



FUNDING AND PROGRAM ACCOUNTABILITY

JURUPA UNIFIED SCHOOL DISTRICT DISTRICT ADVISORY COUNCIL FOR THE CONSOLIDATED APPLICATION

Date: Tuesday, February 3, 2026 | **Time:** 9:00 a.m.

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

Meeting #3 ADOPTED MINUTES

OPENING ACTIVITIES

1.0 Call to Order

Maria Lara, DAC Chairperson, called the meeting to order at 9:05 am.

2.0 Flag Salute

Ms. Lara led the flag salute.

3.0 Roll Call

DAC members introduced themselves and the school they are representing.

Members Present:

Yvonne Pacheco, Camino Real
Cathy Huynh, Del Sol
Jessica Diaz, Glen Avon
Beatriz Vargas, Granite Hill
Karina Ortiz, Ina Arbuckle
Allison Hesler, Indian Hills
Jessica Diaz, Jurupa Middle
Allison Hesler, Jurupa Valley
Cynthia Clements, Mira Loma Middle
Diana Butler, Mission Middle
Christina Montague, Nueva Vista
Yessica Garcia, Pacific Avenue
Julie Huett, Patriot
Maria Lara, Rubidoux
Emily Maldonado, Pedley
Rebecca Ramirez, Peralta
Diana Butler, Rustic Lane
Lenice Parde, Sky Country
Elizabeth Alcaraz, Stone Avenue

LEARNING WITHOUT LIMITS



FUNDING AND PROGRAM ACCOUNTABILITY

Damarys Gomez, Van Buren
Edith Valdez, West Riverside

Staff Present:

Daniel Brooks, Assistant Superintendent, Education Services
Nicholas Blake, Director, Funding & Program Accountability
Ronald Zahnd, Director, Elementary Education
Jacqueline Benson, Director, Fiscal Services
Donia Briones, Teacher on Special Assignment
Patricia Lopez, Teacher on Special Assignment
Andrea Zambrano, Teacher on Special Assignment
Karina Ledesma, Administrative Secretary, Funding & Program Accountability
Laura Reyes Mendoza, Translator-Clerk Typist, Multilingual Education

The meeting opened with a student spotlight video featuring Andrew Portillo, a QuestBridge National College Match Scholarship recipient, highlighting the district's "One Student, One Story" initiative. It illustrates how collective efforts positively impact student lives and reinforce the theme of "One Jurupa - Stronger Together." Members were thanked for their participation and their continued contributions in support of student success.

ACTION SESSION

4.0 Approve DAC Minutes

Motion: Yvonne Pacheco motioned to approve the minutes of December 11, 2025.

Second Motion: Cathy Huynh seconded the motion.

Vote: Motion carried unanimously.

INFORMATION SESSION

5.0 Overview of the Gifted and Talented Education (GATE) Program

Ronald Zahnd, Director of Elementary Education, and Donia Briones, Teacher on Special Assignment, provided an overview of the district's GATE program. The GATE program is designed to support students who show advanced academic potential by nurturing curiosity, creativity, and critical thinking while also attending to students' social and emotional growth. The program helps students build resilience, empathy, and confidence as learners and prepares them to become problem solvers and leaders. Families are an important partner in this work, and the district provides guidance and resources to help parents support their child's growth both at school and at home.

LEARNING WITHOUT LIMITS



FUNDING AND PROGRAM ACCOUNTABILITY

In grades 2–6, the GATE program uses a clustering model, where identified students learn together within general education classrooms. This allows teachers to provide meaningful differentiation focused on depth and complexity—helping students explore the “why” and “how” behind learning rather than simply giving more work. Students engage in higher-level thinking, inquiry, and real-world applications while learning alongside peers. Differentiation is part of daily instruction and is not limited to special events, extra worksheets, or pull-out programs.

At the secondary level, students have access to a range of advanced learning opportunities, including honors, accelerated courses, GATE advisory, AP classes, dual enrollment, and enrichment electives aligned with student interests and future goals. Identification for GATE begins with universal screening in second grade using the NNAT3 assessment, followed by review by a screening committee, with alternate pathways and acceptance of prior identification from other districts. Teachers receive specialized training and ongoing professional learning, and families are supported through advisory meetings, workshops, social-emotional support opportunities, and regular opportunities for feedback.

Overall, the GATE program is a mindset woven into everyday instruction to challenge, inspire, and support advanced learners.

Member Question: Can parents request their students to be retested?

Response: Yes, please contact the teacher or principal. You can also reach out to the GATE coordinator directly. Contact information for coordinators can be found at:

<https://jurupausd.org/our-district/edserv/GATE/Pages/School-Coordinator.aspx>

Member Question: Do students only enter the GATE program in second grade?

Response: No. Students may be identified and enter the GATE program at any grade level. Universal assessment occurs in second grade, but students may be considered for identification at other times.

Member Question: Can English Learners participate in the GATE identification process?

Response: Yes. The GATE program is open to all students, and identification is not dependent on language proficiency.

