

**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 (PAC 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 Buylaws
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: PAC Chair and PAC Committee on 3/11/2026 at PAC Meeting