

San Juan Unified School District
3738 Walnut Avenue
Carmichael, CA 95608
(916) 979-8934
American Indian Native Alaska Indian Education
Parent Advisory Committee
Committee Meeting
Wednesday, March 11, 2026
Board Room

Agenda

- 6:00 p.m. **A. Call to Order/Introductions (A)**
- 6:07 p.m. **B. Visitors' Comments (R)**
- 6:10 p.m. **C. Approval of Minutes (A)**
- 6:20 p.m. **D. Business Items (D & A)**
- 1. Outreach
 - a. Resource Hub
 - b. 506 Form to ENROLL
 - c. Tutor Flyer (AIEP BENEFITS)
 - d. AIEP PAC Calendar
 - e. AIEP Brochure
 - f. Principal Sloss' OUTREACH template email
 - g. Process for principals to IDENTIFY AIAN students
 - h. AIEP Flyer for school front offices (Ongoing Notice)
 - i. Flyer for AIAN teachers and staff (Building Community)
 - j. PAC approved land acknowledgement (School Resource)
 - 2. Books and Library
 - 3. Suggested Revisions for Bylaws
 - 4. Scholarship/Financial Outreach Night
 - 5. Budget
 - 6. Senior Celebration
 - 7. Updates on Field Trip to Davis Pow Wow
 - 8. Cogstone Initial Visit; April 13-17
 - 9. AIEP Title VI Application Process
 - 10. Public Forum Process, Information
 - 11. Priority list of tasks requested by PAC for CSW
- 7:45 p.m. **E. Chairperson's Comments/Committee Business ®**
- 7:50 p.m. **F. Reports to be Heard (R)**
- 1. Board Member (Zima)
 - 2. Staff Members (Ashley)
 - 3. Cabinet Members (Harvey)
- 7:57 p.m. **G. Future Agenda Items (D)**
- April 8: Public Forum Presentation; March 23rd
Indian Education Curriculum
 - Partnering with other districts
 - Buck and his work with curriculum
 - May 13: Calendar Events for 2026/2027 School Year

8:00 p.m.

H. Adjournment (A)

The San Juan Unified School District acknowledges that our schools are located on the ancestral lands of the Nisenan and Miwok peoples, who continue to care for this land as they have since time immemorial. We deeply respect their ongoing connection to this land and recognize their resilience in preserving and revitalizing their cultures and traditions despite historical and ongoing challenges.

We recognize the profound injustices endured by their ancestors, including genocide, forced assimilation, and displacement, and we remain aware of the ongoing challenges and injustices they face today. As we advance in our commitment to equity and inclusion, we pledge to strengthen our connections by fostering a culture of understanding, respect, and active collaboration with their communities.

INDIAN ED
RS 4510
Fiscal Year 2025-26

<u>GOAL</u>	<u>DESCRIPTION</u>	<u>Working Budget</u>	<u>Expenditures</u>	<u>Acct Balance 12/31/2025</u>
1110	School/Community Worker- (Salary)	\$ 16,430.00	\$ 7,689.85	\$ 8,740.15
1110	Indirect Expense	\$ 2,270.00	\$ 501.04	\$ 1,768.96
1. Increase Academic Achievement				
1621	Culturally Responsive Prof Dev	\$ 8,000.00	\$ -	\$ 8,000.00
1775	Summer School (Teacher Timecards)	\$ 5,000.00	\$ -	\$ 5,000.00
1537	Cultural Literacy Books/Materials for Home Use	\$ 1,000.00	\$ -	\$ 1,000.00
2. Increase College & Career Readiness				
4770	Career & College Prep (Tutoring)	\$ 1,000.00	\$ 904.27	\$ 95.73
1372	Academic Enrichment Programs	\$ 1,500.00	\$ -	\$ 1,500.00
3141	Mentoring in goal setting, higher Ed navigation	\$ 2,000.00	\$ -	\$ 2,000.00
1449	Gifted & Talented Access / GATE opportunities	\$ 1,500.00	\$ -	\$ 1,500.00
3. Increase Cultural Identity & Awareness				
1501	Indian Education - Participation in community-led education on Native history	\$ 2,500.00	\$ -	\$ 2,500.00
Total for Resource 4510		\$ 41,200.00	\$ 9,095.16	\$ 32,104.84
Indian Ed - PAC Balance		\$ 330.51		
Indian Ed - SNAHC Balance		\$ 235.00		
DONATIONS BALANCE		\$ 565.51		

INDIAN ED

RS 4510

Fiscal Year 2025-26

<u>GOAL</u>	<u>DESCRIPTION</u>	<u>Working Budget</u>	<u>Expenditures</u>	<u>Acct Balance 02/05/2026</u>
1110	School/Community Worker- (Salary)	\$ 16,430.00	\$ 10,274.14	\$ 6,155.86
1110	Indirect Expense	\$ 2,270.00	\$ 692.60	\$ 1,577.40
1. Increase Academic Achievement				
1621	Culturally Responsive Prof Dev	\$ 8,000.00	\$ -	\$ 8,000.00
1775	Summer School (Teacher Timecards)	\$ 5,000.00	\$ -	\$ 5,000.00
1537	Cultural Literacy Books/Materials for Home Use	\$ 1,000.00	\$ -	\$ 1,000.00
2. Increase College & Career Readiness				
4770	Career & College Prep (Tutoring)	\$ 1,000.00	\$ 1,605.74	\$ (605.74)
1372	Academic Enrichment Programs	\$ 1,500.00	\$ -	\$ 1,500.00
3141	Mentoring in goal setting, higher Ed navigation	\$ 2,000.00	\$ -	\$ 2,000.00
1449	Gifted & Talented Access / GATE opportunities	\$ 1,500.00	\$ -	\$ 1,500.00
3. Increase Cultural Identity & Awareness				
1501	Indian Education - Participation in community-led education on Native history	\$ 2,500.00	\$ -	\$ 2,500.00
Total for Resource 4510		<u>\$ 41,200.00</u>	<u>\$ 12,572.48</u>	<u>\$ 28,627.52</u>

Indian Ed - PAC Balance	\$ 330.51
Indian Ed - SNAHC Balance	<u>\$ 235.00</u>
DONATIONS BALANCE	<u>\$ 565.51</u>

INDIAN ED
RS 4510
Fiscal Year 2025-26

GOAL	DESCRIPTION	Working Budget	Expenditures	Acct Balance 03/04/2026
1110	School/Community Worker- (Salary)	\$ 23,304.00	\$ 12,858.43	\$ 10,445.57
1110	Indirect Expense	\$ 2,270.00	\$ 890.89	\$ 1,379.11
1. Increase Academic Achievement				
1621	Culturally Responsive Prof Dev	\$ 7,075.00	\$ -	\$ 7,075.00
1775	Summer School (Teacher Timecards)	\$ 5,000.00	\$ -	\$ 5,000.00
1537	Cultural Literacy Books/Materials for Home Use	\$ 1,000.00	\$ -	\$ 1,000.00
2. Increase College & Career Readiness				
4770	Career & College Prep (Tutoring)	\$ 4,170.00	\$ 2,422.67	\$ 1,747.33
1372	Academic Enrichment Programs	\$ 1,500.00	\$ -	\$ 1,500.00
3141	Mentoring in goal setting, higher Ed navigation	\$ 2,001.00	\$ -	\$ 2,001.00
1449	Gifted & Talented Access / GATE opportunities	\$ 1,500.00	\$ -	\$ 1,500.00
3. Increase Cultural Identity & Awareness				
1501	Indian Education - Participation in community-led education on Native history	\$ 2,500.00	\$ -	\$ 2,500.00
Total for Resource 4510		\$ 42,385.00	\$ 15,281.10	\$ 27,103.90
Indian Ed - PAC Balance		\$ 330.51		
Indian Ed - SNAHC Balance		\$ 235.00		
DONATIONS BALANCE		\$ 565.51		



American Indian Education Program



**Give your voice in creating goals
to best serve our American Indian/
Alaska Native students in San Juan Unified!**

JOIN US AT OUR GRANT PUBLIC FORUM!

**AIEP Public Forum
Tuesday, April 1, 2025
6 to 7 p.m.**

**District Office Board Room
3738 Walnut Ave
Carmichael, CA 95608**



**For questions, contact Samantha Manriquez
samantha.manriquez@sanjuan.edu or (916) 979-8984
English Learner & Multicultural Education Department**



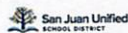
San Juan Unified School District
 Title VII Formula Grant
 Public Forum and Grant Signing
 April 1, 2025

Gwyn Dellinger Director, Office of Student Learning Assistance
Geneva Mendoza Navarrete Program Manager, EL & Multicultural Education Dept.
Takoa Raney Secondary Program Specialist, EL & Multicultural Education Dept.
Samantha Manriquez School Community Worker, American Indian Education Program
<https://www.sanjuan.edu/academics/indian-education>

San Juan Unified School District
 American Indian Education Program

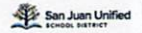
Land Acknowledgement

The San Juan Unified School District acknowledges that our schools are located on the unceded ancestral lands of the Miwok and Nisenan peoples, who continue to care for this land as they have since time immemorial. We deeply respect their ongoing connection to this land and recognize their resilience in preserving and revitalizing their cultures and traditions despite historical and ongoing challenges. We recognize the profound injustices endured by their ancestors, including genocide, forced assimilation, and displacement, and we remain aware of the ongoing challenges and injustices they face today. As we advance in our commitment to equity and inclusion, we pledge to strengthen our connections by fostering a culture of understanding respect, and active collaboration with their communities.



Agenda

- Program Description
 - Parent Advisory Committee (PAC)
 - Student Eligibility
 - Funding
- Program Services and Supports
 - 2024-2025 Grant Goals and Objectives
- Next Steps
- Native American College
- Questions, Input for the 2025-2026 Grant Services



Program Description

Overview

Designed to address the unique cultural, language, and educationally related academic needs of American Indian and Alaska Native students and to ensure that all students meet the challenging State academic standards.

2024-2025 Grant Goals/Objectives

Increase	Increase	Increase
Academic Achievement <ul style="list-style-type: none"> Tutoring College Visits Progress Monitoring 	Native American Language Instruction Programs <ul style="list-style-type: none"> Importance of Native Language 	At-Risk Student Support <ul style="list-style-type: none"> Tutoring Youth Leadership Program Substance abuse prevention Suicide prevention

Next Steps

2025-2029

- Grow the program (we have approximately 400 students districtwide)
- Continue to gather input from the PAC and community on ways to support our youth in academic achievement
- Complete Part II of the grant by end of April '25
- Connecting students and families with local resources
- Ongoing data collection on our successes and areas to improve our work

Native American College at CSUS

Native American College (NAC) at California State University, Sacramento (CSUS)

- The Native American College (NAC) at Sacramento State, the first of its kind on a California State University campus, offers a cohort-based model where students minor in Native American Studies while pursuing any major offered by the university. It provides career development, leadership training, and student support services to help students succeed both within and beyond Native American communities.
- To apply to the NAC, students must first apply to Sacramento State. The final application deadline is May 1, 2025.
- For information about NAC and applying, visit <https://www.csus.edu/student-affairs/native-american-college/>
- For questions and information, contact NAC at nac@csus.edu

Questions & Input

Please fill out our survey by scanning this QR code:



American Indian Education Program (AIEP)
 samantha.manriquez@sanjuan.edu (916) 979-8984
<https://www.sanjuan.edu/academics/indian-education>
 English Learner & Multicultural Education Dept. (916) 979-8753



**Thank you for attending
and participating!**

American Indian Education Program (AIEP)
samantha.manriquez@sanjuan.edu (916) 979-8984
<https://www.sanjuan.edu/academics/indian-education>
English Learner & Multicultural Education Dept. (916) 979-8753

AIEP Public Forum Feedback Survey

Please provide feedback by answering the following questions.

* Indicates required question

1. Email *

2. Which topics are you most interested in seeing as the focus for our goals under the Grant? **(Select 3 topics)** *

Check all that apply.

