



FUNDING AND PROGRAM ACCOUNTABILITY

JURUPA UNIFIED SCHOOL DISTRICT DISTRICT ADVISORY COUNCIL DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE

Date: Thursday, May 21, 2026 | **Time:** 9:00 a.m.

Location: Jurupa Unified School District Parent Center, North Training Room
4850 Pedley Road Jurupa Valley, CA 92509

Meeting #5 ADOPTED MINUTES

OPENING ACTIVITIES

1.0 Call to Order

Maria Lara, DAC Chairperson, called the meeting to order at 9:10 am.

2.0 Flag Salute

Ms. Lara led the flag salute.

3.0 DAC Roll Call

Miembros DAC Presentes:

Yvonne Pacheco, Camino Real
Jessica Diaz, Glen Avon
Beatriz Vargas, Granite Hill
Karina Ortiz, Ina Arbuckle
Guadalupe Lopez, Indian Hills
Sophia Hernandez, Pacific Avenue
Rebecca Ramirez, Peralta
Diana Butler, Rustic Lane
Lenice Parde, Sky Country
Elizabeth Alcaraz, Stone Avenue
Evelyn Negrete, West Riverside
Jessica Diaz, Jurupa Middle
Cynthia Clements, Mira Loma Middle
Diana Butler, Mission Middle
Allison Hesler, Jurupa Valley High
James Wandrie, Nueva Vista
Julie Huett, Patriot High
Maria Lara, Rubidoux High

4.0 DELAC Roll Call

(Information included in DELAC minutes)

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Staff Present:

Pamela Blynn, Board of Education
Daniel Brooks, Assistant Superintendent, Education Services
Nicholas Blake, Director, Funding & Program Accountability
Ronald Zahnd, Director, Elementary Education
Dr. Joshua Lewis, Secondary Education
Ilsa Crocker, Coordinator, Multilingual Education
Kevin Corridan, Principal, Rubidoux High School
Cynthia Gonzalez, Administrative Secretary, Elementary Education
Karina Ledesma, Administrative Secretary, Funding & Program Accountability
Laura Reyes Mendoza, Translator-Clerk Typist, Multilingual Education

ACTION SESSION

5.0 Approve DAC Minutes

Motion: Evelyn Negrete motioned to approve the minutes of April

Second Motion: Guadalupe Lopez seconded the motion.

Vote: Motion carried unanimously.

6.0 Approve DELAC Minutes

(Information included in DELAC minutes)

INFORMATION SESSION

7.0 Notification of 2026-27 Application for Funding

Nicholas Blake, Director of Funding & Program Accountability, provided an overview of the Consolidated Application (ConApp) for federal funding under Titles I, II, III, and IV. He explained that the application is required by the California Department of Education (CDE) and must be submitted each year to receive federal education funds. The application will be presented to the Board for approval in June, with final funding allocations expected in Fall 2026.

Mr. Blake reviewed the purpose of each federal funding source:

- Title I – Improving Academic Achievement of the Disadvantaged: Provides supplemental funding to schools with high numbers or percentages of students from low-income families. Funds support additional instructional services, intervention programs, staffing, professional development, and parent engagement activities designed to help students meet state academic standards.

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- Title II – Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders: Supports efforts to improve the effectiveness of teachers and administrators through professional development, coaching, mentoring, recruitment, retention, and leadership development opportunities.
- Title III – Language Instruction for English Learners and Immigrant Students: Provides funding to support English learners in developing English proficiency and achieving academic success. Funds may be used for instructional materials, targeted interventions, staff training, and family engagement activities that support English learner students and their families.
- Title IV – Student Support and Academic Enrichment: Supports programs that provide students with access to a well-rounded education, improve school conditions for learning, and enhance the effective use of technology. Funding may be used for STEM programs, arts education, health and safety initiatives, digital literacy, and social-emotional learning supports.

8.0 DELAC Review and Advisement of Title III English Learner Student Program and Title III Immigrant Student Program Subgrant Budgets

Ilsa Crocker, Coordinator of Multilingual Education, presented an overview of Title III funding and its purpose. She explained that Title III funds are designed to provide supplemental language instruction programs for English learners, with the goal of helping students attain English proficiency and gain access to challenging state academic standards.

Ms. Crocker shared that Title III funds support professional development opportunities for educators through the Quality Teaching for English Learners (QTEL) program. Training is provided for secondary teachers, elementary teachers, new teachers, and education specialists to strengthen instructional practices for English learners.

