



# FUNDING AND PROGRAM ACCOUNTABILITY

## JURUPA UNIFIED SCHOOL DISTRICT DISTRICT ADVISORY COUNCIL FOR THE CONSOLIDATED APPLICATION

**Date:** Tuesday, April 1, 2025 | **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

Turhan Davis, DAC Chairperson, called the meeting to order at 9:09 AM.

##### 2.0 Flag Salute

Mr. Davis led the flag salute.

##### 3.0 Roll Call

Karina Ledesma conducted the roll call:

##### **Members Present:**

Yvonne Pacheco, Camino Real  
Marie Keaney, Del Sol  
Jessica Diaz, Glen Avon  
Rosa Ramirez, Granite Hill  
Norma Velasquez Matsuyama, Indian Hills  
Marisa Gonzalez, Jurupa Middle  
Patricia Tapia, Jurupa Valley  
Turhan Davis, Mira Loma  
Mireya Ruvalcaba, Mission Bell  
Diana Butler, Mission Middle  
Lucy Centeno, Nueva Vista  
Yessica Garcia, Pacific Avenue  
Kenia Saavedra, Patriot  
Vanessa Reyes Soto, Pedley  
Jennifer Humlick, Peralta  
Diana Butler, Rustic Lane  
Cheryl Mitchell, School Readiness Center  
Lenice Parde, Sky Country  
Elizabeth Alcaraz, Stone Avenue  
Melenie Nguyen, Van Buren  
Estefania Amador, West Riverside

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### Staff Present:

Raquel Ortiz Cornejo, Board of Education Trustee  
Daniel R. Brooks, Assistant Superintendent, Education Services  
Nicholas Blake, Director, Funding & Program Accountability  
Dr. Kimberly Corbin, Director, Curriculum & Assessment  
Karina Ledesma, Administrative Secretary, Funding & Program Accountability  
Yadira Smith, Translator Clerk Typist, Funding & Program Accountability

### ACTION SESSION

#### 4.0 Approve DAC Minutes

**Motion:** Diana Butler motioned to approve the minutes of February 4, 2025.

**Second Motion:** Marisa Gonzalez seconded the motion.

**Vote:** Motion carried unanimously.

### INFORMATION SESSION

#### 5.0 CAASPP/ELPAC Testing & California Dashboard School Recognitions

Dr. Kimberly Corbin, Director of Curriculum and Assessment, emphasized the significance of the state assessments that students are currently completing this spring. These assessments play a crucial role in evaluating student performance for various purposes, including educational improvement and accountability.

State assessments help determine how well students are mastering the curriculum and meeting state academic standards. They also serve to measure the overall performance of schools and the district, providing valuable data on academic achievement. Additionally, these assessments can highlight educational gaps between different student groups, allowing educators to adjust their teaching methods and better address the needs of all students.

The assessments are administered through the California Assessment of Student Performance and Progress (CAASPP) system. The key assessments include:

- **Smarter Balanced Summative** – This is the primary assessment for English Language Arts (ELA) and Mathematics for students in grades 3–8 and grade 11.
- **California Science Test (CAST)** – This assessment is for students in grades 5, 8, and high school. It measures students' knowledge and understanding of science based on the California Next Generation Science Standards (NGSS).
- **English Language Proficiency Assessments for California (ELPAC)** – This assessment is for English learners to measure their proficiency in English. It includes both a Summative ELPAC (given annually in the spring) and an initial ELPAC for newly enrolled students.

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We encourage families to create a positive and supportive environment to help their students succeed during this time. To ensure your child is well-prepared, encourage them to go to bed early the night before the test so they are well-rested and able to focus. Providing a healthy breakfast on test day can also support concentration and each school provides breakfast at no cost to all students. It is important to have open conversations with your child, reassuring them that the test is an opportunity to demonstrate what they know and that feeling a bit nervous is normal. Additionally, using practice tests to review material can help build their confidence. Help your child approach the test as a challenge rather than a burden, and inspire them to do their best. By offering this support, you can help your child feel confident and ready to succeed.

