



Parent Advisory Committee (PAC) Meeting Minutes

Date: Wednesday, November 12, 2025

Time: Called to order at 6:00 PM

Location: District Office, Conference Room A



Meeting Norms:

- Start and end on time
- Silence Cell Phones
- Stay on Topic
- Be respectful

Call to Order:

- Time: 6:00
- Facilitator: Buck Ellingson. PAC Chairman
- The meeting was officially called to order, welcoming members and community participants.
- Buck acknowledged continued progress and engagement since the last meeting.

Attendance:

- Buck Ellingson - PAC Chair; Walker River Paiute Tribe; descendant of Cheyenne River Sioux and Tsimstian (Southeast Alaska)
- Takoa Raney - Secondary Multilingual Program Specialist; Supervisor for Indian Education Grant.
- Crista Koch- Director of Equity and Student Achievement
- Harvey Oaxaca- Assistant Superintendent of Education Services
- Calvin Hedrick- Mountain Maidu; Parent at Cowen, Churchill, and Del Campo; works with Native youth.
- Amber Butler- Taos Pueblo; Parent at Cowan (Tk & 2nd Grade)
- Chrystal Bernasconi- Koyukon Athabaskan; Graduate of San Juan Indian Ed Program; Equity liaison and Advisor at El Camino High School.
- Lena- Klamath tribe; Vice Chair; Mother of 6; community leader with ARC.
- Hattie Coleman- Seminole Nation of Oklahoma/ muscogee Creek; Parent of students at Carnegie and LeGette.
- Kelly Bencken- Cherokee Nation of Oklahoma; Teacher PAC representative.
- Albert Titman Jr.- Nisenan, Miwok, Maidu, and Madesi band of the Pit River Nation; Parent at Sierra Oaks K-8, Member at large.
- Krista Poppert- Secretary for Multilingual Department

Meeting Norms & Structure:

- Schedule update:
 - Meetings now occur monthly for 2 hours (6:00-8:00 PM) instead of monthly for one hour
 - The change allows for deeper discussion and better program planning.

Approval of October Minutes:

- The Chair recommended a streamlined approval to allow more time for new business.
- Motion: To approve the October 2025 PAC minutes
- Second: Received and acknowledged and minutes approved

Financial and budget report:

Presented by Amber and Takoa

- Discussion covered current expenditures, remaining funds, and clarification of specific budget lines.
- \$4,747 allocated to Veronica and tutoring time cards. Temporarily covering the Community Service Worker position through timecards while the position remains vacant.
- Once filled, those funds will transition to the new staff member's salary
- Tutoring funds (\$1,000) are allocated under the College and Career Readiness budget.
- Donations may support events such as the Winter Celebration and Senior Recognition for food, since Grant doesn't allow food purchased.
- Previous year \$26,146 spent for Community Service Worker.
- \$5,342 used for materials/supplies and \$1,667 for indirect costs.
- Over \$20,000 unspent, which could have been returned to the federal government if unused.
- Fiscal staff reallocated \$27,000 from those unspent funds to cover remaining salary costs for the Community Service Worker role to ensure full use of grant funds so we don't lose them next year. Relocating funds ensured the full grant was utilized.
- Members noted this adjustment prevents future reduction in federal allocations.

Transparency and Fiscal Communication:

Presented by Buck Ellingson

- Concern raised that there was lack of communication with the PAC regarding fiscal allocations and Veronica's temporary role.

- Takoa explained that Veronica is a paid 40-hour employee and not a volunteer therefore she will be paid via a timecard for the extra time she puts into the Indian Education.
- Initially, members believed Veronica was volunteering as a community member.
- Clarification was given that Veronica isn't volunteering her time but is getting paid on a timecard time-and-a-half as work is outside her regular working hours per district policy.
- The situation is not unique to Indian Ed- any San Juan employee doing extra work (tutoring for example) receives the same rate.

Questions and Comments From financial discussion:

- Buck- Questioned how the \$20,000 was spent given the vacancy, and sought clarification on the fiscal process and approval.
- Crista- Noted that it appeared funds were shifted from LCAP to federal sources to preserve grant totals.
- Hattie- Expressed surprise that this information was not communicated to PAC members previously.
- Takoa- Acknowledged that the adjustment occurred at year end and that information may not have been clearly shared at that time.
- Lena- Asked why PAC had not been informed earlier that Veronica was being compensated for her services.
- Buck- Reiterated that multiple PAC members (himself, Calvin, Amber, Lena) were unaware of these details during their prior discussion outside the last meeting, underscoring a breakdown in communication. They stated they didn't know what Veronica did and that she was getting paid out of the Indian Ed grant.
- Stated that in the agenda lists some of the ongoing work Veronica is doing and that Genoveva shared at the first 2 PAC meetings that Veronica is getting paid.
- Members requested clearer documentation of the specific services Veronica is providing, the number of hours being timecarded, and which funding sources are paying for the work.

Student Enrollment Notifications.

