

A. Welcome/Call to Order

Meeting was called to order at 4:33 p.m. Meeting was held in person and available via Zoom.

Lisa (Director)-welcomed all the attendees and thanked everyone for their valuable partnership; also covered the NUSD Core Values and agenda for the day.

B. Introductions

Lisa Van Horn (Director)- introduced the presenter(s) of the night.

C. Review DELAC Norms-Lisa Van Horn

Lisa (Director)- reviewed the norms.

D. Review Minutes from the February Meeting- Lisa Van Horn

Lisa (Director)- gave the February minutes to the Chair and Co-chair for review/approval.

E. Team Sharing/Public Comment/Optional ELAC Reports/Activity

- Juan (Parent)- For Bannon Creek two weeks ago we had an open house and had a table where we shared our ELAC mission and provided resources and the energy to start parent engagement again. The hope for next school year is to be more strong, do the work and have more families be part.
 - Lisa - Shared having a table is a great idea during open house.
- Cindy (Parent)- At Heron, we are having our next ELAC meeting on the 17th. We had conversations around increasing participation of families and using the Language Link resource that was shared a few weeks ago.

F. Consolidated Application Review

- Lisset Mijares (Executive Director)- She shared that she oversees all state and federal funding, including expanded learning programs such as the LEAP after-school program and summer school. She explained that during today's meeting, she would be presenting on the Consolidated Application (ConApp). The ConApp is submitted to the California Department of Education (CDE) and serves as the district's formal process for applying for state and federal funding. It outlines how funds will be used and justifies the need based on student data and identified school needs. She further explained that the ConApp is both a two-year and two-part process, consisting of Spring and Winter submissions. In the Spring, the district reports program participation, funding needs, the number of schools and students served, and identified areas of need. In the Winter, the district reports on how the allocated funds were spent.
 - Parent- What does LEA stand for?
 - Lisset- Explained the LEA stands for Local Education Agency (school)Lisset further explained that the Consolidated Application (ConApp) includes multiple components, specifically four funding categories: Titles I, II, III, and IV. She noted that Title I funding is allocated to most Natomas schools and is primarily focused on supporting student

achievement, including funding for after-school programs and intervention services. It is mostly used to support students. Most of NUSD schools are Title 1 schools, except Heron, Paso Verde and Heredia - Arriaga. For the 2025–2026 school year, the total entitlement is \$2,346,105. Lisset goes on to explain that Title I schools are those in which more than 55% of students qualify for the FRMP.

- Parent- What is FRMP?
 - Lisset- Explained the FRMP stands for Free or Reduced Meals Program. Any school with 55% FRMP is a Title 1 school.
- Parent- Eligibility for Free and Reduced Meal Program is based on family income.

Lisset explained that Title II funding, totaling \$346,612, is primarily allocated to support teachers through ongoing professional development opportunities throughout the school year, including teacher induction and related training programs. She continued by explaining that Title III funding is designated for English Learners (ELs) and is intended to ensure that all EL students attain English proficiency, achieve high levels of academic success in English, and meet the same rigorous state academic standards as all other students. She added that Title III also provides funding to enhance instructional opportunities for immigrant students and their families, ensuring that these students meet the same rigorous grade-level expectations and graduation standards as their peers but is a much smaller allocation. The allocation for EL is \$258,000 and 61,000 for Immigrants. Lastly of the Titles is Title IV, Lisset explained that Title IV funding is intended to support the development of well-rounded students. These funds are used to enhance access to technology, provide professional development, and support specialized programs such as AVID and Advanced Placement (AP). The allocation for Title IV is \$176,000, which reflects that overall funding levels remain relatively limited. Some of the allocation of funds is focused on restorative practices, technology that is provided to students to achieve digital literacy. This also funds social workers over the summer and during summer support for students. Lisset shares these Titles and processes, communicating to the State how funds are allocated and how they have been spent. This is why your participation on this committee is so important—you have the opportunity to review funding decisions and provide meaningful input on how resources are prioritized. Your voice matters in shaping how funds are used to best support students. For example, if there is currently no after-school intervention program and you recognize that students would benefit from tutoring, you can advocate for allocating funds toward that need. Rather than directing resources to one initiative, such as a science project, your input can help shift priorities toward after-school intervention and academic support. The State requires this level of transparency to ensure that funding decisions are aligned with the goal of increasing student achievement, and your contributions play a critical role in that process.

- Parent- You mentioned that some districts get more money than us, Why?
 - Lisset explained that funding allocations are largely based on district size, with larger districts receiving more funding due to having a higher number of students.
- Lisa- mentioned that it is important to know that if you are part of this meeting (DELAC) you are giving input district wide what we are doing to spend our money to support English Learners. If you are part of your school's English Learner advisory committee, (ELAC) you are providing advice toward how sites are spending money at their sites (through their SPSAs). These are the ways you can voice how your students are being

supported. Your voice being here, make sure that we are representing what you think is best for your students.

Lisset reiterated that the projection and reach of your voice at the school site are critical. She asked if anyone was part of the school site council and mentioned that school site council meetings run very similarly. They show the whole year and how the money is going to be spent.