- Increase School readiness
- Increase Academic achievement
- Knowledge of cultural identity and awareness
- Enhance Problem solving and cognitive skill development
- Increase School attendance rate
- Decrease school dropout rate
- Increase graduation rate
- Increase career readiness skills
- Increase college enrollment
- Prevention activities around violence, suicide, and substance abuse
- Increase Parent participation
- Increase Native American Language instruction programs
- Increase support for at-risk students

3. What types of events & activities would you/your student be interested in attending? **(Select as many as you would like)** *

Check all that apply.

- Book Study
- Arts and Crafts
- Bullying Prevention
- Substance Abuse
- Mental Health
- Disaster Relief/Preparedness
- Increase School Attendance/Engagement
- Learning/honoring Native Language(s)

4. Optional: Other ideas for events

5. Are you interested in joining our PAC (Parent Advisory Committee) to assist in meeting our grant goals and planning events/activities? *
- *Meetings are held in person in the evenings.**

Mark only one oval.

- Yes! Please contact me.
- I'm interested, but need additional information.
- Thank you for the invitation, but not at this time.

6. **Contact Information (Your first and last name, email, phone number, student(s) in SJUSD, school they attend, grade) if you would like more information regarding PAC and/or the grant.**
-

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Google Forms



AIEP Grant Review and Approval Parent Advisory Committee

Year 1 of 4 of the Grant Cycle
2025-2029
Due May 9, 2025

**Thank you for making time to review
the grant with us.**





Agenda

6:00–7:00 pm

- Introduction
- EASIE Grant
- Components
- Data
- Request to Approve
- Next steps





Purpose

To improve educational opportunities and academic achievement for Native American students

Mandated under Title VI of the Elementary and Secondary Act (ESEA) which include Every Student Succeeds Act (ESSA)



Comprehensive Program

Each application must include a description of the applicant's specific use of Title VI funds in coordination with your overall comprehensive program for meeting the culturally related academic needs of Indian children.

In other words, our goals and actions for each goal must specifically align to the above statement.



Sharing Data

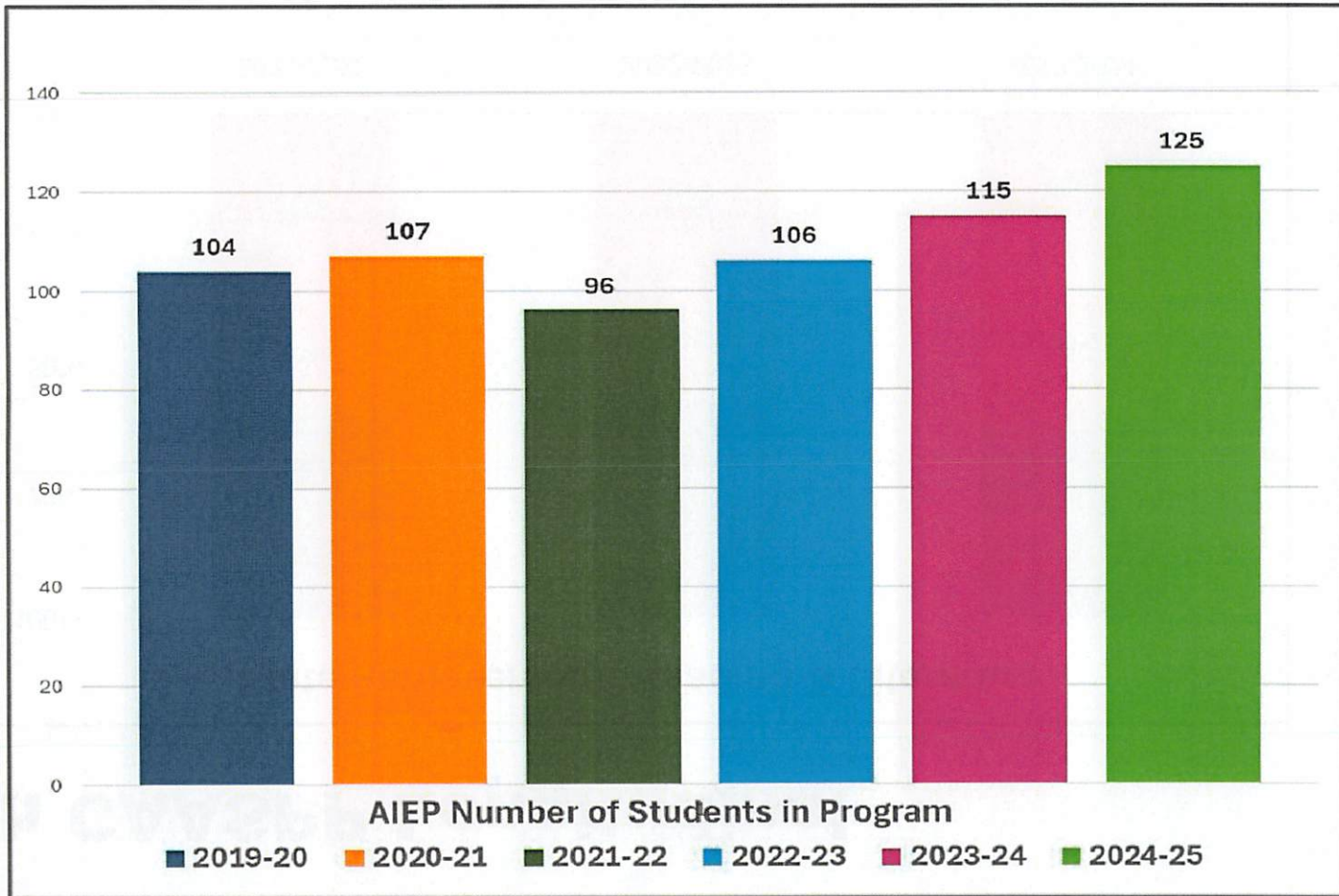
The grant requires that the Parent Advisory Committee and educational partners receive information about the academic progress of Native American students.

The grant funding is intended to decrease the opportunity gap that exists between Native American student groups and non-Native groups as reflected in district, state and federal data.

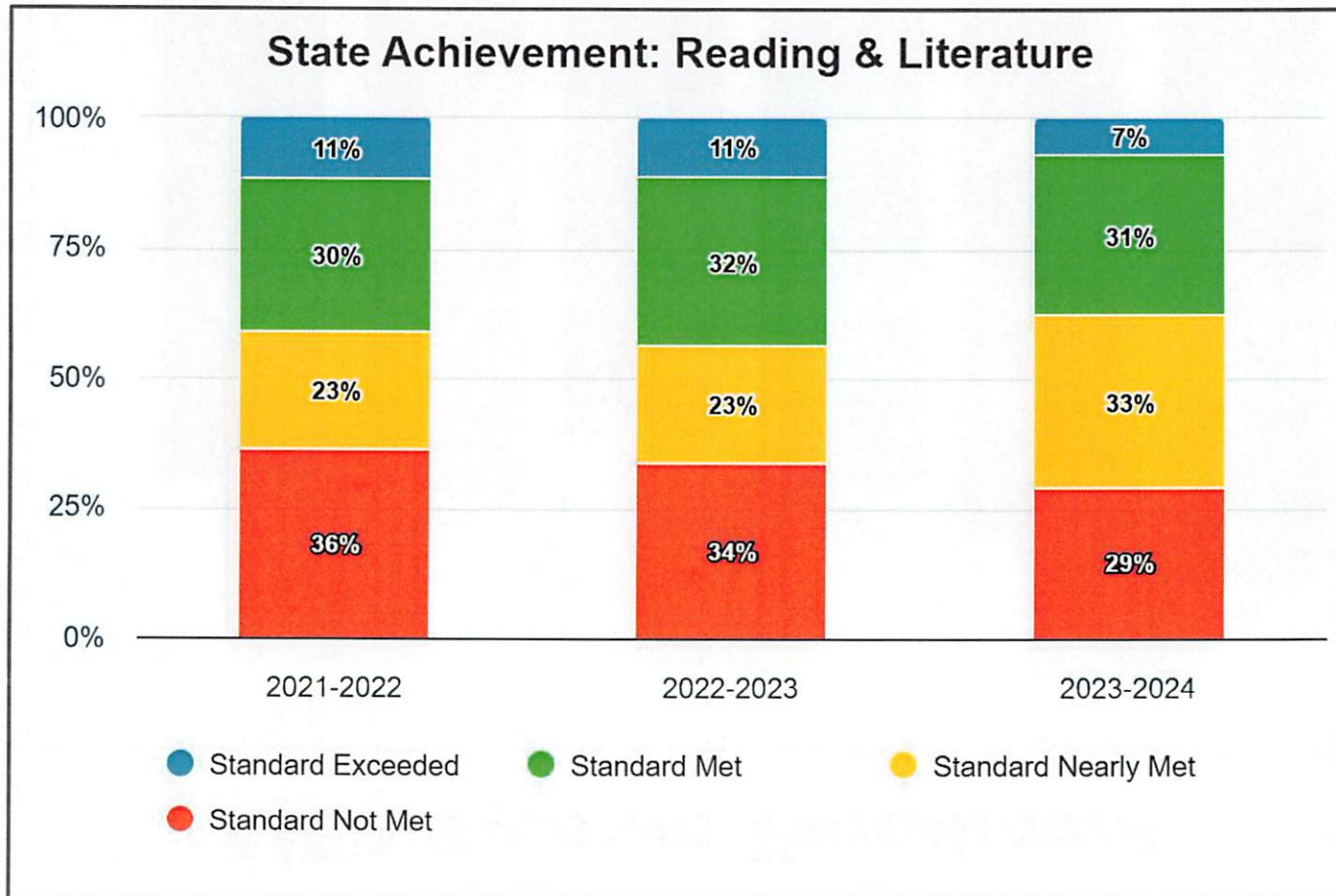
The following slides highlight the data for current San Juan students.



