

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, April 8, 2026
Conference Room A

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)**
Update with more efficient notetaking process/procedure
- 6:20 p.m. **D. Business Items (D & A)**
- 1. Review of Public Forum Survey Results/Next Steps for Activities
 - a. Review data
 - 2. Books and Library
 - a. Books to be vetted
 - b. Ashley & Kelly system to share, Native books to buy
 - 3. Cogstone (Artifact Consultants) 4/13 - 4/17 Signups
 - 4. Budget
 - 5. Outreach
 - a. Script from Buck
 - 6. Indian Education Curriculum
 - a. Partnering with other Districts
 - b. Buck's work with curriculum
 - 7. 8th Grade Promotion Celebration
 - 8. Senior Celebration
 - a. Budget-what can we move around; goal alignment
- 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)**
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.

American Indian Native Alaska Indian Education
Parent Advisory Committee
Committee Meeting
Meeting Minutes

Meeting Date: Wednesday, March 11, 2026
Location: Board Room, SJUSD District Office
Start Time: 6:00 p.m.
End Time: 10:00 p.m.

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
- Ashley Brady, AIEP School Community Worker

Members Present:

- Buck Ellingson, Chair (year 1 of 2)
- Lena Morales, Vice Chair (year 2 of 2) (*left at 9:00 p.m.*)
- Amber Butler, Secretary/Treasurer (year 1 of 2)
- Calvin Hedrick, Member-At-Large (year 1 of 2)
- 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)
- Donna Madsen, Member-At-Large, Elder (year 1 of 1)
- Chrystal Bernasconi, Member-At-Large (year 1 of 1)

A. Call to Order/Introductions

- The meeting was called to order at approximately 6:00 PM by the Committee Chair
 - The chair welcomed members and thanked participants for attending the American Indian Education Program Parent Advisory Committee meeting.
- Introductions: PAC Chair acknowledged that participants were already familiar with one another and requested to skip introductions to save time, PAC members agreed

B. Visitors' Comments (R)

- The PAC Chair asked if there were any visitor comments. None were presented.

C. Approval of Minutes (A)

- A motion was made to approve the previous meeting minutes
- PAC Secretary/Treasurer suggested a correction noted regarding remaining correction highlight be removed
- PAC Chair requested page numbers in future meeting minutes to improve document tracking
- A motion to approve the minutes was made and seconded.
- Members voted to approve the minutes with the noted correction.

Outcome: Previous meeting minutes were approved with correction.

D. Business Items (D & A)

- Outreach - The PAC Chair introduced outreach efforts.
- The PAC Chair shared about a previously developed list of schools, prioritized by the number of identified AIAN students, to guide outreach efforts.
 - Members will select their preferred schools to outreach.
 - Members may arrange phone calls or in-person meetings with school principals to introduce the PAC, explain program goals, and discuss ways schools can support the program.
 - The PAC Chair will draft a script to help PAC members conduct consistent outreach conversations with school staff.

Key updates and discussion points included:

A. Resource Hub:

- a. Materials and documents requested by the committee have been added to the district's principal quick reference hub, making them accessible to school principals.
- b. This update is expected to support school-level awareness of the American Indian Education Program and assist administrators in understanding the process for connecting American Indian/Alaska Native (AIA) students with the AIEP program.

B. 506 Form to ENROLL

- a. School Community Worker reported an increase in emails from school sites with questions regarding AIEP for students.
 - i. The PAC members and SCW discussed questions from students' families regarding the tribal enrollment process, PAC Members emphasized that:
 1. Eligibility documentation may include information related to parents or grandparents, not solely the student.
 2. SCW confirmed and agreed, sharing that in some student circumstances this information is not always readily available, but that families should never feel

discouraged from applying do to documentation concerns.

- ii. Outreach conversations should clarify that families should not feel discouraged from applying due to documentation concerns.

