



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

## District Advisory Committee (DAC) MINUTES

Date: March 2, 2026  
Time: 1:45 P.M.

Location: KCUSD Community Learning Center

Meeting Facilitator: Ron Pack - Administrator, Educational Programs

Chairperson: Heather Chiamori  
Vice-Chairperson: Angela Armson  
Secretary: Stephanie Rodriguez

### **I. Welcome and Call the Meeting to Order**

The meeting was called to order at 1:45 P.M. by Mrs. Chiamori.

### **II. District & School Representative Introductions**

DAC Attendees:

Alicia Garcia (Parent, AL Conner) Yesenia Velasco (AL Conner, BCA) Mayra Silkeutsabay (Parent, McCord) Heather Chiamori (Parent, KCO) Llara Oviedo (Parent, Lincoln) Angela Armson (Parent, Alta) Anthony Evaristo (Lead Program Specialist, GLC) Stephanie Rodriguez (Representative, Guidance & Learning Center) Claudia Angulo (Parent, KCHS) Cristal Angulo (Guardian, Citrus) Glenda Miramontes (Parent, OCHS) Maren Harman (Parent, RHS) Evelina Bejar (Parent, Silas Bartsch) Pete Flores (Parent, Riverview) Yerenice Avellaneda (Parent, Grant) Mayra Rodriguez (Parent, Navelencia) Myles Bacon (Transition Director, RHS) Brittany Gummo (Parent, GW) Berit Rhodes (Parent, RHS) Gina Estrada (Parent, RMCHS) Cecilia Garcia (Parent, Jefferson) Jacqueline Cavazos (FCT, Sheridan) Vanessa Cantu (Parent, Washington) Betty Alaniz (Parent, MVS) Maria Hernandez (Parent, Sheridan) Kelly Matlock (Parent, Dunlap) Alma Gonzalez (Parent, Navelencia) Jerry Gomez (AgTec Counselor, Reedley College) Jose Guzman (Assistant Superintendent, ESC) Amber Hunt (Assistant Principal, RHS) Veleda Oltjenbruns (Parent Education & Engagement Coordinator, ESC) Ron Pack (Educational Programs Administrator, ESC) Maria Elena Velasco (Administrator Assistant, ESC) Roberto Gutierrez (Deputy Superintendent, KCUSD)

### **III. Agenda Review**

Parents introduced themselves at their tables and reviewed the agenda. No additions or changes were made.

#### **IV. Approval of Minutes from October 13, 2025**

Motion to approve minutes from previous meeting - Llara Oviedo

Seconded by - Berit Rhodes

All in favor - Yes

#### **V. LCAP Goal 4 & 5 Overview**

Mr. Pack, Educational Programs Administrator, provided an overview of the LCAP Goals 4 and 5, emphasizing the importance of parents, students, and staff input.

Goal 4 focuses on education and co-curricular learning experience outside the classroom, including athletics, VAPA, Ag Programs, CTE programs, Transition programs, and other enrichment activities that promote student engagement and achievement. Mr. Pack noted that these programs had a positive impact on students, resulting in increased graduation rates in recent years.

Goal 5 focuses on school climate and culture, focusing on creating a safe, welcoming, and supportive school environment. This includes support such as school social workers at each school site, PBIS, restorative justice, and other programs. Mr. Pack also shared that attendance has shown slight improvement, reflecting ongoing efforts to reduce absenteeism.

#### **VI. Career Technical Education Programs**

Amber Hunt, RHS Assistant Principal, provided an update on Career Technical Education (CTE) pathways at RHS and OCHS, highlighting how these programs prepare students for college and careers through hands-on learning, dual enrollment, and real-world experiences. Mrs. Hunt informed that students progress from core courses to capstone courses, with opportunities to earn college credits and, in some cases, industry certification. Mrs. Hunt also shared that CTE programs emphasize both technical and soft skills, such as communication and teamwork. Students benefit from community partnerships, career exploration opportunities, and participation in competitions like SkillsUSA. These programs have helped improve graduation and attendance rates and provided strong pathways to college and career success.