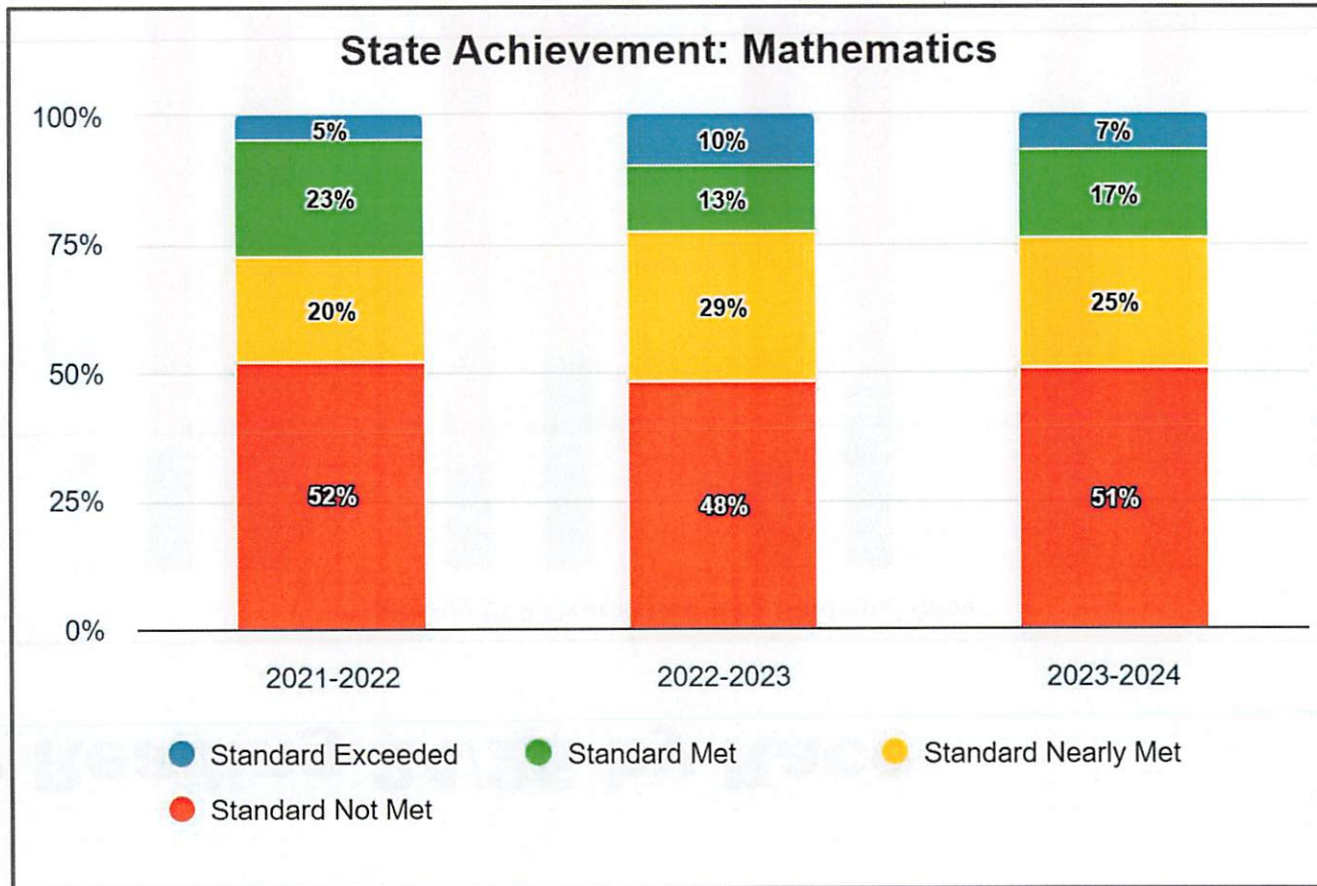
AIEP Student Enrollment



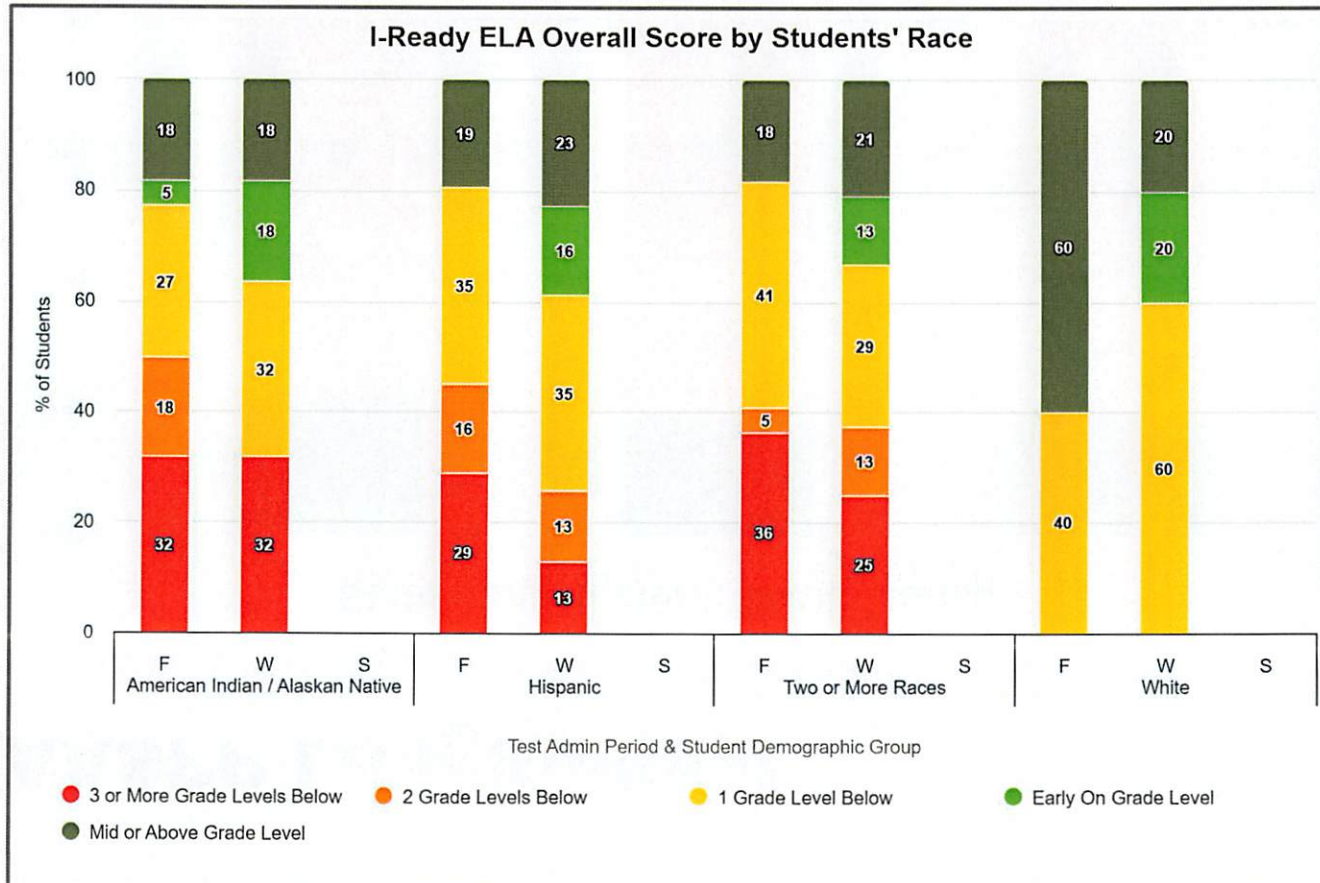
English CAASPP Longitudinal



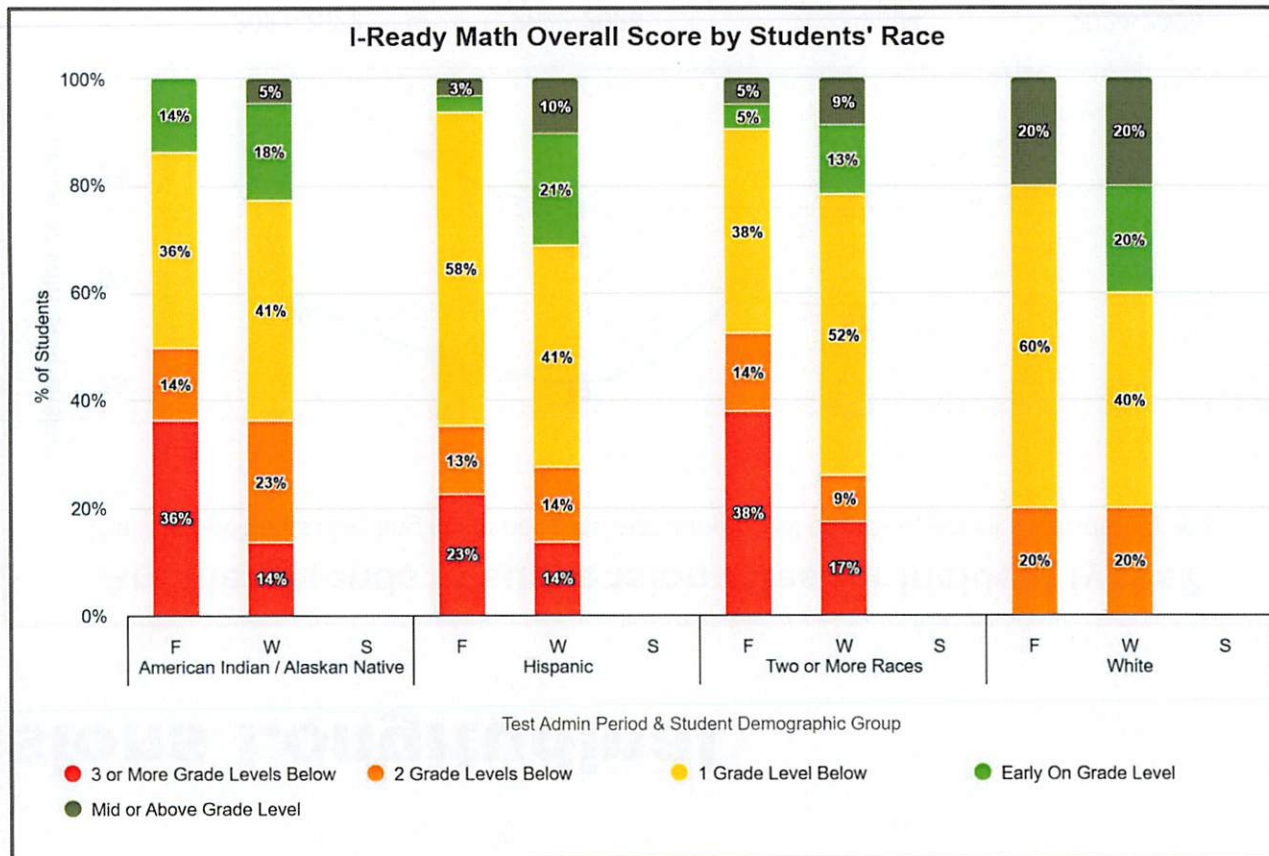
Math CAASPP Longitudinal



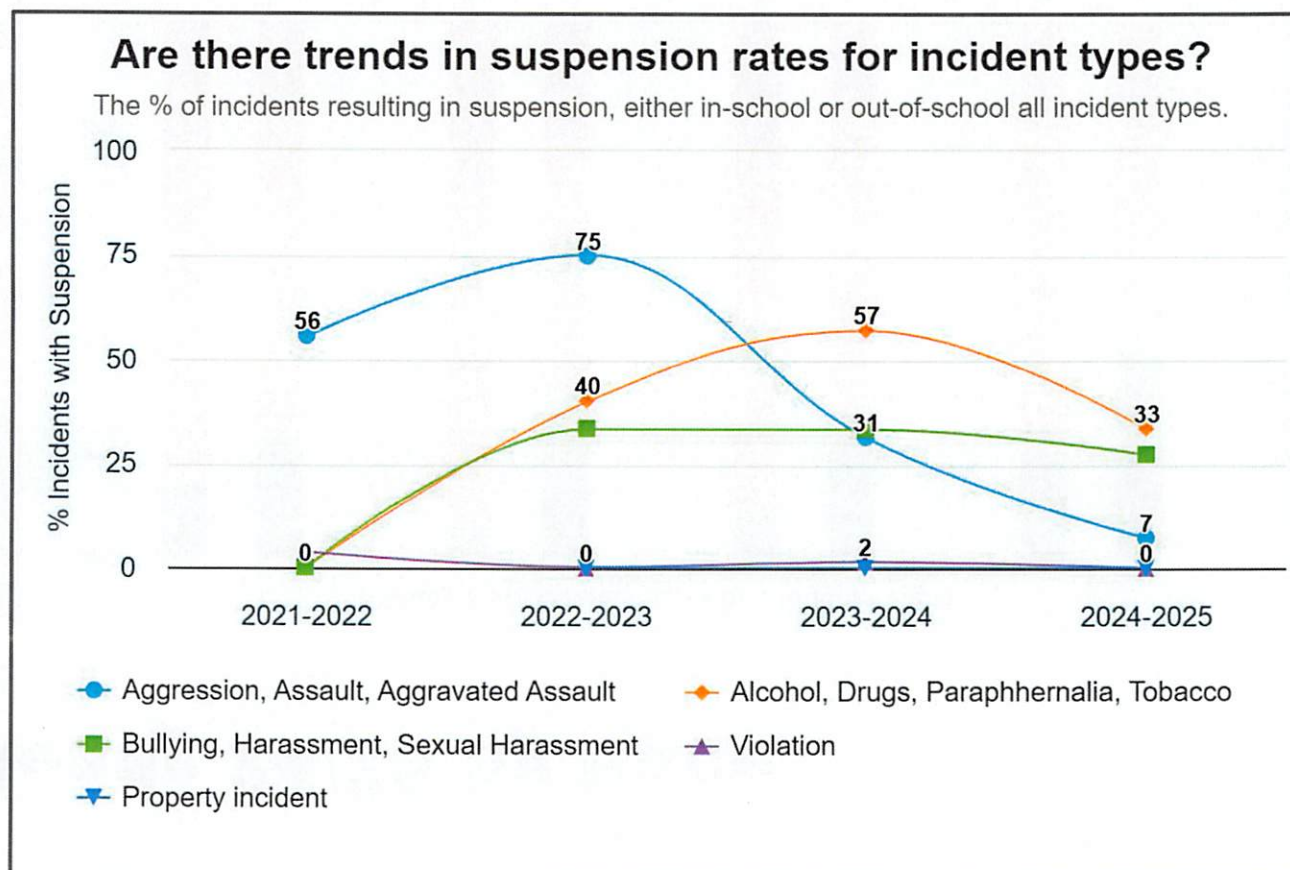
iReady Reading 24/25 by Race



Math iReady 24/25 by Race



Suspensions Longitudinal



2024 Graduation Rates



13/13

100%

students graduated

Attendance Rates 2024

Chronically
Absent

23.6%

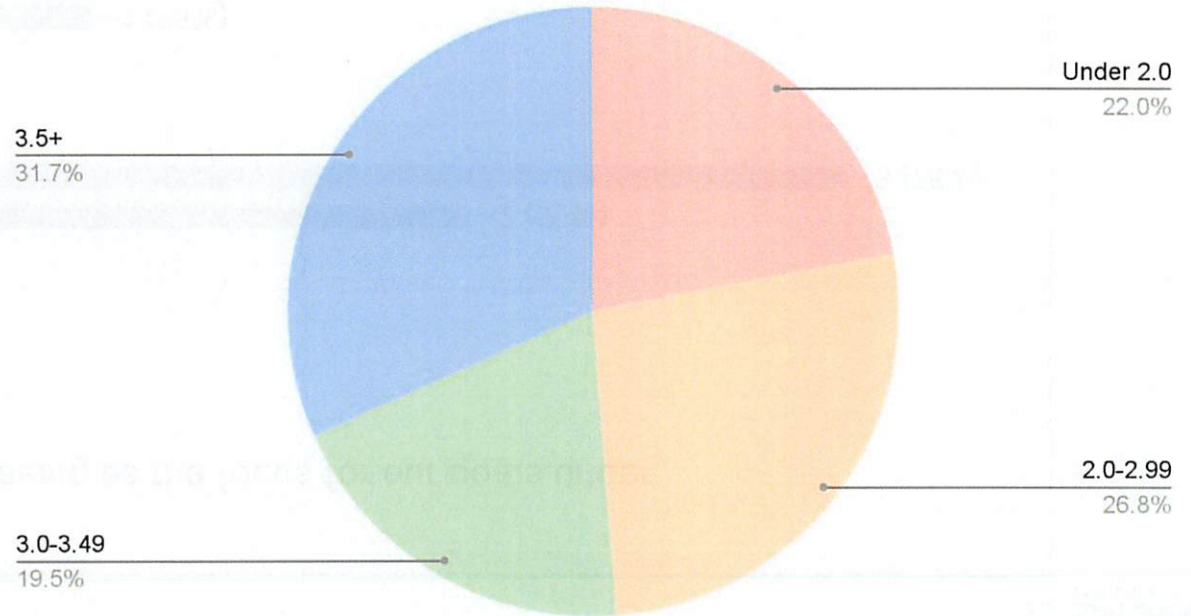
Attendance
Rate

92.7%

GPA Data

Percent of students in GPA Range

Under 2.0	22.0%
2.0-2.99	26.8%
3.0-3.49	19.5%
3.5+	31.7%

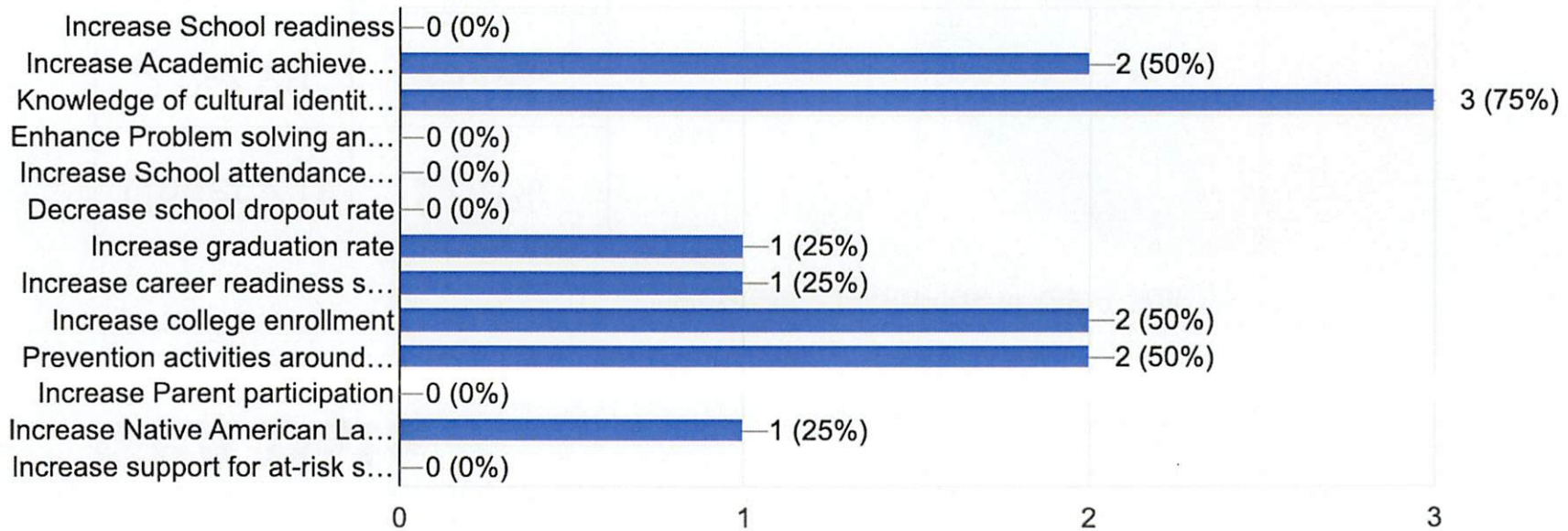


Public Forum Data



Which topics are you most interested in seeing as the focus for our goals under the Grant? **(Select 3 topics)**

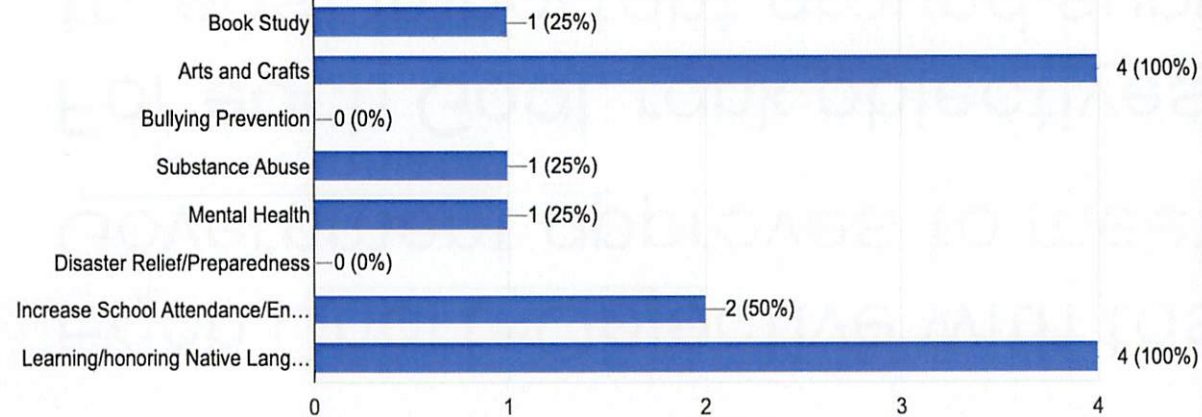
4 responses



Activities/Events of Interest Based on Public Forum Interest

What types of events & activities would you/your student be interested in attending? (Select as many as you would like)

4 responses



Optional: Other ideas for events

3 responses

More info on local colleges

Native Empowerment Events

Mentor programs with native college students for graduating seniors!

Specific Objectives that Align with each Goal

Each Chart=Objective with tasks that Federal Government approves to meet that objective

For each Goal, rank objectives most important to least important around supporting our students. (1 is most, 5 is least)

**This will be one of our data points to take into consideration along with academic data, capacity, and budget constraints

Moving Forward

- Grow students supported by our grant and increase success of our grant goals.
- Solidify dates for events funded by the grant
 - Publicize on district Indian Ed page
 - Share dates with school sites
- Collaborate with local tribes and resources to enhance our resources and opportunities for our students

Proposed Goals Based on Data, Feedback from Educational Partners, and Capacity Limits

Increase

**Academic
Achievement**

Increase

**College & Career
Readiness**

Increase

**Cultural Identity &
Awareness**

Proposed Goals: Project Objective Costs



Goal	Objective/Task	Description	Budget
1. Increase Academic Achievement (B)	Culturally Responsive Counseling	Students meet with counselors each grade period; more frequently if GPA < 2.0, chronic absences, or failing grades	\$0
	Culturally Responsive PD	K-12 teachers trained in culturally relevant Native curriculum; staff attend instructional/data-sharing conferences	\$8,000.00
	Parent Involvement	Parents attend conferences; home visits provided for support with portal, academic strategies	\$0
	Summer School	Available to 506-form students; literacy/math taught through cultural identity programming	\$5,000.00
