



1801 10th St., Reedley, CA 93654 ~ Telephone: (559) 305-7010

DAC MINUTES

Date: January 29, 2024

Location: Educational Support Center, Board Room

Time: 1:45 P.M.

Meeting Facilitator: Ron Pack - Educational Programs Administrator

Chairperson: Tim Heinrichs

Vice Chairperson - Josh Darnell

Secretary - Stephanie Rodriguez

I. Welcome and Call to Order

The meeting was called to order at 1:46 P.M. by Mr. Heinrichs.

II. Introductions

DAC Attendees:

Simone Weber (Parent, Lincoln) Keri Coronado (Parent, Washington) Jodee Pinheiro-Smith (Principal, Riverview) Leonor Cruz-Dixon (Coordinator, Migrant Education) Christina Peña (Silas Bartsch) Reginald Wagner (Principal, Silas Bartsch) Jennifer Luevano (Principal, Navelencia) Sonia Carreto (Parent, Jefferson) Timothy K. Heinrichs (Parent, MVS) Pete Flores (Parent, Riverview) Adelina Gonzalez (Parent, Navelencia) Brittany Gummo (Parent, Great Western) Jose Guerra (Parent, Citrus) Gloria Valencia (Parent, McCord) Cynthia Martinez (Parent, Alta) Mariah Betancourt (Parent, RHS) Kristin Ledington (LD, RHS) Alberto Herrera (LD, OCHS) Cynthia Torres (Parent, Sheridan) Sandy Cintora (Principal, Sheridan) Claudia Angulo (Parent, OCHS) Cristal Angulo (Guardian, AL Conner) Teresa Meza (Parent, AL Conner) André Gervais (Parent, Grant) Rosemary Ruvalcaba (Principal, Alta) Barbara Jimenez (Principal, Great Western) Gloria Valencia (LD, Citrus) Stacy Atria (LD, TL Reed) Susan Holman (LD, Washington) Anita Elizondo (Principal, Lincoln) Amanda Davis (LD, Grant) Anthony Evaristo (Special Education Coordinator, GLC) Noe Mendoza (LD, MVS) Velda Oltjenbruns (Coordinator, Parent Edu. & Engagement) Josh Darnell (Principal, KCO) Angel Durazo (Coordinator, District Parent Engagement)

& Edu.) Berit Rhodes (Parent, Riverview) Gina Estrada (Parent, RMCHS) Stephanie Rodriguez (Parent, Guidance/Learning Center) Lee Martinez (Principal, AL Conner) Polly Rosalez (LD, Jefferson) Stacey Bridges (Parent, Dunlap) Tawnya Dewhirst (Parent, TL Reed) Kristen Welton (LD, Dunlap) Mayra Jimenez (Certified Interpreter/Translator, GLC) Daisy Rebolledo (Principal, McCord) Sharon Matsuzaki (Data Systems & Accountability Coordinator, ESC) Maria Elena Velasco (Administrator Assistant, ESC) Chris Boswell (LD, KCHS) Jose Guzman (Assistant Superintendent Business and Educational Operations, ESC) Ron Pack (Educational Programs Administrator, ESC)

III. Purpose of DAC

Mr. Pack briefly revised the Purpose of DAC. In his remarks, he emphasized that parents and school staff representing school sites can provide input and ideas about the development of LCAP to other parents. He encouraged attendees to embrace this opportunity to share their ideas.

IV. Approval of Minutes from October 23, 2023

Motion to approve minutes - Chris Boswell, KCHS Learning Director

Seconded by - Christina Pena, Parent

All in favor - Yes

Opposed - None

V. Dual Immersion Program

Mrs. Ruvalcaba shared and gave a brief update on how the Dual Immersion program is performing at Alta School. She stated that the Dual Immersion Program started in 2020 and is currently in its third year of instruction. Mrs. Ruvalcaba reported that as of this year, the program consists of three kindergarten Dual Immersion classes, three 1st grade classes, three 2nd grade classes, and three 3rd grade classes, and next year will be the first year of Dual Immersion with two 4th grade classes. She shared that the Dual Immersion program provides transportation for all students up to Dunlap and Orange Cove. Mrs. Ruvalcaba reported that 259 students are enrolled in the Dual Immersion Program. Mrs. Ruvalcaba informed that the Dual Immersion Program consists of 50% English speakers and 50% Spanish speakers. She shared that Spanish speakers are a model for English speakers, and English speakers are a model for Spanish speakers.