- C. Tutor Flyer (AIEP BENEFITS)
- D. AIEP PAC Calendar
- E. AIEP Brochure
- F. Principal Sloss' outreach template email
- G. Process for principles to identify AIAN students
- H. AIEP Flyer for school front offices (Ongoing Notice)
 - a. A finalized program flyer will be distributed and posted in school offices to increase visibility of the program.
 - b. Appreciation was expressed by PAC Chair to School Community Worker for developing several design options and incorporating feedback from PAC members.
 - c. The final flyer includes graphics and cultural elements provided by a PAC member, which were noted as important for cultural relevance and authenticity.
 - d. Minor formatting edits (such as spacing adjustments to border alignment) may still be needed.
 - e. The flyer is intended to help families recognize and connect with the program.
- I. Flyer for AIAN teachers and staff (Building Community)
- J. PAC approved land acknowledgement (School Resource)

Further discussion regarding Outreach and Program Eligibility Scope to increase numbers and therefore grant funding amount:

- PAC Chair shared that Washington Unified School District reportedly matches federal funding, allowing them to serve a broader group of students. Committee members discussed the implications of expanding eligibility. Key perspectives included:
 - A PAC member expressed concerns about expanding eligibility beyond federally recognized criteria, noting that program funding is intended for students who meet specific political and legal definitions tied to tribal status. PAC member noted that other districts have faced challenges when expanding eligibility beyond these criteria.
- The PAC Chair asked if members had any additional questions, suggestions, or recommendations related to outreach. No further comments were raised.

Outreach Next Steps:

- The PAC Chair will draft and distribute the outreach script.
- The prioritized school list will be resent to PAC members via email.
- PAC members will coordinate outreach activities with selected schools.

Books and Library

- The PAC Chair introduced the agenda item regarding the American Indian Education Program book collection and requested input regarding how the PAC and SJUSD Staff could work together to manage and utilize the library resources.
 - Secondary Program Specialist reported that a review of the book collection had been completed by PAC member earlier this school year
 - PAC member shared that he just shared the book list with School Community Worker. PAC member went into further detail and shared with the PAC and SJUSD staff:
 - Many books could immediately be made available for checkout if a checkout process is established.
 - Some books should remain in the library only due to their rarity or the risk of damage or loss.
 - A small number of titles may need further review because they may contain outdated or stereotypical representations of Native American communities.
 - A few books may need to be removed or set aside due to serious concerns about cultural accuracy or representation.
 - Examples were discussed of books that include inaccurate portrayals of Native cultures, such as descriptions that do not align with the geographic or cultural context being represented.
 - PAC member requested further review of titles with these concerns from other PAC members so that the collection reflect multiple perspectives rather than the opinion of a single reviewer.
 - A few PAC members nodded in agreement and expressed their interest in reading and reviewing the books
 - It was suggested that the books be brought to the upcoming PAC meeting for distribution among reviewers. PAC chair requested a faster option so the books can be reviewed sooner
 - SJUSD staff will make the books available at the district office for PAC members to pick up and review
 - The PAC discussed how to handle books that contain problematic or outdated content. Options discussed included:
 - Setting aside titles that may not be appropriate for circulation until a full review is completed.
 - Avoiding permanent removal or destruction of books.
 - Considering educational approaches such as adding contextual notes or commentary to explain problematic historical perspectives if books are retained.
 - A PAC Member noted that some educational programs have historically used annotations or commentary to explain why certain portrayals or narratives are inaccurate or harmful.
 - Discussion of a Checkout System

- The PAC discussed the need to develop a formal checkout system before making books available to teachers.
- Creating a process for checking books in and out of the collection.
- Determining whether books should be categorized by subject, grade level, or curriculum relevance to help teachers locate appropriate materials.
- Ensuring the system is practical for teachers who may be seeking materials aligned with classroom standards.
- It was acknowledged that this organizational approach could be helpful from a teacher's perspective, everyone looked at a current PAC member that is also a SJUSD staff.
 - School Community Worker and PAC member/teacher discussed setting up a meeting to discuss development of check out system
- School Community Worker asked clarifying questions to understand key factors for developing a check out system
 - Discussed whether the book collection should be available only to teachers with American Indian Education Program students or to a broader group of educators. PAC chair clarified that the books are available to all teachers could support classroom instruction, particularly when teaching history or cultural standards.
 - Members noted that providing culturally accurate materials could benefit a broader range of students and support culturally responsive instruction across the district.
- Expanding the library collection was also discussed
 - Many current titles in the library were written 20–30 years ago.
 - A PAC member noted that additional titles addressing topics such as boarding school history and Native cultural perspectives in science and education may strengthen the collection.
 - PAC member/teacher referenced a previously shared webinar resource provided by Secondary Program Specialist called “Native Ways of Knowing Webinar and Book Club Series” that highlights books written by Native authors. These materials were recommended as potential additions to the library collection.
 - The PAC agreed that expanding the library to include more contemporary Native-authored works would improve the relevance and value of the resource for

teachers and students, advising SJUSD staff to consider ordering books from the "Native Ways of Knowing Webinar and Book Club Series" list.