	Cultural Literacy Materials	Culturally relevant books/materials for home use, based on survey interest	\$1,000.00
2. Increase College & Career Readiness (I)	Career & College Preparation	Students (Grades 5-12) use Naviance for goal setting and tracking; tutoring support included	\$1,000.00
	Academic Enrichment	Participation in school or community enrichment programs; some require materials	\$1,500.00
	Culturally Responsive Counseling	Same as listed under Goal 1	\$0
	Mentoring	Native mentors support students in goal setting, higher ed navigation	\$2,000.00
	Gifted & Talented Access	Students engage in GATE opportunities aligned to interests (in/out of school)	\$1,500.00
	Parent Involvement	Parents supported with college apps, scholarships, academic navigation	\$0
3. Increase Cultural Identity & Awareness (C)	Mentoring	Students connect with Native mentors to build cultural identity and confidence (Same as Goal 2, included again for alignment)	\$0.00
	Cultural Literacy Materials	Culturally-based resources for home literacy development and cultural connection (Same as Goal 1, included for alignment)	\$0.00
	Indian Education	Student participation in community-led education on Native history, language (e.g., NAC, ARC, SNAHC)	\$2,500.00
	Summer School	(Same as Goal 1, included again for alignment)	\$0.00
Grand Total			\$ 22,500.00



Budget

2024-25 Budget Category	2024-25 Category Subtotal
Fixed Personnel Budget:	20,507.0
Travel Budget:	2,500.0
Equipment Budget:	0
Supplies Budget:	4,000.0
Contractual Budget:	3,000.0
Other Budget:	2,550.0
Fixed Indirect Costs:	1,661.0
Grand Total:	34,218.0

2025-26 Budget Category	2025-26 Category Subtotal
Fixed Personnel Budget:	15,000.0
Travel Budget:	1,106.00
Equipment Budget:	0.0
Supplies Budget:	10,000.0
Contractual Budget:	0.0
Other Budget:	.0
Fixed Indirect Costs:	1,923.00
Grand Total:	50,529.00
Deficit:	-10,000.00
Grant covers:	40,529.00

\$22,500
covers
grant
objectiv

Supplemental Resources beyond Title VI

- Title I – supports academic achievement of students attending Title I schools or meeting low-income eligibility
 - Tutoring
 - Summer Programs
 - Intervention
- Local Control Funding Formula
 - Less restrictive
 - May be used to promote engagement through reasonable food items
 - Supports social-emotional needs of students
- Title IV
 - Supports Visual and performing arts
 - Technology

Non-Allowable Expenditures

1. **Non-Educational Activities:** Expenditures for activities not directly related to education, such as entertainment expenses, fundraising events unrelated to program goals, or political lobbying efforts, are not allowable.
2. **Personal Expenses:** Grant funds cannot be used for personal expenses or benefits for individuals, such as salaries for family members, gifts, or personal travel expenses unrelated to program activities.