A discussion was held on expanding access to CTE mentorship programs for elementary and Middle Schools to promote early awareness and preparation. Parents were encouraged to collaborate with site administrators to explore ways to implement CTE programs at lower grade levels. Velda Oltjenbruns, Parent Education & Engagement Coordinator, shared that initial efforts have begun, a CTE program in Orange Cove, where high school students engaged with middle school students. Due to positive feedback, plans are being considered to expand the program to elementary schools.

A question was raised regarding whether the students in the CNA program are aware of the state licensing requirements. Mrs. Hunt clarified that students are informed that completion of required hours is necessary to qualify for the licensing exam, and those who fall behind receive individualized support.

## **VII. Transition Programs**

Myles Bacon, Transitional Director at RHS, provided an overview of the student transition program and how it supports students' academic and personal success. Mr. Bacon emphasized that KCUSD's Mission and Vision focus on helping students succeed through connection, support, and empowerment. Mr. Bacon shared that the transition team works closely with students who are at risk of falling behind by reviewing academic data and providing support. Mr. Bacon emphasized the importance of early intervention during the transition from elementary to middle school and middle school to high school, with the program focusing on strengthening student engagement, improving academic achievement, and supporting smoother transitions between grade levels through consistent mentorship, outreach, and collaboration.

A discussion was held regarding support for students with college deadlines and financial aid. It was noted that the Senior counselor and College & Career staff are available to assist students, with the Financial Aid office providing additional support.

Mr. Bacon clarified that the transition team is present at middle schools twice per week for approximately 5.75 hours per day, providing student check-ins and support while splitting between sites as needed.

A discussion was held in response to a parent's question about whether transitions from elementary to middle school and from middle school to high school impact performance and behavior. Mr. Bacon noted that transition can affect performance, but tracking that data has been challenging due to differences in the grading system. Mr. Bacon added that GPA is used to identify students who need additional support.

## **VIII. KCUSD Behavior Team**

Anthony Evaristo, Special Education Coordinator, provided an overview of the district's Behavior Intervention Team and its role in supporting students with behavioral needs. Mr. Evaristo shared that his team provides different levels of support for students in special education, with 504 plans, and in general education. Services range from consultation and classroom strategies to individualized, one-on-one support for students with more significant needs. The team includes BCBAs, Behavior Case Managers, and Behavior Technicians who work directly with students and staff across the district. Mr. Evaristo shared that over the past ten years, the team has grown from one staff member to approximately 27, emphasizing the district's commitment to meeting student needs. The Behavior Intervention team focuses on the district's strong commitment to supporting student needs by addressing behavioral needs and promoting access to learning.

A discussion was held regarding the referral process and students with frequent ODRs. Mr. Evaristo explained that referrals are initiated at the school site by teachers, parents, or administrators and reviewed through SST meetings. If the school staff is unable to provide the needed level of support, the Behavior team will provide the support until a formal referral is received. Mr. Evaristo added that the schools first implement their own interventions, and if they are not effective, they may then reach out for additional support. He added that there is no set number of ODRs that automatically triggers a referral.

A discussion was held in response to a parent's question about individualized school teacher support. In response, Mr. Evaristo explained that the majority of support is provided to students; teachers also receive support in implementing strategies, and the Behavior team may also work directly with teachers.

A discussion was held in response to a parent's question about addressing anxiety and depression. Mr. Evaristo informed that emotional needs are referred to the appropriate staff member to support that situation.

A discussion was held in response to a parent's question regarding the increase in student behavior concerns. Mr. Evaristo stated that he doesn't have an answer, but noted that it may be due to different factors. Mr. Evaristo added that KCUSD has invested in additional support to help address this need.

#### **IX. Parent LCAP Feedback Summary**

Mr. Pack provided parents with a summary of the parent input from previous meetings.

#### **X. Table Reflection & LCAP Input**

Mr. Pack encouraged parents to attend the upcoming LCAP Community input meeting on March 4 at Reedley High School to share ideas for district programs, as well as the Children's Day event, which connects families with community resources and celebrates EL reclassification. Parents also reflected on the topics mentioned at the meeting, including what is working well and what could be improved.

#### **XI. Survey - Parent Input**

Parents were asked to add topics they would like to discuss at future meetings to the Parking Lot poster and complete a Parent Input Survey.

#### **XII. Adjournment**

Motion to adjourn - Gina Estrada

Seconded by - Betty Alaniz

All in favor- Yes

The meeting was adjourned at 3:12 P.M.