- Outreach Efforts Related to the Native Library:
 - A PAC Member suggested including information about the book collection during school outreach efforts so principals and teachers are aware that these instructional resources are available.
 - The PAC Chair also mentioned the possibility of incorporating related program information into outreach materials, including flyers that could be shared with school staff groups.

Library Next Steps:

- Prepare books that are ready for circulation so they can be made available to teachers.
- Develop a system for advertising the availability of the library resources to educators.
- Establish a checkout and tracking process for books.
- Continue reviewing books that require further evaluation.
- Consider future additions to the collection, particularly titles written by Native authors.

Suggested Revisions for Bylaws

- Transition to Bylaws Review: PAC Chair transitioned the meeting to the next agenda item: review and possible revision of PAC bylaws.
- Proposed edits were visually distinguished using color coding within the document to make staff suggestions easy to identify.
- The PAC bylaws were displayed on the screen so suggested edits could be reviewed collectively and recorded during the discussion.
- Assistant Superintendent of Educational Services explained that the PAC has authority to create and adopt its own bylaws. The revisions presented were recommendations intended to support Brown Act compliance and the committee retained full authority to accept or reject the suggestions.
- Program Evaluation Language Discussion: The PAC reviewed a section referencing annual evaluation of the program.
- Assistant Superintendent of Educational Services explained that the term "evaluation" carries a specific meaning within district personnel systems and collective bargaining agreements. Because staff evaluation procedures are governed by negotiated agreements, language suggesting that PAC conducts staff evaluations could create confusion or potential grievances.
- Discussion points included: The intent of the section was historically focused on evaluating the overall program, not individual staff performance.
- PAC Members emphasized the importance of maintaining the committee's ability to review program effectiveness and provide feedback.
- Some members expressed concern that removing the language entirely could reduce opportunities for PAC input.

- The committee agreed to return to this section later for further consideration.
- Discussion: PAC Representation in Hiring Processes
- The committee discussed language regarding PAC participation in hiring processes.
- An SJUSD Staff member clarified that the intent was to reflect current practices where PAC representation, rather than the full committee, participates in interview panels.
- Discussion included:
 - Clarifying whether bylaws should specify representation rather than the entire PAC. Considering whether the bylaws should establish a minimum number of PAC representatives to participate in such processes.
 - Members discussed options for defining representation while maintaining compliance with meeting and governance requirements.
 - A PAC member suggested updating terminology throughout the bylaws from “American Indian students” to AIAN. The committee discussed using the full term initially and then referencing the acronym AIAN throughout the remainder of the document. No objections were raised, and the suggestion was accepted for incorporation into the document.
 - PAC members discussed proposed revisions replacing “guardian” with “family member.”
 - Concerns were raised about the potential for multiple individuals from the same family to hold officer positions simultaneously. PAC members emphasized the importance of maintaining equitable representation and minimizing conflicts of interest.
- Public Hearing Terminology
 - The PAC Chair noted that a section referring to a public meeting should be reviewed to confirm whether the correct term should be “public hearing” or “public forum.”
 - The committee agreed to ensure the terminology aligns with appropriate procedural language.
- Eligibility and Terminology Clarifications
 - Additional discussion addressed wording related to family participation and membership eligibility.
 - Topics included:
 - Whether references should specify parents, guardians, or family members.
 - Ensuring terminology reflects the variety of family structures represented within the community.
 - Members discussed adjusting language to improve clarity and inclusivity.
- Delegate Attendance at Meetings
 - The committee discussed an existing bylaw allowing PAC Members to send a delegate to attend meetings in their absence.
 - Key points included:
 - Some members supported the provision because it allows continued participation if a member cannot attend.