It's crucial for grant recipients to carefully review the grant agreement, follow federal regulations, and maintain accurate records to ensure that expenditures align with the program's goals and comply with funding requirements.

Approval

It is recommended that the PAC sign the grant documentation so that funding can begin for our next 4 year cycle. Throughout each year, during our PAC meetings we will review data that aligns with our goals and budget to assess our success and areas of continuous growth.

Due to calendar requirements and district staff, we need to have the grant approved and signed by April 29th. If we do not get the grant signed and turned in on time, we will lose all funding.

We look forward to collaboration and dialogue around exceptional outcomes for Native students!



Thank you!



San Juan Unified School District Title VII Formula Grant Public Forum and Grant Signing March 23, 2026

Crista Koch Director of Equity
Genoveva Mendoza Navarrete Program Manager, EL & Multicultural Education Dept.
Takoa Raney Secondary Program Specialist, EL & Multicultural Education Dept.
Ashley Brady School Community Worker, American Indian Education Program
<https://www.sanjuan.edu/academics/indian-education>

San Juan Unified School District
American Indian Education Program

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Agenda

Program Description

- Parent Advisory Committee (PAC)
- Student Eligibility
- Funding

Program Services and Supports

- 2025-2026 Grant Goals and Objectives

Next Steps

Questions, Input for the 2026-2027 Grant Services



Program Description

Overview

Designed to address the unique cultural, language, and educationally related academic needs of American Indian and Alaska Native students and to ensure that all students meet the challenging State academic standards.

Program Description

Parent Advisory Committee (PAC)

Parent Advisory Committee (PAC)

Composition

- Parents/guardians of American Indian students must comprise more than half the members
- SJUSD teachers/counselors
- American Indian students in grades 9 -12

Roles

- Offer advice on specific programs, program development, grant application goals and policy
- Propose changes to program
- Sign-off on the grant

Program Description

Student Eligibility

Student Eligibility

"Indian" is defined by statute

- A completed 506 Form **and** proof of tribal membership determines who is an eligible Indian student
- Only parents or guardians may sign certifying a child is American Indian
- Once completed, 506 forms are good until student leaves the district

Program Description

Funding

Funding

- Staff and PAC reviews/develops proposed budget
- The Federal Office of Indian Education (OIE) will not approve:
 - Student incentives, stipends, college scholarships or personal articles/items, celebrations/gatherings
 - Parents' costs or stipends
 - Basic transportation costs of students for the school district

Program Services and Supports

Academic Supports

- Tutoring
- Student and family outreach from Community Worker for students not on track to graduate and/or struggling academically in multiple areas/classes

Additional Supports

- Networking with Community Based Organizations from Community Worker to identify additional resources and opportunities for students and families (scholarships, access to support for students with an IEP, support for unhoused members)

American Indian Native Alaska Indian Education
Parent Advisory Committee
Committee Meeting
Wednesday, February 11, 2026
Meeting Minutes

Staff Present:

- Zima Creason, Member of the San Juan Unified School District Board of Education
- Harvey Oaxaca, Assistant Superintendent Educational Services
- Crista Koch, Director Equity and Student Achievement
- Takoa Stathem-Raney, Secondary Program Specialist EL & Multicultural Department
- Genoveva Mendoza Navarrete, Program Manager EL & Multicultural Education Dept.
- Ashley Brady, AIEP School Community Worker

Members Present:

- Buck Ellingson, Chair (year 1 of 2)
- Lena Morales, Vice Chair (year 2 of 2)
- Amber Butler, Secretary/Treasurer (year 1 of 2)
- Donna Madsen, Member-At-Large, Elder (year 1 of 1)
- Calvin Hedrick, Member-At-Large (year 1 of 2)
- Chrystal Bernasconi, Member-At-Large (year 1 of 1)
- Hattie Coleman, Member-At-Large (year 2 of 2)
- Kelly Bencken, Member-At-Large and Teacher Representative (year 1 of 1)

Members Absent:

- Albert Tillman, Member-At-Large (year 1 of 1), (absence due to family matters)

A. Call to Order/Introductions

- The meeting was called to order at 6:01 PM by the Committee Chair and began with an introduction from Zima Creason:
 - Shared Title/Position: Trustee Serving Area 3 on San Juan Unified School District's Board of Education and is the PAC's Board Liaison
 - Background on District Connection: Board Liaison's child recently graduated from a high school in SJUSD
 - Purpose of Participation: Happy to be a board liaison and to the committee and committed to making sure that this committee has a board liaison
- The Chair inquired about further introductions and pointed out that everyone knows each other by now, so with respect of time the introductions of the other members were moved on from to business item.

B. Visitors' Comments

- No visitors present

C. Business Items

1. Brown Act Training (A)

Harvey Oaxaca, Assistant Superintendent, introduced a Brown Act training video created by legal counsel for use across all parent advisory committees. Introduction of Brown Act Training Video:

- Video length: approximately 35 minutes.
- Training is designed for ongoing reference; questions may be paused and collected for follow-up.
- PAC members were provided with the slide deck and it is linked on the uploaded agenda
- It was noted that any questions that staff do not know the answer to can be forwarded to legal counsel for clarification. Once responses are received, they will be distributed to all board members to ensure alignment and shared understanding.
- Instructions to request for a pause for questions and encouragement that we can all learn together as we view the presentation.
- PAC Chair confirmed.
- Harvey Oaxaca noted presenter's style includes legal savvy information, informal elements and personal style to engage audience.
- Further clarification was provided that 9 members so the quorum is 5, which is misstated in the video.
- In regards to quorum be addressed, PAC Chair shared that Albert Tillman a Member-At-Large may or may not continue on the PAC and this may affect the quorum if he no longer continues, to which Assistant Superintendent responded can be potentially discussed during Bylaws business item and then video presentation was played.:
- Applicability of the Brown Act:
 - Review the statutory and regulatory requirements governing the committee under Title 6 of the American Indian Act.
 - Provide an overview of the Brown Act, including its intent, purpose, and applicability.
 - Discuss 2026 provisions impacting the Brown Act and implications for committee operations.
 - Video paused, PAC Chair expressed concerns regarding transparency, cultural practices, and compliance and public accessibility to committee actions, Assistant Superintendent assured value of cultural components and importance of PAC for the Title VI program.
 - Federal statutes (20 U.S.C. 7424(c)(4) and 34 CFR 263.2) authorize the district to establish committees that satisfy federal grant requirements.
 - Posting notices of meetings and agendas ensures compliance with federal and state transparency requirements.
 - Committee actions must be open to the public and documented.

- The Brown Act prohibits secret deliberations and the “telephone game” effect where information is altered or miscommunicated among members.
- Public notice, access to agendas, and opportunities for comment are essential components of compliance.
- Intent and Purpose of the Brown Act:
 - The Brown Act, codified in California Government Code Section 54950 et seq., ensures the public's right to participate in decision-making processes.
 - The Act applies to legislative bodies, including the Board of Education and committees appointed by the Board.
 - Committee members are prohibited from making decisions individually; all decisions require a majority vote in properly noticed meetings.
 - PAC Chair emphasized the importance of posting agendas at least 72 hours in advance, holding meetings in accessible locations, and engaging the public in meaningful dialogue.
- Committee Members' Responsibilities
 - Committee members are subject to the Brown Act.
 - Ad hoc committees may meet outside of formal agendas if a majority of members are not present.
 - Serial meetings or informal communications involving a majority of members are prohibited.
 - No individual member may make decisions on behalf of the committee; collective action is required.
- Cultural Considerations and Public Interaction
 - PAC Members raised questions regarding cultural gatherings and tribal events that may involve multiple members.
 - The PAC Chair and staff clarified that: Cultural events may continue, but discussions involving committee decision-making must occur in compliance with the Brown Act. PAC members should be mindful of topics discussed that directly impact committee business. It was affirmed that bylaws may be developed by the committee but cannot contravene statutory requirements.
 - PAC members will maintain awareness of topics discussed in cultural or community gatherings, ensuring no formal committee decisions are made outside public noticed meetings.
- Public Participation Rights
 - Members of the public have the right to:
 - Be notified of agenda items.
 - Attend and record meetings.
 - Provide public comment on agenda or non-agenda items.
 - Access committee materials in advance to prepare for discussion.
- Meeting Definition and Compliance
 - A meeting is defined under California Government Code Section 54952.2 as any congregation of a majority of members discussing matters within the committee's jurisdiction.
 - Meetings must be publicly noticed, accessible, and open to comment.

- Exceptions for informal gatherings are limited and must not involve decision-making or deliberation of official matters.
- Clarification of Brown Act Scope
 - PAC members discussed the distinction between sharing information with the community and formal decision-making under the Brown Act.
 - It was emphasized that meetings where a majority of the PAC members are present and decisions are made must be publicly agendized and compliant. Informal gatherings or ad hoc committees with fewer than a majority may discuss or plan, provided no binding decisions are made outside of public notice.
 - PAC members highlighted the importance of balancing Brown Act requirements with cultural gatherings and community engagement.
- Cultural Gatherings and Tribal Practices
 - PAC members raised questions regarding participation in cultural events (e.g., “Big Times”) and how those gatherings intersect with Brown Act obligations.
 - Staff clarified that cultural events may proceed, but discussions must avoid any formal decision-making regarding committee governance, financial allocations, or policy.
 - PAC members expressed the importance of maintaining community connections while adhering to legal compliance.
- Ad Hoc Committees and Subcommittee Planning
 - PAC members discussed the use of subcommittees or smaller groups to plan events, such as the Winter Celebration.
 - It was clarified that:
 - Ad hoc groups of fewer than a majority may organize or gather information.
 - Work completed by ad hoc committees must be reported back to the full committee in a publicly agendized meeting.
 - Decisions cannot be finalized outside of public meetings.
- Practical Examples and Guidance
 - Staff provided guidance and examples:
 - Planning community events or sharing information may occur in small groups, provided that no formal votes or binding decisions are made.
 - When multiple members work together outside a public meeting, conversations must avoid any topics that would constitute a decision under the committee's jurisdiction.
 - Public materials may be prepared in advance by small groups and presented at a public meeting.
- Ensuring Compliance While Maintaining Progress
 - PAC members discussed strategies for handling time-sensitive planning, such as the Senior Celebration, while maintaining compliance:
 - Additional meetings may be agendized as workshops or special sessions.

- Email correspondence and informal planning by fewer than a majority is permissible.
 - Tasks can be split among subgroups (e.g., entertainment, logistics) to ensure efficiency.
- Key Takeaways for Compliance
 - No decisions may be made outside of a publicly noticed meeting.
 - Meetings require 72-hour notice with agendas posted to ensure public participation.
 - Subcommittees or ad hoc meetings may discuss planning and gather information but must report actions to the full committee.
 - Cultural participation and relationship-building are encouraged but must not result in decisions outside public notice.
- Assembly Bill 557 & AB 371 Discussion
 - Provided an overview of relevant state legislation regarding emergency provisions and teleconferencing:
 - Committees, including the PAC, cannot declare a state of emergency; this authority rests with the Governor or Board of Education.
 - During an official state of emergency, meetings may be held remotely without following standard teleconferencing rules for up to 45 days.
 - Emergency provisions apply beyond social distancing, including fires, earthquakes, and other disasters.
- Teleconferencing Requirements:
 - PAC members must publish their location on the agenda if attending remotely.
 - Remote locations must allow public access and provide opportunities for public comment.
 - Remote participation is primarily for information sharing, not decision-making.
 - Emergency situations (e.g., childcare, illness, military service) may allow flexibility with prior committee chair approval.
 - Best Practices
 - Majority of PAC members must still be present within the agency's jurisdiction when not under emergency provisions.
 - Use of personal homes for public access meetings is technically permissible but discouraged for safety reasons.
 - Staff to coordinate with legal counsel and ensure teleconferencing compliance for emergencies and "just cause" scenarios.
- Social Media Guidelines
 - emphasized that social media may be used by members to distribute information and solicit public input, but discussion between PAC members on social media is prohibited.
 - Examples provided:
 - PAC members may post about PAC programs on personal accounts to inform the community.
 - PAC members should avoid commenting or interacting with each other on PAC-related content.