Laurie Lloyd gave a brief description of the Dual Language instruction. She reported that the Dual Immersion program implements the learning of Spanish, combining the English speakers and English learners in class. She added that

the program focuses on the solid instruction of the Spanish language. Two groups of students consist of 50% English Speakers and 50% Spanish Speakers. She pointed out three significant advantages of the Dual Language program. The first advantage is that students will become fully proficient in two languages. The second advantage is that students can read and write in two languages. The third advantage is that students develop positive attitudes toward other languages and cultures. English learners can maintain their primary language. She reported that the Dual Immersion program consists of 90%/10% in Kindergarten, which is 90% of instruction in Spanish and 10% of instruction in English (30 minutes only). First grade follows the Program Model of 80%/20% until it reaches 50/50 in 5th grade.

Rosemary Ruvalcaba reported that bilingual education consists of three pillars. The first pillar is proficiency in two languages or biliteracy, writing and reading in Spanish. The second pillar is high Academic Achievement, in which the Dual Immersion curriculum is rigorous, and the third pillar is cultural awareness, where students celebrate each other's culture month by month. She concluded by reporting that color is associated with the language during instruction. Students can identify Spanish in blue and English in red during instruction.

Mr. Pack informed attendees that February 2, 2024, is the deadline to submit applications for the Dual Immersion Program. A waitlist is in place for the applications received after the deadline.

VI. KCUSD Academic Achievement Data

Sharon Matsuzaki presented a brief report of the California Achievement Assessment results. Ms. Matsuzaki reported that beginning in 5th through 8th and eleventh, students will take the ELA and Math assessments. She noted that kindergarten through twelfth-grade students take the English language arts and math assessments. Students in fifth- and eighth-grade and a year in high school will take the science test in the spring. She noted that students are given the science test at least once in high school, depending on their classes. She reported that in 2021, students of KCUSD tested at a rate of 97% compared to the 23% of the state. Of those students, 43% tested below the 49% of the state percentage. In the 2022 results, KCUSD exceeded the state average at 47.4%, above the 47.1% state rate, and in 2023, students increased ELA performance by 48% while the state declined. She remarked that KCUSD has outperformed other school districts in English. Also, she reported that KCUSD has increased Math performance at a greater rate than the State. Ms. Matsuzaki informed that in the 2021 test results, the percentage of students was lower than the state average. In 2022, the percentage of performance was close to meeting the

percentage of Math State Standards. She remarked that KCUSD is doing the very best instruction for the students. She continued reporting that KCUSD is ranked the second District with the highest second performance rate in Math compared to other districts. Ms. Matsuzaki reported that our District has outperformed other districts in the Math area with low percentages of English Learners.

Mrs. Lloyd reported that the ELPAC consists of two initial and summative assessments. The initial ELPAC is administered throughout the year to identify the English learners' needs in instruction as part of the state identification process. She stated that when students take the summative assessment and are assigned as English learners, those results will help them support students with resources and additional English language development to ensure they receive the proper instruction. She informed attendees that the ELPAC is the assessment they use to monitor progress and to place the student in the appropriate instructional program. Additionally, the summative assessment is used to reclassify students in level 4. She stated that students are proficient when they reach level 4 of English language proficiency. She noted that the ELPAC assessment will begin on February 1st. She informed attendees that not only do they use the ELPAC assessment to monitor progress for English language proficiency, but they also use the State Indicator for English Language Development, ELPI. She stated each ELPI level is divided into a low and high level. ELPI will report growth for the EL.

In conclusion, Ms. Matsuzaki reported that KCUSD had the highest percentage of students who met the state standards for ELA and Math.