She also discussed the role of Teachers on Special Assignment (TSAs), who provide coaching, QTEL support, and professional development at school sites, such as during late start and early release days. School sites receive Title III allocations based on their English learner enrollment.

Additional Title III-funded services include extended learning opportunities for newcomer students, such as tutoring and academic support programs. Each school site also has a Newcomer Liaison to assist students and families as they transition into the school system.

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Ms. Crocker highlighted Title III investments in parent, family, and community engagement activities, including events such as STEAM Night, Spooktacular Math Night, parent trainings, and the Latino Family Literacy program. These opportunities are intended to strengthen partnerships between schools and families while supporting student success.

During the discussion, members provided suggestions and feedback regarding services for English learners and their families. Suggestions included providing a dedicated counselor for Spanish-speaking students, increasing the number of Spanish-speaking office staff at the Wellness Center in Jurupa Valley, and improving communication with high school students regarding the requirements for earning the State Seal of Biliteracy.

9.0 Review and Comment on Draft Local Control Accountability Plan (LCAP) 2026-27

Nicholas Blake, Director of Funding & Program Accountability, presented the draft 2026-27 Local Control and Accountability Plan (LCAP), which represents Year 3 of the district's three-year cycle. He explained that the LCAP serves as the district's primary planning document for improving student outcomes and guiding resource allocation based on state priorities, local data, and input from educational partners. The plan is informed by multiple data sources, including California Dashboard indicators, academic performance, attendance and engagement data, local assessments, and stakeholder feedback. He also noted that the district anticipates approximately \$66 million in Supplemental and Concentration funding, which is principally directed to support English learners, foster youth, and socioeconomically disadvantaged students, who make up key unduplicated student groups.

Mr. Blake reviewed the district's four LCAP goals. Goal 1 focuses on ensuring students are college and career ready through standards-aligned instruction, professional development, English learner services, LTEL supports, dual immersion programs, and expanded college and career opportunities. Goal 2 emphasizes safe, orderly, and supportive learning environments through expanded MTSS, social-emotional learning, restorative practices, wellness initiatives, and academic interventions, including targeted supports that served over 1,100 students. Goal 3 centers on strengthening family and community engagement through advisory committees, Parent Center services, multilingual communication, workshops, Parent University offerings, and expanded outreach efforts.

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Goal 4, the Equity Multiplier Focus Goal, highlights services at Nueva Vista Continuation High School, including dual enrollment, CTE opportunities, bilingual tutoring, counseling, and FAFSA/Dream Act support. For 2026-27, this goal has been refined to prioritize growth in the English Learner Progress Indicator (ELPI) and graduation rates, with additional targeted supports in academic language development, credit attainment, attendance improvement, and individualized case management to improve outcomes for English learners. After the presentation, members reviewed the proposed goals and actions, asked questions, and provided comments during the public hearing. No action was taken.

The draft LCAP report can be found here:

https://drive.google.com/file/d/1jd8hljNTg-4gnkcHI03NnxXm8lU41LCC/view?usp=drive_link

HEARING SESSION

During the public hearing members shared both positive feedback and concerns related to student programs, family engagement, and school safety. Highlights included appreciation for PTA efforts in providing student scholarships and recognition of strong community engagement through TSA-led cultural and community events. Questions were raised about increasing awareness of programs at Jurupa Valley High School, including Upward Bound and career center supports, as well as a request for stronger parent outreach around ELPAC testing beyond written communication.

Several concerns focused on school safety and student supervision, including e-bike and scooter safety and whether parent agreements could be implemented, traffic congestion and limited crossing supervision at school sites, and requests to increase school resource officer presence in the Glen Avon and Jurupa Valley High School areas. Additional comments addressed concerns about bus driver safety, to which staff responded by outlining existing background checks, drug testing, and reporting procedures for safety concerns. A request was also made to reinstate driver's education, though staff noted challenges in securing credentialed instructors. Lastly, a need for more information and support related to IEPs was raised. District leadership indicated that concerns would be shared with site principals and relevant departments for follow-up.

CLOSING SESSION

DAC and DELAC members were recognized and thanked for their dedicated volunteer service and presented with certificates of appreciation at the conclusion of the meeting.

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8.0 Adjournment

Motion: Karina Ortiz motioned to adjourn the meeting.

Second Motion: Delia Castillo, representing DELAC, seconded the motion.

Vote: Motion carried unanimously, and Ms. Lara adjourned the meeting at 10:50 a.m.