- Lisa- shared that although there are several modes of communication, the importance of having one DELAC representative from every site is so that you can bring back the things that were talked about at your school site ELACs when it comes to Title III.

Lisset informs the group that, even if it is Title I, they may request their principal to share the Title I allocations, as they are entitled to review that information. The district must maintain transparency with the community and our parents. If the budget is on the agenda, please attend the meeting and ask questions and share your lens.

G. Title III Federal Addendum review and provide input for next year

- Lisa Van Horn (Director)- Lisset has already discussed the various Title funding allocations available to your school sites. We will now focus on Title III, which provides funding to support English Learners. Each year, we develop a Federal Addendum—referred to as the Title III Federal Addendum—that outlines how Title III funds are allocated to support services. This document communicates to the state how funds are being spent and ensures that expenditures align with the approved and allowable uses of those funds.
- Lisa distributed the Title III Federal Addendum and Timeline, which outlines how funds have been spent from 2022–2026 in the areas of professional development, programs and activities, English proficiency and academic achievement, and parent, family, and community engagement. This was provided for table discussions with EL Leads to identify areas for improvement, potential additions, and recommendations for the 2026–2027 school year. We use the CCLI model to plan, act, monitor and adjust.
- Table Discussions:
 - There was some discussion about the way Title III monies are spent, clarified the number of coordinator and TOSA positions and the schools we serve. Parent, Cindy Quiralte asked where funds were spent prior to funding these positions.
 - Cindy Q. expressed that it would be helpful to have a newcomer orientation to welcome families to our schools.
 - Have staff accessible with different languages to talk to the parents.
 - Parent Manuel Paramo talked about homework help for students as well as frustration with requesting an independent study packet.
 - The parents liked the "immigrant resource faire" idea.
 - Parent Zainab During commented that the TOSAs are a great support. Summer school is great. "This will be the 3rd year that my children have gone; it would be good to sign your kids up".
 - Parent Shaleen Gill: Recommendation: focus on newcomer supports: provide more communication in their home language (for both students and parents); 1:1 communication with staff and families; get togethers -- is there a way to get families together to make friends, join groups, clubs? Maybe a monthly get together.

- Parent Shabana Jelani: high school EL students should have regular meetings with their counselor to check progress and get support from the counselor to make sure they are taking the right courses for graduation and college.
- Shaleen Gill: It would be great to have libraries with books from various languages. This way, families can read together in their home language. They could have reading rooms for parents to join.
- Parents asked about what professional development the EL/WIN teachers have.
 - Quality Teaching for English Learners
 - Two site administrators asked about QTEL.
 - Renald Edwards, AP at Jefferson - Admin would like to get trained. He would like to know what to look for during walkthroughs. Also, he would like to get more of his staff trained in QTEL and is interested in the specific, intentional connections with the instructional framework and QTEL instruction.
- Whole Group Wrap-Up:
 - Lisa- Excited about our conversations with lots of great ideas on newcomers support, libraries in primary languages where families can meet with their children and counselors can support the high school level to make sure the correct classes.
 - Parent- Regarding immigrant families, how do we contact families?
 - Lisa- It was brought up at our table. What systems do we need to bring in so that our newcomer immigrant families have support?
 - Parent- We have translators in over 30 languages.
 - Lisa- about four years ago we did have a resource fair where we had different tables. Maybe that is something we bring back during orientation.
 - Jinder- This year, we have been working with Inderkum High School to reach out to parents by phone and share information on how to get involved with ELAC. We have also provided training for parents on how to access their child's attendance and grades using their mobile devices. In addition, we have partnered with the International Rescue Committee (IRC) to support newcomer students through a nine-week program. During lunchtime sessions, students participate in discussions about the school system, credit recovery, graduation requirements, and the challenges they are experiencing. At our Welcome Center, we could consider providing multilingual flyers informing families that support is available and that assistance can be provided as needed.
 - Lisa- shared that the number of newcomers has increased year after year and that is a process we need to adjust to support.

H. Review and comment on written notifications for 2026-27 school year

- Lisa (Director)- Lisa distributed the Written Notifications for table discussion. English Learner families receive three letters. The first is the initial ELPAC Parent Notification, which informs families that their child will be assessed to determine whether they are an English learner or fluent in English. The second is the Annual Parent Notification, which provides families with their child's English Language Proficiency assessment results. The third is the Summative ELPAC notification, which corresponds to the assessment administered in the spring. In addition to English, all parent letters are distributed through ELLevation, which automatically translates communications into 41 languages. For table discussions, please review the letters and consider what is helpful, what questions you have, what you notice, and any additional comments.

Please also keep in mind that some of the information included in these letters are required.

- Participant Feedback:
 - Exit opportunities from ELD, any other exceptions? criterias? They would like more clarity in the exit process on the parent letters.
 - Include a clarification sentence where parents understand that if they cannot help their child in English, they should in their own language, as the literacy skills transfer.
 - Include the amount of time on average that it takes for a child to acquire a second language.
 - Under exit criteria, add language regarding how many criteria are needed to exit (all)

Next Meeting will be on May 7, 2026

CLOSURE: DELAC Meeting adjourned at 5:50 p.m.