Describe how the LEA includes the following in the annual evaluation of the Title I, Part A parent and family engagement policy: identify barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); identify the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and identify strategies to support successful school and family interactions (ESSA Section 1116[a][2][D][i-iii]):

Barriers are identified through feedback from educational partners and actions are put in place to address the needs of families. These include holding virtual and in-person meetings at centrally located sites (within walking distance), providing child care, improving access to technology, if needed, and ensuring information is provided in a language and format easily understood by families.

Describe how the LEA will use the findings of such evaluation ESSA Section 1116(a)(2)(D)(i-iii) to designed evidence based strategies for more effective parental involvement and to revise, if necessary, the parent and family engagement policy (ESSA Section 1116[a][2][E]):

Each year feedback from educational partners is gathered and assessed through various formats to identify barriers influencing effective parent and family involvement. As such, based on identified specific concerns, the district will take actions to resolve those barriers such as: holding virtual and in-person meetings at centrally located sites (within walking distance), providing child care, facilitating training for accessing district technology resources for families, improving access to technology, if needed, surveying families in multiple formats to identify their availability, and ensuring the information is provided in a language and format easily understood by families. Each year the Parent and Family Engagement policy is updated with current barriers that families are experiencing. MUSD has continued to provide ongoing access to technology and offers in-person and virtual meetings for the convenience of our educational partners.

Describe how the LEA involves parents in the activities of the schools served under Title I, Part A, which may include establishing a parent advisory board comprised of a sufficient number and

representative group of parents or family members served by the LEA to adequately represent the needs of the population served by the LEA for the purposes of developing, revising, and reviewing the parent and family engagement policy (ESSA Section 1116[a][2][F]):

In the Local Control and Accountability Plan (LCAP), MUSD includes a goal about improving parent and family engagement. This goal includes actions, services, and expenditures addressing family engagement, including meaningful participation and opportunities to provide input for MUSD’s consideration. Input from parents and guardians is gathered from the annual LCAP Parent Survey, District English Learner Advisory Committee (DELAC) and Title I parent meetings. Actions and strategies are also included in each site's School Plan for Student Achievement.

Moorpark Unified School District’s Title I, Part A LEA Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs on 02/12/2026. The LEA will distribute the Policy to all parents and family members of participating Title I, Part A students annually on or before 9/15/26.

Dr. Melissa La Belle, Assistant Superintendent of Instructional Services

Name and Title of Authorized Official

Dr. Melissa La Belle, Assistant Superintendent of Instructional Services

Signature of Authorized Official

September 8, 2026

Date

California Department of Education
April 2020