



FUNDING AND PROGRAM ACCOUNTABILITY

JURUPA UNIFIED SCHOOL DISTRICT DISTRICT ADVISORY COUNCIL FOR THE CONSOLIDATED APPLICATION

Date: Thursday, December 11, 2025 | **Time:** 9:00 a.m.
Location: Jurupa Unified School District Parent Center, North Training Room
4850 Pedley Road Jurupa Valley, CA 92509

Meeting #2 ADOPTED MINUTES

OPENING ACTIVITIES

1.0 Call to Order

Maria Lara, DAC Chairperson, called the meeting to order at 9:08am.

2.0 Flag Salute

Ms. Lara led the flag salute.

3.0 Roll Call, presentations from new members

DAC members not present at the first meeting 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
Guadalupe Lopez, Indian Hills
Jessica Diaz, Jurupa Middle
Allison Hesler, Jurupa Valley
Cynthia Clements, Mira Loma
Diana Butler, Mission Middle
Elizabeth Arias, Nueva Vista
Yessica Garcia, Pacific Avenue
Julie Huett, Patriot
Maria Lara, Rubidoux
Vanessa Reyes, Pedley
Rebecca Ramirez, Peralta
Diana Butler, Rustic Lane
Lenice Parde, Sky Country

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Wendy Reyes, Sunnyslope
Genesis Sandoval, Troth St.
Evelyn Negrete, West Riverside

Staff Present:

Raquel Ortiz Cornejo, Board of Education
Daniel Brooks, Assistant Superintendent, Education Services
Monty Owens, Assistant Superintendent, Pupil Services
Nicholas Blake, Director, Funding & Program Accountability
Dr. Josh Lewis, Director, Secondary Education
Daniela Hernandez Medina, Substitute Secretary, Funding & Program Accountability
Laura Reyes Mendoza, Translator-Clerk Typist, Secondary Education

ACTION SESSION

4.0 Approve DAC Minutes

Motion: Yvonne Pacheco motioned to approve the minutes of October 14, 2025.

Second Motion: Cathy Huynh seconded the motion.

Vote: Motion carried unanimously.

INFORMATION SESSION

5.0 2025 California School Dashboard

Daniel Brooks, Assistant Superintendent of Education Services, and Monty Owens, Assistant Superintendent of Pupil Services, reviewed the recent release of the 2025 California Dashboard. The dashboard is the state's accountability system and provides insight into student achievement and progress, pulling information from multiple sources and comparing current results to last year's. It is a tool used by the district and DAC to make informed decisions.

Positive highlights across the district include:

- English Language Arts performance improved from last year.
- 36.3% of our English Learners went up at least 1 level on the ELPAC.
- College and Career preparedness increased notably and we are now the 3rd highest in Riverside County.
- A 92.4% graduation rate.
- Foster and Homeless student groups have made improvements in absenteeism.

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The district is continuously working to address the areas that need growth and implementing practices to target subgroups that are underperforming. Areas like Math and Chronic Absenteeism were largely affected by the pandemic, and progress has been made through many efforts from administration and the school sites.

Member Question - How are aides in classroom determined? *Response:* Provided an overview of the general needs and supports that might necessitate an instructional aide being provided in a classroom.

Member Comment - A concern about students being below standard in certain areas. *Response:* Areas of growth and positive academic outcomes were highlighted and the important role and work of DAC to serve as an advisory group to help provide feedback on services in the LCAP.

Member Question - How are students with disabilities being supported? *Response:* Parents are encouraged to speak to their child's IEP case carrier, as supports will vary depending on the specific needs of each student

Member Comment - Students do not always have academic confidence, and could benefit from being taught test-taking skills. *Response:* These skills are important to foster in students, and past actions to address this include Next Level Summer and Saturday School.

Member Question - Students in SPED, specifically in SDC classrooms, are not having their academic needs addressed because behavior concerns are taking up the time needed to do so. Teachers are well equipped to deal with these concerns, but is it possible to train substitute teachers and classroom aides so they can support adequately as well? *Response:* Minimizing behavior distractions in the classroom is an ongoing challenge that is constantly being worked on. For students in SDC, case carriers and aides are consistently working on ensuring that each student is meeting their goals as implemented in their IEP.

6.0 Bridging the Dashboard to Action: Strengthening the LCAP

Nicholas Blake, Director of Funding and Program Accountability, led a discussion among DAC members to analyze California Dashboard data and identify reasonable actions to address the needs reflected in it. The Dashboard serves as the district's report card and is one of 42 data points used to measure action items in our LCAP.

