



FUNDING AND PROGRAM ACCOUNTABILITY

JURUPA UNIFIED SCHOOL DISTRICT DISTRICT ADVISORY COUNCIL

Date: Tuesday, April 14, 2026 | **Time:** 9:00 a.m.

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

Meeting #4 ADOPTED MINUTES

OPENING ACTIVITIES

1.0 Call to Order

Maria Lara, DAC Chairperson, called the meeting to order at 9:08 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
Allison Hesler, Indian Hills
Elizabeth Alcaraz, Jurupa Middle
Allison Hesler, Jurupa Valley
Cynthia Clements, Mira Loma Middle
Diana Butler, Mission Middle
Enrique Garcia, Nueva Vista
Maria Lara, Rubidoux
Emily Maldonado, Pedley
Rebecca Ramirez, Peralta
Diana Butler, Rustic Lane
Lenice Parde, Sky Country
Elizabeth Alcaraz, Stone Avenue
Wendy Reyes, Sunnyslope
Damarys Gomez, Van Buren
Evelyn Negrete, West Riverside

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Staff Present:

Daniel Brooks, Assistant Superintendent, Education Services
Nicholas Blake, Director, Funding & Program Accountability
Veronica Gonzalez, Director, Education & Information Technology
Karina Ledesma, Administrative Secretary, Funding & Program Accountability
Laura Reyes Mendoza, Translator-Clerk Typist, Multilingual Education

ACTION SESSION

4.0 Approve DAC Minutes

Motion: Yvonne Pacheco motioned to approve the minutes of [February 3, 2026](#).

Second Motion: Cathy Huynh seconded the motion.

Vote: Motion carried unanimously.

INFORMATION SESSION

5.0 Empowering Families in Digital Learning: Chromebook Use at Home & CommonSense Media Supports

Veronica Gonzalez, Director of Education-Information Technology, presented an overview of how district-issued Chromebooks support student learning at home and outlined expectations for responsible use. She explained that access to technology is a key component of 21st-century learning, allowing students to engage with resources anytime, collaborate with others, express creativity, and build skills that prepare them for college and careers. The use of Chromebooks also strengthens the connection between school and home, ensuring continuity in learning.

The district is committed to keeping all students safe online by teaching a digital literacy curriculum to all students. Mrs. Gonzalez introduced the district's use of Common Sense Media resources to support digital citizenship. Instruction focuses on helping students understand important topics such as cyberbullying, online safety, privacy, digital footprints, and developing healthy technology habits. Students are guided to make thoughtful decisions about what technology to use, when to use it, and how much screen time is appropriate. Teachers also incorporate inquiry-based practices by asking grade-level questions that encourage students to reflect on their device usage.

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Click below to access Carpool Conversations, a podcast that provides conversation starters for families to discuss digital literacy and well-being, organized by grade level:

- [K-2](#)
- [3-5](#)
- [6-8](#)
- [9-12](#)

Click [here](#) to access the Family Technology Planners, a resource to inspire conversations about technology use as a family. You can also access by age groups:

- [Ages 2-8](#)
- [Ages 9-12](#)
- [Ages 13+](#)

Parents and guardians are encouraged to take an active role in monitoring technology use at home. Suggested strategies included having students charge their devices in shared spaces, sitting with them while they use them, checking in regularly on what they are working on, and reviewing their browsing history. These practices help reinforce responsible use and keep families engaged in their child's digital learning.

Member Question: Do Chromebooks have a built-in timer for device use?

Response: Chromebooks do not currently include a built-in timer or automatic screen-time limit feature. In response, members shared several practical strategies families can use to help manage and reduce device usage at home. Suggestions included limiting internet access by turning off or restricting Wi-Fi during certain hours, encouraging alternative activities such as listening to audiobooks or educational podcasts during car rides, and promoting offline engagement by having students participate in outdoor or physical activities. These approaches are intended to help families establish a healthy balance with technology.

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6.0 District Parent & Family Engagement Policy

Nicholas Blake, Director of Funding and Program Accountability, led a review of the district's Parent and Family Engagement Policy, outlining the district's expectations and goals for fostering meaningful parent and family involvement. As part of the discussion, members were invited to provide feedback and suggest potential modifications to strengthen engagement efforts for the 2025–26 and 2026–27 school years. Participants shared a range of strategies and observations, noting that events such as a PTO welcome breakfast successfully attracted new volunteers, though sustaining involvement throughout the year remains a challenge, often relying on the same core group of participants. District-wide events like "We Heart the Arts" were highlighted as highly successful and worth continuing, with suggestions to expand opportunities by allowing individual schools to host booths to showcase ways families can get involved. Members emphasized leveraging school events—such as game nights, spirit days, and jog-a-thons—to promote participation and gather feedback, including making surveys more accessible through QR codes, paper copies, and on-site computers.

The importance of clear, advanced communication was also discussed, with recommendations to post monthly event calendars online and through platforms like ClassDojo to give families adequate time to plan. Increased parent turnout was noted during student performances, and participants encouraged extending volunteer opportunities into the secondary level to maintain engagement beyond elementary school. Additional successful practices included "Coffee with the Principal" and creative initiatives like "Triple Ts" (offering donuts, coffee, and music while supporting teachers with classroom tasks), as well as using incentives to encourage both students and parents to participate and stay connected.

Key barriers to parent engagement include discouragement from negative social media posts, which can create a sense of conflict and make parents feel unheard or hesitant to get involved. Participants also noted the need for stronger partnerships with CPAC through better outreach and communication about available supports, especially for families of children with special needs. Additionally, while materials are provided in English and Spanish, engagement could be improved by increasing inclusivity, such as ensuring PTOs have Spanish-speaking representatives to better connect with families.

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7.0 Connecting Data to Action: LCAP Mid-Year Update

As a continuation of the previous meeting's work with the LCAP, Mr. Blake emphasized that the mid-year update serves as a critical checkpoint to incorporate newly available data, assess progress toward goals, and ensure that decisions remain responsive, strategic, and data-driven. Members participated in a focused data analysis activity by selecting a single LCAP metric and evaluating whether it is improving, showing mixed results, or in need of improvement, while also considering the level of progress made and the underlying factors influencing those outcomes. This reflective process is designed to deepen members' understanding of how performance metrics align with district goals, strengthen their ability to interpret and apply data effectively, and generate meaningful, evidence-based input to inform future planning, refine current actions and services, and shape priorities for the upcoming LCAP cycle.

The midyear report can be found on our website:

<https://jurupausd.org/our-district/edserv/accountability/LCFFandLCAP/Pages/default.aspx>

HEARING SESSION

A member expressed a desire for a clearer, simpler understanding of the basics of the LCAP. In response, the district acknowledged this need and committed to dedicating additional time in the upcoming year to ensure greater clarity and understanding of the LCAP process. Members also suggested the development of a comprehensive list of commonly used school acronyms and their descriptions, such as SSC, LCAP, DAC, and ELAC. This suggestion was well received, and the district recognized it as a practical step toward improving communication and inclusivity.

Next Meeting

The next meeting of the District Advisory Council is scheduled for Thursday, May 21, 2026, at 9:00 a.m. in the North Training Room at the Parent Center.

8.0 Adjournment

Motion: Alma Villegas motioned to adjourn the meeting.

Second Motion: Yvonne Pacheco seconded the motion.

Vote: Motion carried unanimously, and Ms. Lara adjourned the meeting at 10:59 a.m.