



## **Title I, Part A Local Education Agency (LEA)/District-Level Parent and Family Engagement Policy**

Jurupa 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]):

JUSD develops and annually reviews its Title I Parent and Family Engagement Policy in partnership with parents and family members. Input is gathered through established district advisory groups, including the District Advisory Council (DAC), the District English Learner Advisory Committee (DELAC), the African American Parent Advisory Council (AAPAC), and the District GATE Advisory Council (DGAC).

Draft revisions to the policy are shared with the District Advisory Council (DAC) for review and feedback prior to Board adoption. Input from DAC is documented and considered in developing the final policy. Parent input is also collected through the Local Control and Accountability Plan (LCAP) development process, including surveys, district advisory meetings, and public comment. Feedback from these sources is used to update and refine the policy to better reflect the needs of families across the district.

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]):

JUSD involves parents and family members in the development of the LCAP, Federal Addendum, and school-level improvement plans through multiple structures.

District advisory committees, including DAC, DELAC, and AAPAC, review district goals and actions and provide recommendations. Annual LCAP surveys and district communication processes are used to collect input from a broad range of families. School Site Councils (SSCs) at each school, including Title I schools, engage parents in developing, monitoring, and evaluating the School Plan for Student Achievement (SPSA). Draft plans are made available for public review prior to Board approval, allowing additional opportunity for parent input.

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]):

JUSD provides coordination and support to schools to strengthen parent and family engagement through district leadership, professional development, resources, and direct support at school sites.

District staff coordinate parent engagement efforts and provide guidance, tools, and expectations for school sites. Ongoing training is provided to staff on effective communication, building relationships with families, and culturally responsive engagement practices. Schools are provided with communication tools, templates, and best practices to support consistent and meaningful engagement. District staff also work directly with schools to support the development and implementation of school-level parent involvement policies and activities.

To address identified needs, JUSD aligns training and support with parent feedback and student outcome data. Professional development and engagement strategies are adjusted to improve two-way communication and increase participation among underrepresented families. The effectiveness of these supports is reviewed annually through survey data and feedback from school sites and advisory groups.

We collaborate with community organizations and agencies to support families and expand access to resources that promote student success.

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]):

JUSD coordinates parent and family engagement across applicable federal, state, and local programs, including Title I and Title III. The Local Control and Accountability Plan (LCAP) serves as the central framework for aligning these efforts.

Parent feedback collected through surveys and advisory committees is used to support consistent communication, access to services, and family engagement strategies across programs. The district also collaborates with school sites and community partners to support families and promote student success.

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]):

JUSD conducts an annual evaluation of the content and effectiveness of its Parent and Family Engagement Policy with meaningful involvement of parents and family members.

This evaluation includes an annual districtwide parent survey, with results shared with school sites to gather feedback on engagement efforts, identify barriers, and assess effectiveness. Surveys are provided in multiple languages and formats.

School Site Councils review survey results and use findings to inform improvements to school-level plans. District advisory committees, including DAC, DELAC, and AAPAC, review student performance data and provide input on districtwide engagement efforts. Parents and family members are provided opportunities to review results and provide input through School Site Councils and district advisory committees.

Findings from the LCAP Parent Survey are used as a primary data source. Results indicate high levels of satisfaction with the school climate and support, while also identifying ongoing barriers, including scheduling conflicts, the need for earlier communication, and increased access to engagement opportunities.

Feedback from these sources is used to guide improvements to both district and school-level engagement practices.

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]):

JUSD uses multiple data sources to identify barriers, parent needs, and effective engagement strategies, with particular attention to families who are economically disadvantaged, have limited English proficiency, have disabilities, have limited literacy, or are from historically underserved groups.

Survey data, advisory group input, and school feedback are used to identify barriers, including work schedules, communication gaps, language access, and logistical challenges. Parents provide input on how schools can better support student learning at home, improve communication with teachers, and increase awareness of available resources.

Based on these findings, JUSD promotes strategies such as improving communication across multiple platforms, providing translation and multilingual support to the extent practicable, encouraging schools to offer flexible meeting times and virtual participation options when feasible, and supporting more engaging opportunities for family participation. These efforts are designed to strengthen school-family partnerships and improve participation.

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]):

JUSD uses evaluation findings to improve engagement strategies and revise this policy as needed. Data from surveys, School Site Councils, and advisory committees inform LCAP actions, professional development, and school-level engagement plans. Findings are used to revise district and school-level practices, including communication methods, engagement strategies, and staff training priorities. When new strategies are identified, they may be piloted and evaluated prior to broader implementation.

Proposed revisions to the policy are reviewed with the District Advisory Council (DAC) and presented to the Board of Education for approval.

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]):

JUSD involves parents and family members in school activities through multiple opportunities. School Site Councils at each school include elected parent representatives who participate in decision-making, including the development and monitoring of the School Plan for Student Achievement (SPSA). District advisory committees, including DAC, DELAC, and AAPAC, provide input on district programs, policies, and engagement efforts.

Schools provide opportunities for parents to volunteer, attend events, participate in conferences, and engage in school activities. The district and schools use multiple communication platforms, including newsletters, websites, social media, phone calls, text messages, and parent portals. Information is provided in multiple languages to ensure access.

These structures collectively ensure representation of diverse parent groups and reflect the diversity of the district's student population. Input from these groups is used to review and revise the Parent and Family Engagement Policy.

Jurupa Unified School District's Title I, Part A School 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 April 14, 2026. The School will distribute the policy to all parents and family members of participating Title I, Part A students annually on or before August 31, 2026.

Nicholas Blake, Director of Funding & Program Accountability

**Name and Title of Authorized Official**

**Signature of Authorized Official**

April 23, 2026

May 13, 2026

**Governing Board Approval Date**

California Department of Education

April 2020