LEARNING WITHOUT LIMITS



FUNDING AND PROGRAM ACCOUNTABILITY

Contact Information:

- ★ **GATE Program 951-360-4184**
Donia Briones - donia_briones@jUSD.k12.ca.us
- ★ **Elementary Education - 951-360-4184**
Ronald Zahnd - ronald_zahnd@jUSD.k12.ca.us
- ★ **Secondary Education - 951-360-4174**
Dr. Joshua Lewis - josh_lewis@jUSD.k12.ca.us

6.0 Instructional Supports through Quality Teaching for English Learners (QTEL)

Patricia Lopez and Andrea Zambrano, Teachers on Special Assignment, shared how the district supports English Learner students through Quality Teaching for English Learners (QTEL), a research-based approach that promotes strong academics and language development. English Learners are held to high expectations and supported through instruction that is rigorous, engaging, and designed to help students access grade-level learning while developing English skills.

A key focus is the role of student talk and interaction in learning. Research shows students learn more when they have opportunities to explain their thinking and discuss ideas with others. To support this, the district uses the T.A.L.K. Framework, developed by the Education Services team, to guide classroom conversations. T.A.L.K. stands for Turn-taking, Academic Language, Linked Ideas, and Knowledge-building, and helps ensure that English Learners actively participate, practice academic language, and build understanding through meaningful discussions.

Teachers are supported in using QTEL strategies through ongoing training and Learning Walks, which are short, non-evaluative classroom visits focused on student engagement and learning. These practices help create welcoming, interactive classrooms where English Learners are actively involved, challenged, and supported every day. Overall, QTEL and the T.A.L.K. Framework reflect the district's commitment to ensuring that all students—especially English Learners—have access to high-quality instruction and meaningful learning experiences.

LEARNING WITHOUT LIMITS



FUNDING AND PROGRAM ACCOUNTABILITY

7.0 Winter Release of the Consolidated Application

Nicholas Blake, Director of Funding & Program Accountability, reviewed the Winter Release of the Consolidated Application, which outlines how district-level federal funds, including required reservations and set-asides, are allocated to support students and families. Under Title I, the district received a total allocation of \$5,472,379, with funds distributed to schools for implementation through their school plans and to district-level initiatives. Consistent with Title I, Part A Parent and Family Engagement requirements, funds are reserved at both the school and district levels to support meaningful, ongoing opportunities for parent and family involvement.

Council members had the opportunity to review these allocations and offer input on parent engagement strategies, including identifying effective practices to continue and recommending additional activities to strengthen family-school partnerships. Members shared that after-school intramural sports have been successful in bringing families onto campus, and that the PIQE program has been helpful in supporting parents during student transitions from middle school to high school. Family classes paired with childcare were also identified as effective in increasing parent participation. Areas for improvement included the need for clearer communication from school front offices, particularly regarding the availability of fingerprinting vouchers, as some parents were unaware these supports existed. As a recommendation for future action, participants suggested offering a one-day TB testing and fingerprinting event for volunteers, noting that this approach was implemented successfully in the previous year and helped reduce barriers to parent involvement.

The Council also reviewed Title III funding supporting English Learners, totaling \$629,708, allocated to teacher professional development, parent and family engagement activities for English Learner families, and supplemental services for immigrant students. Additional federal funding sources were discussed, including Title II, which supports teacher and administrator quality, and Title IV, which funds programs related to student wellness, well-rounded educational opportunities, and educational technology. The Consolidated Application reports were certified on January 15, 2026, and approved by the Board for submission on January 20, 2026. Funds are currently being expended to support district priorities, goals, and actions for the 2025-26 school year, in alignment with federal and state accountability requirements.

LEARNING WITHOUT LIMITS



FUNDING AND PROGRAM ACCOUNTABILITY

8.0 LCAP Year 3: Connecting Data to Actions

During the meeting, an interactive session was facilitated to connect the most recent California School Dashboard results with the district's current Local Control and Accountability Plan (LCAP) actions, allowing members to reflect on services that are most critical to continue to improve academics, safety and attendance, and parent and family partnerships. Council members identified existing services—such as targeted academic supports, early interventions, and expanded engagement opportunities—that are essential to sustaining progress and addressing persistent gaps, particularly for English Learners and students needing increased academic growth. Members also highlighted the importance of expanding parent engagement opportunities through family education programs and targeted outreach strategies to help families partner effectively in their children's learning and achievement.

HEARING SESSION

Christina Montague, Nueva Vista representative, expressed concern about challenges in accessing community resources and that providing supports through community resource fairs has been helpful, but there is a need to streamline the process for accessing services to make support more efficient and user-friendly. This feedback will be shared with the Parent Involvement and Community Outreach (PICO) team for consideration and follow-up. Marcela Castillo, DAC visitor, asked if there are any potential changes in the cafeteria food. Mr. Blake will follow up with Nutrition Services.

Next Meeting

The next meeting of the District Advisory Council is scheduled for Tuesday, April 14, 2026, at 9:00 a.m. in the North Training Room at the Parent Center.

Adjournment

Motion: Karina Ortiz motioned to adjourn the meeting.

Second Motion: Elizabeth Alcaraz seconded the motion.

Vote: Motion carried unanimously, and Ms. Lara adjourned the meeting at 10:51 a.m.

KL: nb

LEARNING WITHOUT LIMITS