- Veronica receives notification only for newly enrolled students, causing some disconnect in communication.
- Families are encouraged to submit the 506 forms directly to Veronica for faster enrollment in programs.
- Native American status and recognition for American Indians is determined via:
 - Certificate of degree of Indian Board
 - Federal recognition
 - Descent to the second degree from an enrolled tribal member.

- Tribal roll numbers are not required if grandparents have enrollment documentation.
- California has over 50 federally recognized tribes seeking recognition or restoration; no state level recognition process exists.
- Accurate understanding of designations is critical for outreach and recruitment.

AEIP Program outreach and engagement:

- Total AIAN students in the district 1,168
- Veronica conducts one-on-one outreach; additional parent and PAC support proposed to increase engagement.
- Schools with the highest AIAN student density will be targeted for outreach visits.
- Parents and PAC members can introduce themselves to admin, provide AEIP information, and coordinate with schools to contact families.
- Community -building and cultural activities are essential to supplement tutoring services and attract student participation.
- Schedule cultural events and enrichment activities for AEIP students.
- Outreach requires clear planning, organization and communication with schools.
- School packets should include:
 - AEIP information and flyers
 - 506 Form
 - PAC Calendar
 - AEIP brochure
 - Event schedules
 - Pass AEIP events
 - Tutoring flyer
- Prior notification to schools is important so staff at sites are prepared and understand the purpose of the visit.
- Buck agreed to organize the outreach plan, determining contents of packet, send emails to school sites, identify number of AIAN students on campus, and assign schools to PAC members for visits.
- Takoa agreed to draft sample messaging to PAC to review prior to sending out to sites.
- Discussion included fun and attention grabbing elements such as using native themed designs, playful references like tacos/fried bread, to increase interest in materials.
- Flyers, talking points, and materials are being sent to parents and students but engagement is uncertain.

Book resources and Cultural Materials:

- Cataloging books and identifying books for grade levels needs to be done, so we know what we have and how many of each.
- Cultural and identity-focused books should be integrated year-round, not just during heritage month.
- We need to create descriptive lists for teachers and volunteers.
- Takoa is unclear of which books are supposed to be given out to families to keep, which ones to let staff check out, which books to let families check out. Sought PAC input. Calvin stated he would come to the office to help finish inventorying the books to create an inventory list and look at which books would be for loan and which to give away. Amber stated she could assist as well. Calvin stated he would come in tomorrow morning to look at the books to create the inventory sheet.

College and Career:

- Early exposure to college pathways is recommended starting in middle school.
- Mentorship, GPA Tracking, and workshops (e.g. pathways workshop, youth leadership summit) support college readiness.
- Plan for an event the week of February 26th to help teach students and families financial literacy skills. Calvin has some Native connections that could provide this service.
- All year long provide financial support and scholarship opportunities out there

Winter and Senior Celebrating planning:

- Winter and Senior celebrations must align with grant objectives; grant funds cannot cover food.
- Past celebrations had disorganization and high out of district attendance.
- Cultural activities purposed
 - Painting
 - Stencils
 - Culturally relevant food
- High school students may assist in running activities.
- Propose potluck to minimize costs; donations available
- Volunteer contributions to be coordinated via google spreadsheet or signup genius
- Venue- El Camino- early December
- Pac meeting may be held 5:00-6:00 PM followed by Winter Celebrations 6:00 - 8:00PM
- Plan culturally relevant events with student involvement
- Draft and distribute Winter Celebration Flyers. Takoa offered to make flyers and have them at the front desk at district office so PAC members could get what they needed for school sites.

- Takoa offered to put flyers out on Talking Points and other district communication systems.
- Involve students in activity setup and management.

School Community Worker:

- PAC to meet the candidate for the SCW position to provide input on support needs and role alignment.
- Feedback used for onboarding; process designed to avoid delaying candidates' start.
- Candidates Native American Status is unconfirmed.

LCAP:

- Currently in year 2 of a 3 year LCAP Plan.
- PAC can provide input on American Indian education line items.
- The next LCAP parent Advisory Meeting anticipated around February. (To be confirmed later)
- PAC members to provide feedback on priorities for American Indian Education.
- Federal healthcare funding reductions may impact k-12 budgets in 2027; early action is recommended.

Wrap Up:

- Board elections in 2026 at least 2 positions opening; PAC should strategically engage.
- Artifacts funding was approved by the cabinet after unsuccessful grant attempts.
- Progress recognized in Community engagement, event planning, and resource organization.
- Winter Celebration, outreach, book cataloging, and LCAP involvement prioritized

Key Points and Next steps

- Need for improved communication and documentation between staff, PAC leadership and members regarding spending decisions.
- Consensus that budget updates should be clear and consistent in future meetings
- Identify budget and funding sources for printing of the packets.
- Develop an email from the district office to the school admin introducing the PAC and AEIP Program.
- Promote use of culturally relevant materials throughout the year.
- Catalog all indian ed books
- Provide mentorship opportunities

Adjournment:

- The meeting concluded at 8:05 PM with appreciation expressed for everyone's participation and continued commitment to supporting Native Students and their families.