- Community engagement is allowed, but inter-member engagement could constitute a violation.
 - Clarification: Personal social media use is permitted for outreach; district-managed accounts follow separate guidelines.
- Meetings & Agendas:
 - Meetings require a majority presence; agendas must be clear and posted for public participation.
 - Only items listed on the agenda may be discussed.
 - Opening and closing statements must be included.
 - Serial Meetings: Defined as a series of communications involving less than a quorum but collectively including a majority.
 - Includes emails, texts, conference calls, and in-person conversations.
 - Must be avoided to prevent inadvertent Brown Act violations.
- Disruptions & Threats:
 - Disruption: Materially prevents continuation of the meeting.
 - Warning required; continued disruption may allow adjournment and re-agendizing.
 - Threats of force: Meeting may be immediately concluded for safety.
- Consequences of Non-Compliance:
 - Actions taken during a violation are voidable.
 - Potential civil litigation or other legal ramifications.
 - Public participation is hindered.
- Brown Act Violations and Consequences
 - Slide on Brown Act violations:
 - Violations may render actions taken by the Parent Advisory Committee (PAC) null and void if a judgment is filed against the district or committee.
 - Concern raised about whether the committee itself could be nullified as a consequence; clarification provided that this is not listed as a direct outcome under current law and confirmed that, under Title VI, the committee's structure and purpose are protected, though the severity of a violation could have other consequences.
- Committee Discussions and Decision-Making
 - emphasized that ad hoc planning committee conversations are focused on:
 - Supporting students and families.
 - Coordinating events (e.g., senior celebrations).
 - Assigning tasks and responsibilities.
 - Important decisions about fund allocation or program direction are made within the structured committee process, not informally.
- PAC members may continue to utilize ad hoc subcommittees for planning events, provided no binding decisions are made outside publicly agendized meetings.

Roster was being passed around

- Vice PAC Chair noted that her email address was incorrect on the roster
- Corrections will be updated and redistributed as needed.

2. Review and Revision of Bylaws (A & D)

- Staff clarified which versions of by laws were which, noting Current bylaws are the packet dated 9/16/20, the bolded proposals were submitted by Calvin and the alternative proposal was submitted by Chrystal.
- PAC members discussed the different versions: Confirmation that one copy is current, others are revisions or proposals.
- Suggestions include adding language to the bylaws to continue seeking PAC members until all positions are filled, with a maximum of 12 members.
 - Vice PAC Chair continued further discussion of total members including students such as including middle school student voices, referencing a 6th-grade student who participated last year while a Member-At-Large noted that including middle school students would require bylaw revisions. The group continued further discussion on the bylaws specifying grades of students that could be included on the PAC. The PAC has a consensus that the PAC will continue reviewing student representation guidelines and may revise bylaws to clarify eligible grades.
 - PAC members noted that it is hard to tell what has been revised or altered in the packets presented by Calvin and Chrystal compared to the original.
 - Another PAC member expressed that the current process of reviewing edits is somewhat disorganized, noting multiple small edits across different documents.
 - PAC Chair requested that the two proposals be added to the original with a distinction on which are changes to the original.
 - All agreed that all proposed edits should be consolidated into one master table for clarity.
 - School Community Worker will create this document. PAC chair confirmed that this agenda item will continue at the next PAC meeting when the cohesive clear document can be reviewed.
 - SCM suggested that member's revisions be distinctified by highlight changes in different colors (e.g., Calvin vs. Crystal).
 - Once document is created, it will be sent out for Members may submit additional edits before the next meeting.
 - The PAC will continue discussion and approval of edits at the next PAC meeting.

3. UC Davis Big Time/Pow Wow (A & D)

- The PAC members discussed the opportunity to organize transportation for students and families to attend the UC Davis Big Time/Powwow in April. PAC members noted that participation in similar events by other Indian Education programs has provided meaningful cultural and community-building opportunities for students.

- Clarification that the primary focus would be the Saturday Powwow event.
- Confirmation that the event is believed to be open to the public (to be verified).
- The educational and community-building value of student attendance.
- Transportation logistics, including charter bus versus school bus options.
- Potential costs and seat capacity.
- Surveying families to determine interest.
- Permission slips and required field trip documentation.
- Requirement for students to have a completed 506 form on file.
- Chaperone requirements and volunteer clearance procedures.
- Use of Talking Points, email outreach, school site administrators, and printed flyers (with QR code access to required forms) to promote participation.
- Establishing a participation cap based on bus capacity.
- Creating urgency in communications due to limited space.
- Timeline considerations due to the anticipated April 4 event date.
- Intent to bring finalized cost and participation data to the March PAC meeting for consideration.
- Staff proposed the following timeline:
 - Distribute interest survey the week of the 23rd.
 - Keep survey open through the first week of March.
 - Obtain transportation cost estimates during that period.
 - Present findings and decision points at the March meeting.
- Motion: Upon motion duly made and seconded, the PAC members approved the following actions:
 - Direct staff to distribute a participation interest survey to eligible families via Talking Points and additional outreach methods, including coordination with site administrators.
 - Direct staff to obtain transportation cost estimates (charter and/or school bus options).
 - Prepare required field trip documentation procedures, including permission slips, 506 form verification, and chaperone compliance requirements.
 - Return to the March meeting with survey results, projected costs, and recommended next steps for formal approval.

4. Communications Plan (D)

- Staff presented a draft Communications Plan developed in consultation with the District Communications Department. The draft outlines strategies and tactics to:
 - Increase identification and enrollment.
 - Improve outreach efforts.
 - Clarify eligibility requirements.
 - Strengthen family engagement.
- The document was described as a working draft and open for Committee feedback. PAC members were asked to review the strategies and tactics table and provide recommendations regarding implementation priorities and responsibilities.

- Expanding outreach methods beyond Talking Points.
- Direct email communication to families.
- Improved visual design and culturally relevant materials.
- Coordination with school site administrators.
- Updating enrollment and eligibility information on the program webpage.
- Clarifying responsibility assignments for specific tactics.
- Questions about the item of updating the 506 form were raised:
 - Staff clarified that one specific tactic referenced updating the AIP webpage to ensure that the current 506 eligibility form is posted. The 506 form is periodically updated when the grant cycle renews, and it is necessary to ensure that families complete the current version to maintain audit compliance.
 - The updated form must reflect the current grant year (e.g., 2026 form).
 - Previously submitted forms remain valid for students through graduation, provided they were completed on the correct version at the time of submission.
 - Audit compliance requires that the form version date match the parent signature date.
 - Expired forms must be removed from the website to prevent enrollment errors.
 - PAC members clarified that responsibility for maintaining accurate and current forms appropriately rests with the District and staff, not the PAC. Staff confirmed that the Communications Plan is intended as an operational document to guide outreach and information-sharing practices, not to assign liability to the PAC.
- The PAC discussed the possibility of adding an interactive calendar to the program webpage, similar to the District's central calendar format, allowing families to easily view and plan for program events.
 - Review all recurring program events.
 - Identify new opportunities.
 - Establish a predictable yearly calendar for families.
 - It was suggested that such planning occur toward the end of the school year to prepare for the following academic year.
 - The PAC agreed to schedule a comprehensive program calendar planning discussion in May.
- Communications Article / Spotlight Proposal
 - The PAC engaged in extended discussion regarding a proposed Communications Department article highlighting the new School Community Worker.
 - The Communications Plan was added to the agenda following a request from Hilda for an interview that appeared to support a spotlight feature on Ashley's position.
 - Concerns were raised regarding the timing of the proposed spotlight, as Ashley is currently in her probationary period.
 - It was noted that the hiring process was highly "contentious".
 - Members of the PAC expressed that they did not feel they had the opportunity to participate in the interview process.

- There was a desire to better understand how the interview request originated and the process that led to it.
 - The group agreed that further discussion was necessary to ensure alignment and transparency moving forward.
- Any proposed article should prioritize highlighting the program, Native students, and the legal/political foundation of Indian Education.
- Staff shall request the opportunity for PAC review of draft content prior to publication.
- Staff shall communicate PAC concerns regarding tone, focus, and cultural sensitivity to the Communications Department.
- Future communications efforts should include proactive topic proposals developed collaboratively by the PAC.
- Concern regarding spotlighting an individual employee, particularly during a probationary period.
- Concern that the article timing could be perceived as emphasizing personnel rather than the program.
- Strong preference that any publication focus on:
 - The program's purpose and history.
 - Support of Native students.
 - The political and legal basis for the program (Title VI/Indian Education).
 - Tribal sovereignty and the unique political status of Native students.
 - Concern regarding statements that similar features are not done for other committees, with members noting the unique historical and legal basis of the program.
- Emphasis that the program is political—not racial—in nature, grounded in tribal sovereignty and federal law.
- Recommendation that communications efforts include educational components addressing:
 - The history and purpose of Indian Education.
 - The grant structure.
 - Dual citizenship and sovereign tribal status.
- Suggestion to develop multiple articles throughout the year rather than a single feature.
- Recommendation that Native American Heritage Month be included as one of several communications opportunities, but not the sole focus.
- Suggestion to highlight Native students and their experiences in ways that build visibility and normalize contemporary Native presence in classrooms.
- Recognition of the importance of partnership with the District while maintaining program integrity.
- One PAC member reflected on past experiences with organizations where narratives were shaped to fit external expectations, referring to “the white man's Indian” and rather than authentically represent the individual or the community.
- Appreciation was expressed for the suggestion that any external feature should emphasize the program as a whole.

- Ashley was thanked for approaching the situation with humility and for recognizing the importance of including the PAC chair and the focus of the article being on the program.
- The PAC expressed appreciation for staff's efforts to slow the process, seek PAC input, and advocate for program-centered focus. It was noted by a member "I'm glad to know that you know Ashley is trying and being more understanding about our feelings and how we want to talk about our program."

5. Outreach (D)

a. School Process

b. Native Employees

- Reviewed the purpose of the outreach plan: increasing enrollment, creating visibility for students, and building awareness of program efforts.
- Prior discussions with Principal Sloss included recommendations to add documents to the Principal Resource Hub for quick reference. Some documents already exist but may be under different categories.
- Proposed documents for the hub include:
 - 506 Form
 - Tutoring flyer
 - Calendar
 - Program brochure
 - Template email for outreach
- American Education Program flyer (drafts prepared by Ashley; graphics provided by Calvin)
- Goal: place flyers in school front offices to increase visibility and enrollment. Example shared: one school with a front-office flyer had significantly higher enrollment.
- Discussion about adding the pack-approved land acknowledgement and creating a second flyer to encourage teacher and staff engagement, including non-Native allies connected to Native families.
- Suggested process for principals to identify Native students using school race data is still under development.
- Proposed that if full access to the Resource Hub is not possible, a link to the intranet page with resources could be shared.
- Consensus: Outreach plan to remain a recurring agenda item for updates.

6. Books & Library (D)

Library Resources

- Calvin provided an update on the library resources for Native students. Discussion focused on which books are for families to keep, which are for checkout, and which are primarily for teacher reference. Calvin will share the document listing available books and what they are for. For example, the rare books should not be checked out.
 - It was further emphasized that some rare or fragile books should remain for in-library use only to preserve their condition.
 - Consideration of having a staff member present when teachers view certain books to ensure proper care.