VII. LCAP Input Activity - Goal 1-3

Mr. Pack gave a brief overview of the Local Control and Accountability Plan. He shared that LCAP is the district's action plan to support students in spending funds based on school or student' needs. He stated that to see the district's performance, they need to look at data from previous years. He reported that the LCAP is a three-year plan to support KCUSD students. He shared that today, they will focus on the following six LCAP goals:

1. Basic service - thing school needs
2. Academic Achievement - how much students learn in class
3. English Learners - classes and support newcomers. EL teachers in a special assignment

4. Co-Curricular - to ensure that teachers have the appropriate licensing
5. Culture and Climate
6. Parent Involvement

Mr. Pack shared some samples of the current LCAP goals: Goal 1: KCUSD provides qualified instructors. Construction and maintenance projects are ongoing throughout the district. Goal 2: Academic achievement, supplemental online resources, VAPA, instructional aides to support instruction, instructional coaches to support teachers, PE tech. They have a dedicated foster and homeless liaison to support foster students and technology. Goal 3: English Learners, provide support in the classroom, a program starting this year to support newcomer students as part of the intervention program, bilingual Instructional Aide, Migrant Program, English learner teacher in special assignment to help with data analyses. Mr. Pack reported that Mr. Guzman wrote this three-year plan three years ago, and now, the district must write another 3-year plan. Mr. Pack asked attendees to discuss in groups goals 2 and 3, and the following ideas were received:

Alta representatives expressed their idea for more tutoring resources for parents on campus or online in Goal 2 and more printed resources for EL students in Goal 3. The Learning Center shared the idea of providing support in reading and writing in Goal 2 and having culture and awareness at all schools, a similar program at Alta in Goal 3. OCHS suggested that more reading specialists be assigned to each reading level in Goal 2 and that transition support be provided for new incoming students in Goal 3. They shared the idea in Goal 2 of more reading specialists in each reading level, and in Goal 3, they would like transition support for new incoming students. KCHS shared the idea in Goal 2 of expanding technology to support students, and in Goal 3, more support to the new incoming students. In Goal 2, McCord shared the idea of flexible classrooms and how the integration of music into PE and the actual classroom. In Goal 3, the idea was to replicate the Jefferson program to assist students in learning citizenship and English. TL Reed shared the idea in Goal 2 of Math intervention with highly qualified Math intervention programs and in Goal 3, resources for new incomer students and translation devices to help communicate. In Goal 2, Riverview shared the idea of increasing support for IEPs, intervention teachers, and aides, as well as the expansion of the Gate program throughout all schools, and in Goal 3, they proposed having transportation available for parents when schools have meetings or activities due to the lack of transportation. Lincoln shared the idea in Goal 2 of support for incoming students and English Learners. In Goal 3, RMCHS proposed providing support and transportation to EL and HS

students; Goal 2 proposed having tutorials and enrichment for students and continuing the winter session. Dunlap shared the idea in Goal 2 of having Parent Math Night to help them learn essential math skills and incorporate the Gate program, and for Goal 3, utilizing current programs to support EI students. Citrus shared the idea in Goal 3 of using ELP staff with extra support with assignments, and in Goal 2, they suggested utilizing the ELP to help them not only after school but also during the day with support with assignments.

VIII. Student Advisory Board Report

Pack shared that the district just started the Student Advisory Board this year. He shared that the SAB committee is composed of high school students. He shared that the after school programs make an impact on them. Mr. Pack shared that they will discuss the growth areas and more opportunities to engage and grow.

IX. Open Agenda

Mr. Pack invited attendees to the two upcoming community engagement opportunities in Reedley on February 8, 2024, and Orange Cove on February 15, 2024.

Mr. Durazo shared an opportunity for parents for the upcoming courses available through Parent University.

X. Adjournment

Motion to adjourn - Adelina Gonzalez, Parent

Seconded by - Sandra Cintora, Principal, Sheridan

All in favor- Yes

Oppose - None

The meeting was adjourned at 3:05 P.M.