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Members were asked about programs and instructional actions that can be implemented or shifted to impact our students' learning and improve ELA and Math performance. Comments included the new Cell Phone Policy, with members hoping to see academic gains as a result of it. Improvements in secondary classrooms are already visible as a result of it. Another suggestion was educating parents on the best ways to help their children. For example, parents may not be familiar with the way Common Core math is taught, resulting in them not being able to explain it themselves. A member commended the SIPPS implementation at elementary schools and commented that it could be supplemented with parents willing to volunteer and work with reading groups as well. Some sites have been offering Math and Literacy Nights to encourage parent involvement in the curriculum, but participation has been low. That participation and understanding are even lower with parents who do not speak English.

Members were also asked what the district could do to support families that are struggling with Chronic Absenteeism. Many noted the success of established incentives to celebrate good attendance. A representative commented that it is also important to know why these students are absent, her own child being chronically absent in the past due to illnesses, and now having much improved attendance. Illnesses easily spread in schools, and members feel that communication from the school site about any issues would help them take necessary precautions. Mr. Blake assured representatives that protocols are in place for an outbreak at a school site. Another reason presented is students feeling unsafe at school due to teasing or issues with other students and not having the skills needed to advocate for themselves or communicate it with adults, resorting to missing school instead. Creating a safe environment for students would result in improved attendance. It was also brought up that the district is full of resources and supports that many families are unaware of. Maintaining communication and transparency between parents and school sites makes it possible for the district to properly address any barriers contributing to their child missing school.

7.0 Dual Enrollment

As requested by DAC representatives, Dr. Joshua I. Lewis, Director of Secondary Education, presented on our dual enrollment program.

Dual enrollment allows high school students to take college classes through RCC and Norco College at no cost to them. These classes are mainly taught by professors from those colleges, but also by some of our own teachers who have the required accreditation. After successful completion of these classes, the students graduate from high school with college credits.

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To enroll, students must have a GPA of at least 2.0, maintain good attendance and commit to the different demands of college classes, which include rigorous coursework and the responsibility of maintaining communication and advocating for themselves with their college professors.

Dual-enrollment classes are offered primarily in virtual formats, with some in-person options, and to accommodate this, high schools offer a flexible class schedule. Students are given the time and support to attend these classes, as their performance in these classes affects both their high school and college GPAs.

Students interested in participating should contact their high school's College and Career Readiness Counselor. Representatives are also encouraged to spread the word so other parents can learn about this program as well.

Member Question - If students drop a college class, will that affect their GPA?

Response: If the class is dropped early enough, it will not be marked on their transcript or affect their GPA. If a student withdraws from the class, it will be noted as a 'W' on their transcript.

Member Question - What are the differences and benefits of AP classes and Dual Enrollment? *Response:* AP classes are high school classes that prepare students for a national exam in the spring. Colleges have different score requirements to accept these tests as college credits. Dual Enrollment offers college classes that will be marked on a college transcript. In our district, some subjects may only be available through the AP program, and vice versa.

Member Question - Do course offerings change? *Response:* Yes, there are many courses offered that can vary by semester. To see the current selection, reach out to the high school's College and Career center.

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HEARING SESSION

Turhan Davis, DAC visitor, asked if it was possible for Mr. Ronald Zhand, Director of Elementary Education, to be present at a future DAC meeting, as well as other administrators involved with instruction. He also recommended that presenters stay during the collaborative components of the meeting and the Hearing Session so they can be part of the conversation and promote Parent Involvement. Lenice Parde, representing Sky Country, inquired about how education policy shifts at the national level affect our district, and if the district could provide assurance on what the district is doing in response. Jessica Diaz, Glen Avon representative, commented on there being a gap in communication between the district/school sites and parents, leading to a lack of parent involvement. A reason for that gap could be that communication going home is usually only in English or Spanish, despite the many languages represented in our district. Because of the lack of involvement, she is also concerned that when her child leaves that school site, she doesn't know who can continue the advocacy and support she provides as a member of different committees. A member shared their concern about class sizes, asking if they are affected by new housing developments in the community and if supports could be provided in classrooms with 30+ students. During their volunteering, they have seen how large classes in portables create a busy environment, and how these teachers could benefit from an aide.

Adjournment

Ms. Lara adjourned the meeting at 11:07 am.

DHM: nb

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