- It was also suggested posting a link to a curated list of high-interest Native books in the Leadership Reflections newsletter, along with Ashley's contact information. Future plans include posting the actual physical library inventory and promoting it in the Behind the Scenes teacher newsletter.
- Question about labeling books for checkout with a stamp indicating they belong to the American Education Program.
 - Current library system may not include all newer books; may need to purchase labels/stamps.
- Action Items:
- Update the Principal Resource Hub with all outreach documents and flyers. If full access is not possible, share via intranet link. – Responsible: Speaker 2, Calvin, Ashley
- Finalize and distribute the American Education Program flyer incorporating feedback. – Responsible: Ashley, Calvin
- Develop a process for principals to identify Native students via school race data. – Responsible: TBD
- Catalog library books by category (for checkout, in-library use, giveaway).
- Promote available library resources through newsletters and email communications to teachers. – Responsible: Speaker 7, Speaker 8
- Can make it a recurring agenda item for Library Updates at future meetings.

Cultural Competency Responsive Children's Book Events:

- Discussion on Culturally Responsive Children's Books Event
- Event Information:
- The event is a free virtual book study and webinar hosted by the San Diego County Office of Education.
- A document with the event link was shared with employees the previous day.
- Contact information provided for Ashley for any questions.
- Who Should Attend:
- K-12 educators and administrators
- Librarians
- District AIAN (American Indian/Alaska Native) education directors
- Tribal education staff, Title 6 leaders, and tribal community members
- Discussion Points:
- Clarification that the program is primarily for educators and administrators, not students.
- Families and students could potentially participate, but parents should preview content first because it is more geared towards educators.
- PAC member who is a teacher received the information when it was sent out and will forward it to the PAC.
- Further consideration of posting on Talking Points was considered, it was pointed out that because the target audience is teachers that it may not be a good fit for parents/students.
- The event is called "Native Ways of Knowing Virtual Book Club and Webinars."
- Some webinars may be higher level and not purely for reading; adult guidance recommended.
- Action Items:

- Consider forwarding the email and link to relevant parties.

D. Approval of Minutes

- Motion to approve minutes with corrections (Chair's misspelling/autocorrect of last name will be corrected).
- Vote:
- Ayes: all present
- Nays: none
- Minutes approved.

E. Chairperson's Comments/Committee Business

F. Reports to be Heard

- Board Member (Zima Creason)
 - Provided update on mid-year LCAP (Local Control and Accountability Plan).
 - LCAP now aligns with the strategic plan and superintendent's goals.
 - Many strategies are already in place; expected outcomes not fully measurable yet.
 - Overall progress is hopeful and positive.
 - Emphasized the importance of Native community representation on all committees.
 - Discussion on Committee Participation: Employees can participate on committees if not conflicting with their work location or child's school.
 - Highlight of the need for representation on the LCAP committee.
 - A member noted prior involvement on LCAP; discussed openings and potential appointments.
 - Board member will follow up with board secretary for committee openings and sign-up link.
 - High-Priority Committees Identified:
 - Curriculum and standards committee – especially critical given past discussions around ethnic studies.
 - All committees are important, but focus should be on those that influence district policy and curriculum decisions.
 - Member and other members will explore the opportunity to participate on LCAP and relevant committees after they receive the information from the board secretary regarding openings.
- Staff Members (Ashley Brady)
 - Contacted all families enrolling for the current and maintaining a contact list for students enrolling in upcoming school year.
 - Processed, scanned, and uploaded all 506 forms; developed a filing system.
 - Exploring creation of a digital submission process for 506 forms.
 - Collaborated with enrollment department to clarify demographic questions for families.
 - Created Talking Points account to share information with families.

- New student enrollments: 2 current, 2 for 26/27 school year.
- Built partnerships with Care Hub, ARC, and other community organizations; rescheduling a meeting with ARC due to Internet outage.
- Jointed Native American Mental Health Partners meetings and district program connections.
- Assisted over 10 families with: IEP meetings, tribal enrollment, early intervention services for autism, tutoring, emergency housing, internships, and employment resources.
- Sent scholarship and internship information to seniors and families via email.
- Continuing professional development: reading culturally relevant materials and requested to attend Seeds of Native Knowledge training.
- Tutoring Update:
- Elementary/K8 Tutor:
 - New Student: 2nd grade - reading
 - 3rd grade - math & reading
 - 3rd grade - math & reading
 - 2nd grade - reading
 - 5th grade - math & reading
- Middle and High School Tutor:
 - New Student: 10th grade - math
 - 8th grade - math
 - 8th grade - math
- Discussion & Questions:
- PAC Member raised concern about senior students' graduation progress and monitoring failing grades.
- Staff will look into identifying seniors that may be in danger of not graduating due to grades and offer tutoring supports.
- Staff advised coordinating with school counselors before contacting families regarding grades.
- Next Steps:
- Track students at risk of failing and provide resources while coordinating with counselors.
- Cabinet Members (Harvey Oaxaca)
 - Student & Community Engagement
 - Cabinet Member shared about the experience speaking with an ethnic studies class at Paso Robles High School:
 - Class studying land acknowledgement and Native peoples; students showed curiosity and engagement.
 - Opportunity to connect interested students to PAC program.
 - Emphasis on the importance of having a student representative from the community.
 - A PAC member shared his shock of this discussion about the land acknowledgment with Casa Robles students and that there is an ethnic

studies class at Casa Robles because when the land acknowledgement was being proposed, there was a parent of a Casa Robles student who used social media to express opposition on the implementation of the land acknowledgement.

- Noted the importance of having a student representative on the board and encouragement to follow up with interested students to involve them in programs and initiatives.

G. Future Agenda Items (D)

1. Scholarship/Financial Outreach Night
 - a. Idea proposed by Ashley to include Veronica with her experience of working with students in the programs and scholarships as a college/career technician.
 - b. Suggested inviting past students, such as Tamika, to share their scholarship experiences as inspiration for current students.
2. Outreach
3. Suggested Revisions for Bylaws
4. Budget
 - a. Discussion on current budget, including tutoring expenses.
 - b. Budget to become a recurring agenda item for ongoing review.
5. UC Davis Pow Wow Field Trip
 - a. Proposed as a future agenda item for planning and discussion.
6. Senior Celebration
 - a. Discussion of scheduling and location; need to coordinate with other schools to avoid conflicts.
 - b. Formation of an ad hoc committee of 4 members to plan and organize.
 - c. Discussion about scheduling additional ad hoc meetings as senior events approach.

H. Adjournment (A)

Motion to adjourn approved.

The PAC Chair expressed appreciation for all participants' hard work and collaboration.

The meeting was adjourned at approximately 8:45 p.m.

Minutes submitted by: Ashley Brady

Minutes reviewed/edited by: Amber Butler

Minutes approved by: TBD

2025-2026 Grant Goals/Objectives

Increase	Increase	Increase
Academic Achievement <ul style="list-style-type: none">Tutoring	College and Career Readiness <ul style="list-style-type: none">Scholarship information to high school students (and on our webpage)	Cultural Identity and Awareness <ul style="list-style-type: none">Native books and novels to students, families, and teachers (in progress of creating)

Current SJUSD Native American data in comparison to National data here
Academics
attendance
graduation rate

Next Steps

2026-2029

- Grow the program (we have approximately 400 students districtwide, 124 are enrolled in the program)
- Continue to gather input from the PAC and community on ways to support our youth in academic achievement
- Complete Part II of the grant by end of April '26
- Connecting students and families with local resources
- Ongoing data collection on our successes and areas to improve our work

Questions & Input

Please fill out our survey by scanning this QR code:

****Need to create survey and QR code**

American Indian Education Program (AIEP)
ashley.brady@sanjuan.edu (916) 979-8596
<https://www.sanjuan.edu/academics/indian-education>

Key for Edit Suggestions (add your name and please use a highlight when editing):

Color	Name
Purple	Chrystal Bernasconi
Blue	Calvin Hedrick
Green	Type Your Name
Orange	Donna Madsen
Yellow	Type Your Name
New color	Type Your Name

**SAN JUAN UNIFIED SCHOOL DISTRICT
AMERICAN INDIAN EDUCATION PROGRAM
PARENT ADVISORY COMMITTEE BY-LAWS**

ARTICLE I

PURPOSE

American Indian Education Parent Advisory Committee Responsibilities

The American Indian Education Parent Advisory Committee (hereinafter referred to as PAC) will be responsible for providing advice to the San Juan Unified School District (hereinafter referred to as the Local Education Agency or LEA) in determining the direction of the American Indian Education Program (hereinafter referred to as the AIEP), to meet the needs of the American Indian students in the District.

The PAC shall be actively involved in the following:

Section 1: The Needs Assessment and baseline data gathering.

Section 2: The initial process of setting the goals and objectives and ensuing revisions.

Section 3: The actual determination of establishing program direction and content of the funding document which will include implementation of new programmatic approaches and the activities needed to attain programmatic success, as well as their prioritization.

Section 4: Reviewing the present structure of the AIEP and through the designated district staff member, implementing any changes that may be needed.

Section 5: Annual Evaluation of the overall AIEP staff and programmatic progress.

Section 6: The hiring of AIEP personnel, working in concert with the LEA at all times observing and adhering to existing district policies and procedures. The PAC will

review the qualifications of and make recommendations concerning applicants for project staff positions.

Section 7: Seeking information on a regularly scheduled basis, i.e., Coordinator's Report at PAC meetings.

Section 8: Ensuring the American Indian community does obtain information dealing with the progress of the AIEP in the LEA.

Section 8: Ensuring the American Indian/Alaska Native community obtains information dealing with the progress of the AIEP in the LEA.

Section 9: Ensuring all PAC meetings shall be open to the public with the exception of meetings pertaining to personnel issues.

Section 9: Ensuring all PAC meetings shall be open to the public except for meetings to about personnel issues.

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ARTICLE II

DUTIES

The PAC shall advise and counsel the LEA, through the AIEP designated staff member, on programs and matters pertaining to the AIEP and, more directly, the Indian students. The PAC shall serve as a focal point to coordinate, review, recommend, and initiate American Indian Education programs, in concert with the LEA, funded by all Federal, State and Private agencies. Through the AIEP designated staff member, the PAC shall establish communications and working relationships with all public and private agencies and/or programs which that will have an impact on the social and academic needs of American Indian/Alaska Native students.

The PAC, in concert with the LEA, will supervise expenditures of funds received from Federal, State, Local and Private Agencies for the benefit of American Indian/Alaska Native children students in LEA.

ARTICLE III

MEMBERSHIP

Section 1: Membership of Community At Large

- a. Those eligible to vote at the Public Hearing on Title VII proposal recommendations will be any resident within the District present at the Public Hearing.
- b. Those eligible to vote at PAC elections and on By-Laws revision will be:
parents/guardians of certified American Indian/Alaska Native children students

enrolled in the LEA, and certified American Indian/Alaska Native students/children, high school age (9th to 12th grade), and ~~older~~ enrolled in the LEA.

Section 2: Membership of the PAC will not exceed ~~eleven~~ twelve (12) members.

a. Those eligible to serve on the committee will be: parents/family members of certified American Indian/Alaska Native children enrolled in the AIEP; teachers and counselors of the LEA, certified American Indian/Alaska Native ~~secondary or above students~~ students high school

(9th to 12th grade) in the AIEP, and an American Indian/Alaska Native elder nominated by a parent, teacher, counselor, or student associated with the AIEP.

b. Ex-officio members of the PAC may be elected from the community at large. (Ex officio members do not have voting powers but may participate in discussions.)

c. The PAC must be comprised of at least 51% of Parents/Guardians of American Indian students with the remainder being American Indian/Alaska Native senior high school students (9th to 12th grade) and teachers and counselors of American Indian students.

Section 3: A designated delegate may represent a PAC member and can constitute a quorum if the regular member has notified the chairperson ~~prior to~~ before the meeting that they cannot be present and gives the name of the delegate.

Section 4: The "designated delegate" must meet the membership requirements, as spelled out in Article III ~~Membership~~ Membership, Section 1.

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Section 5: Upon notification of resignation submitted to the PAC, the Chairperson may appoint a replacement at a regular PAC meeting.

Section 6: A PAC member has two consecutive unexcused absences (unexcused is defined as not notifying the Program Office ~~prior to~~ before the meeting) from scheduled meetings, can be replaced by the PAC majority vote at the third consecutive meeting.