Nicholas Blake, Director of Funding and Program Accountability, announced that several schools are being recognized for their outstanding growth in performance across various indicators on the Fall 2024 California Dashboard. Over the past few weeks, Superintendent Hansen and Assistant Superintendent of Education Services, Daniel Brooks, have been visiting schools to present them with a poster highlighting their achievements. For instance, Peralta demonstrated the most significant growth in English Language Arts, while Pedley showed the greatest improvement in English Language Progress among elementary schools. We will continue to recognize those schools that strive for academic excellence.

### 6.0 2024-25 LCAP Midyear Update

The Midyear Update to the Local Control and Accountability Plan (LCAP) is a critical part of ensuring transparency and accountability in school districts. This report provides an update on progress toward the goals set in the annual LCAP update, reflecting both the outcomes and expenditures through the first interim period (through October 31). The update highlights two key areas: (1) progress toward achieving annual measurable objectives and (2) the actions being taken to measure and report on these results.

Celebrating key successes, the district has seen positive outcomes, including an overall increase in CAASPP math scores, a reduction in chronic absenteeism, and a decline in suspension and expulsion rates. Additionally, there has been a notable increase in parent engagement across schools, as well as a growth in student preparedness for college and career paths. These outcomes reflect the district's commitment to fostering a supportive learning environment and promoting student success.

However, the district also recognizes the importance of continuous improvement. Areas requiring further attention have been identified, and the district is actively responding by implementing targeted strategies to address the needs of student groups that may be underperforming.

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In terms of fiscal responsibility, the district has ensured that the total LCFF funds allocated align with expenditures to date, reinforcing its commitment to fiscal solvency. These updates are part of a broader effort to maintain transparency and provide stakeholders with a clear picture of both academic and financial performance, while actively addressing areas that need attention to ensure all students thrive.

### 7.0 Bridging the Dashboard to Action: Strengthening the LCAP

Members of the committee provided valuable input regarding student groups that are showing low performance ("Orange" or "Red" performance level) on the California School Dashboard indicators. Their feedback included suggestions for targeted interventions, as well as observations on specific areas where these groups may need additional support. Some members emphasized the importance of differentiated instruction and more tailored resources for these students, while others discussed the potential for increased community and family involvement to foster better engagement. A few members also recommended expanding professional development opportunities and creating mentorship programs. All of this input will be shared with the Education Services and Pupil Services Departments for further consideration as they develop strategies to improve outcomes for these students.

### HEARING SESSION

Turhan Davis, Chairperson, raised an important question about how to acknowledge and appreciate students' academic achievements and reward academic excellence. While there are often rewards for good behavior and attendance, he asked how the district could better recognize students who excel academically. Ideas discussed included small celebrations, like barbecues, to recognize those who work hard academically. Several members were also concerned about the role that counselors play in supporting academic excellence and suggested they can perhaps provide personalized guidance, offering different class opportunities based on student strengths, and working to remove the stigma around seeking help from counselors.

One successful strategy mentioned was having guidance counselors supervise students, increasing their visibility outside the office, and making them more approachable. This approach has helped students feel less embarrassed about seeking help, leading to positive results. Members also discussed the importance of fostering stronger relationships between students and teachers, with suggestions for more emotional check-ins in the classroom and increased communication with parents. It was

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emphasized that students should always feel warm and welcomed, and at the high school level, counselors could meet with students in small groups, offering one-on-one sessions to build stronger connections.

Several school representatives shared successful practices. At Jurupa Middle, teachers greet students in the hallways and create a welcoming culture during passing periods. At Nueva Vista, advisory periods are used to introduce counselors to students and encourage them to check in regularly. These insights and suggestions will be taken into consideration to better support students and sustain academic excellence.

### Next Meeting

The next meeting of the District Advisory Council is scheduled for Thursday, May 22, 2025 at 9:00 a.m. at the North Training Room at the Parent Center.

### Adjournment

Mr. Davis adjourned the meeting at 11:02 AM.

KL: nb

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