Section 7: The members of the Executive Committee of the PAC (Chairperson, Vice Chairperson and Secretary/Treasurer) may not be members of the same family or living in the same household.

ARTICLE IV

RECORDS

Throughout the school-funding year, the PAC or its designee shall maintain at a minimum, the following records as they relate to the PAC:

Section 1: The PAC shall maintain an up-to-date/current membership roster with names, phone numbers and email addresses of the committee members who have resigned and their appointed replacements.

Section 2: The aforementioned membership roster shall be maintained in the AIEP office and

shall be made available at the request of the interested community.

Section 3: The PAC shall retain information relating to PAC Meetings and activities including:

- a. Time, date and place of all PAC Meetings.
- b. Minutes, of all PAC Meetings, including all official decisions relating to the AIEP, i.e., recommendations, planning and evaluation.
- c. An official record of those in attendance, including PAC members and other interested community members via a sign-in sheet.
- d. Budget report ~~on a monthly basis~~ every month, working in conjunction with the AIEP.

Section 4: With the exception of Personnel files and AIEP students' files, all books and records of the AIEP shall be made available for public review, upon request made to the PAC, the AIEP Coordinator or their signee.

ARTICLE V

COMMITTEES

Section 1: Ad Hoc Committees

- a. The PAC shall authorize, appoint and establish Ad Hoc Committees on an as needed basis.

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- b. It shall be the responsibility of the PAC to appoint the Chairperson of said Ad Hoc Committee(s).
- c. Membership shall be composed of at least two (2) PAC members.

Section 2: Sub-Committees:

- a. The PAC shall authorize, appoint, and establish standing sub-committees as decided by the PAC, i.e., By-laws Committee, Finance Committee, etc.
- b. It shall be the responsibility of the PAC to appoint a Chairperson of each sub committee.
- c. Membership of each sub-committee shall be composed of at least two (2) members.
- d. The PAC can appoint a parent/family member guardian, teacher /counselor of students, and American Indian/Alaska Native high school(9th to 12th grade) student senior high school student to serve on more than one of the aforementioned committees.
- e. The PAC shall be an ex-officio member of all established committees.

Section 3: Executive meeting - An executive meeting may be called in the absence of a PAC quorum, if there is a quorum of the executive committee. The Executive Committee is defined as the Chairperson, Vice Chairperson and Secretary/Treasurer and Treasurer.

Section 4: Definition of an executive quorum will be ~~two (2) of the three (3)~~ **three (3) of the four (4)** aforementioned in Section 3.

Section 5: The executive committee may handle all business of the PAC, and its decisions will be binding.

ARTICLE VI

ELECTIONS

Section 1: Drawing from the Membership, as spelled out in Article III, the PAC will hold elections yearly.

- a. Officers of the PAC shall be elected to serve a two (2) years or one (1) year term of office **as noted**. A person may be elected for **multiple terms** ~~a second term~~ in the same office, with a maximum of four (4) consecutive years in any one office.
- b. The PAC shall consist of ~~eleven (11)~~ **twelve (12)** elected members.
 - c. The election shall take place at an open, publicized, public meeting and verification of public notice shall be kept on file in the AIEP office.
 - d. Each adult in attendance shall be entitled to one vote. Each ~~student/child, high school age and older~~ **student who is of high school age (9th to 12th grade)**, shall be entitled to one vote.
 - e. No absentee ballots shall be acceptable during the election process.
 - f. For election purposes, there shall be a motion for each candidate and subsequent. Voting is being done by secret ballot for each candidate.
 - g. A quorum for the community meeting shall be two-thirds of those in attendance at the public hearing.

ARTICLE VII

OFFICERS

Section 1: The following officers of the PAC shall be elected ~~to serve a two (2) year consecutive term and the officers shall include the following~~ **as follows**:

- ~~a. Chairperson~~
- ~~b. Vice Chairperson~~
- ~~c. Secretary/Treasurer~~
- ~~d. Four (4) Members-at-Large (one and two year terms)~~
 - ~~i. Two positions — two year term~~
 - ~~ii. Two positions — one year term~~

a. Two (2) consecutive years:

1. Chairperson
2. Vice Chairperson
3. Secretary
4. Treasurer
5. Two (2) Members-at-Large

b. One (1) year:

1. Teacher/Counselor
2. Elder/Alumn
3. Two (2) Memer-at-Large
4. Two (2) High School Student Representatives (9th to 12th grade)

The following officers of the PAC shall serve a 1 year term

<ul style="list-style-type: none"> 1 Teacher/Counselor 1 Elder/Alumni 2 Student Representatives 	<ul style="list-style-type: none"> 1 year terms
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Section 2: In the event of a vacancy of the PAC, the chairperson will appoint a replacement.

Section 3: The responsibilities of the individual officers shall be as follows:

Chairperson

- a. Chairperson-presides over all regularly scheduled PAC Meetings, Special Meetings pertaining to about the AIEP, act as an ex-officio member of all subcommittees and Ad Hoc Committees, and appoint the chairperson(s) to these committees.
- b. Establish and maintain lines of communication between PAC, staff and the LEA as it relates to the AIEP.
- c. Retain the responsibility to sign off on all legal documents relating to the AIEP.
- d. Perform all other duties relating to the office of the Chairperson prescribed by the PAC to ensure the continuing progress of the AIEP and services to the American Indian/Alaska Native students in the program.
- e. Work in concert with the AIEP Coordinator to ensure a continuum of activities leading to program progress and a good working relationship with the LEA and the American Indian community.
- f. A Co-signer on the PAC checking account.

- g. Teach the new Chairperson the job responsibilities at the first meeting after election of new officers.

Vice Chairperson

- a. The Vice Chairperson shall assume the responsibilities of the Chairperson in

Chairperson's absence.

- b. Act as liaison between sub-committees, Ad Hoc Committees, PAC and AIEP staff.
- c. Perform any such other duties as assigned by the Chairperson or the PAC.
- d. Notify the Chairperson if unable to attend meetings.
 - e. Assign a designated delegate as a replacement when unable to attend a PAC meeting. Notify PAC Chairperson of the name of the delegate.
- f. A co-signer on the PAC checking account.
- g. Teach new Vice Chairperson the job responsibilities at the first meeting after election of new officers.

Secretary / Treasurer

- a. Perform all duties relevant to the office of secretary/treasurer and all such other duties of the office as assigned by the Chairperson and/or the PAC.
- b. Ensure the accurate recording of the official minutes and all records of each regular special meetings of the PAC.
- c. Perform the duty of seeing that minutes of said PAC Meetings are dispersed.
- d. Responsible for storage and maintenance of all official records and see that the records are turned over to the next secretary.
- e. Notify the Chairperson if unable to attend meetings.
- f. Assign a designated delegate as a replacement when unable to attend a PAC meeting. Notify the PAC Chairperson of the name of the delegate.

Treasurer:

- a. Perform all duties relevant to the office of treasurer and all such other duties of the office as assigned by the Chairperson and/or the PAC.
- b. Carry out the responsibility of being actively involved in the Fiscal aspect of the AIEP, working in concert with the LEA and AIEP staff.
- c. A donation checking account will be established separate from the LEA and Grant. The Account will require two signatures of voting members of the PAC for distribution of Funds.
- e. The two signatures on a specific check may not be family members or members of the same household.
- g. A budget update including a copy of the current bank statement will be presented at each PAC meeting.
- ~~h. Responsible for storage and maintenance of all official records and see that the records are turned over to next secretary/treasurer.~~
- i. Notify the Chairperson if unable to attend meetings.

j. Assign a designated delegate as a replacement when unable to attend a PAC meeting. Notify PAC Chairperson of the name of the delegate.

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k. Teach new Secretary / Treasurer the job responsibilities at the first meeting after election of new officers.

Member-at-Large

- a. Perform all duties as assigned by the Chairperson and/or the PAC.
- b. Attend all scheduled meetings of the PAC.
- c. Represent the families and students in the AIEP.
- d. Vote on all matters pertaining to ~~of~~ the PAC.
- e. Notify the Chairperson if unable to attend meetings.
- f. One (1) Member-at-Large to be a co- signer on the PAC checking account.
- g. Assign a designated delegate as a replacement when unable to attend a PAC meeting. Notify PAC Chairperson of the name of the delegate.
- h. Teach new Member-at-Large the job responsibilities at the first meeting after election of new officers.

ARTICLE VIII

MEETINGS

Section 1: The members of the PAC shall review the dates of regular PAC Meetings.

Section 2: All PAC Meetings shall be open to the public, with the exception of AIEP staff personnel meetings and/or grievances.

Section 3: An official meeting can take place only if 51% (or 50% plus one PAC Member) of the PAC is in attendance to conduct official business, with the exception of Article V, Section 3, 4, and 5.

- a. An unofficial meeting may take place if the above conditions are not met.

Section 4: Special Meetings of the PAC may be called:

- a. by the Chairperson or
- b. as requested by one-third (1/3) of the total members.

Section 5: All PAC Members shall be notified of future meetings at least two (2) calendar days prior to the date of any Special Meetings, being notified of the purpose of the meeting and shall include time, date and place of the meeting.

Section 6: All PAC members shall be notified of emergency meetings at least six (6) hours

before the meeting and informed of the time, date, place and purpose of the meeting.

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ARTICLE IX

GRANT CRITERIA

Goals and objectives, as well as the budget designated in the Grant application for the school year, may not be changed once the Grant has been approved by the Grantee. If a change is deemed to be necessary, then an application to the Grantee must be made for prior approval of the change.

ARTICLE X

CONFLICT OF INTEREST

Member of the PAC will remove themselves ~~himself or herself~~ from participating in administrative decisions from which they or a member of their family will financially benefit. The member may participate in the discussion and refrain from voting.

ARTICLE XI

EMERGENCY PROCEDURES

In circumstances when the coordinator needs the PAC to meet and a quorum is impossible, a telephone or email poll is an acceptable procedure to obtain PAC approval. The coordinator must contact a minimum of 51% of PAC members and the vote must be carried by 51% of the total PAC members either for or against issue. This vote will be binding.

ARTICLE XII

CIVIL RIGHTS

It shall be the policy of the PAC; that no person shall be discriminated against, and the PAC shall comply with Public Law 93-638; all efforts will be made to encourage applicants for employment who are of American Indian descent, and are qualified, for any position in the AIEP, which may be vacant.

ARTICLE XIII

AMENDMENTS

The PAC may review and make recommendations for amendments to their By-Laws to the Community Members at Large as defined in Article III, Section 1, (b). Notice of intention to amend, including text of the amendments, must be submitted to the Membership, in writing, at least five (5) days prior to the membership meeting called to vote on such amendments. It shall require a two-thirds (2/3) vote of the membership present to amend these By-Laws.

Revision approved :

Article III, Section 2: ~~Membership of the PAC will not exceed eleven members.~~

- a. Those eligible to serve on the committee will be: parents of certified American Indian children enrolled in the AIEP; teachers and counselors of the LEA, certified American Indian secondary or above students in the AIEP, and an American Indian/Alaska Native elder nominated by a parent, teacher, counselor, or student associated with the AIEP.

Definition of “Indian”:

The definition of “Indian” used for the IM exemption in the 2013 Rulemaking Process is located in 45 CFR § 155.600 (g)(6), and reads:

“Indians” or “Indian”, unless otherwise designated, means any person who is a member of an Indian tribe, as defined in subsection (d) hereof, except that, for the purpose of sections 102 and 103, such terms shall mean any individual who (1), irrespective of whether he or she lives on or near a reservation, is a member of a tribe, band, or other organized group of Indians, **including those tribes, bands, or groups terminated since 1940 and those recognized now or in the future by the State in which they reside, or who is a descendant, in the first or second degree, of any such member,** or (2) is an Eskimo or Aleut or other Alaska Native, or (3) **is considered by the Secretary of the Interior to be an Indian for any purpose,** or (4) is determined to be an Indian under regulations promulgated by the Secretary. (underlines removed)

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