- Concerns were raised regarding potential legal implications related to open meeting requirements.
- SJUSD Staff indicated that the district's legal team had previously identified this section as potentially challenging under certain governance rules.
- Members discussed possible approaches, including:
 - Requiring that a delegate meet certain eligibility criteria. Establishing clearer expectations for notification and representation.
 - The committee acknowledged the complexity of the issue and continued discussing possible revisions.
 - Clarifying the role and authority of a delegate when attending in place of a PAC Member. Determining whether a delegate could assume an officer role during a meeting.
 - If the PAC Chair is absent, the Vice Chair would assume responsibility for chairing the meeting in accordance with standard governance procedures.
 - A delegate attending on behalf of a PAC Member should not assume an officer role (such as Chair or Secretary) during the meeting.
 - PAC members discussed allowing delegates to participate as a member-at-large for that meeting, including the ability to vote, rather than assuming the formal role of the absent member.
 - Added language specifying that a delegate attending on behalf of a PAC Member would serve as a member-at-large for that meeting.
 - PAC members reviewed language related to replacing PAC Members who do not attend meetings. Members discussed maintaining language that allows action to be taken if necessary while not making removal automatic.
 - At the PAC's discretion, a member may be temporarily relieved of duties due to extenuating circumstances.
 - In such cases, the PAC may vote to adjust quorum calculations so the absence does not prevent the committee from conducting business.
 - This would allow meetings to continue and votes to occur without being blocked by absent members.
 - The PAC clarified that voting eligibility for officer elections is limited to adults present at public meetings. While PAC members expressed support for increased student involvement, including participation from high school students, it was agreed that students would not have voting authority in elections for PAC leadership positions.
 - The PAC discussed the structure and responsibilities of the Secretary and Treasurer positions:
 - Flexibility to combine the roles was supported in cases where participation is limited.
 - PAC member provided historical context, noting that the district staff secretary previously recorded and prepared meeting minutes.
 - Further discussion among the PAC members reviewed how the By-Laws wording sounds like the PAC Secretary takes the notes, where usually the district staff record, take notes and make meeting minutes then the PAC Secretary reviews/edits the minutes

- District asked clarifying question, to confirm if they would like the PAC Secretary to create meeting minutes from PAC meetings or if they would like the district staff, School Community Worker, to continue creating meeting minutes then send to PAC secretary for review
- The PAC confirmed they would like School Community Worker to continue creating the meeting minutes and send to the PAC secretary for review
- PAC chair stated potential use of artificial intelligence transcription tools or note-taking applications to improve the accuracy and efficiency of meeting documentation. This approach was generally supported, nothing was decided.
- PAC members inquired about the location of historical PAC records. SJUSD staff acknowledged that due to staff transitions, record storage is unclear. SJUSD staff will conduct further research and report back to The PAC.
- The PAC reviewed emergency procedures and feedback from District staff then determined that existing bylaw language does not fully align with requirements under the Brown Act. SJUSD staff recommended revising this section to reference established district policies to ensure compliance, PAC agreed.
- PAC discussed previous roles and duties of Treasurer, inquiring about where the records are that the previous Treasurers had. District staff will look into this.
- The PAC agreed to a collaborative approach moving forward, in which SJUSD staff will prepare meeting minutes and the PAC Secretary will review and approve them prior to final distribution.

Suggested Revision Next Steps:

- School Community Worker will change language when referring to American Indian/Alaska Native to AIAN throughout the document and adjust offputting formatting, such as alignment
- School district staff will report back on location of previous records held by previous PAC Secretary/Treasurer
- School Community Worker will include a question in future PAC attendance surveys for PAC members to indicate if a delegate is being sent in the place of PAC member

Scholarship/Financial Outreach Night

- The PAC discussed hosting a scholarship/financial aid support event for students and families.
- Ideas included:
 - Essay support for applications
 - Financial aid guidance
 - Including information on alternative postsecondary pathways (e.g., trade programs, workforce opportunities)
- Suggestions:
 - Partner with community organizations for resources and tabling
 - Discussed using funds from budget to pay college and career technician off of a timesheet for time spent
 - California Indian Manpower Consortium job placement training grants for tools

- Consider timing earlier in the school year in future cycles to align with application deadlines
- PAC member expressed concern for more engagement in elementary and middle school students to engage them before
- Next steps: School Community Worker will coordinate with Veronica and PAC's contact to see what dates they are available and what dates are available that the board room meeting space is available at the district office
- Budget
- Options for spending down remaining funds included summer camps and enrichment programs
- In response to comments made regarding unused funds being in an area of the budget, specifically Academic Enrichment Programs, the PAC Chair acknowledged the PAC's progress and noted that the current phase represents a rebuilding period for the PAC. The PAC Chair stated that the group has developed greater cohesion and is now in a position to collaborate effectively and move forward with program initiatives.
- Senior Celebration
 - PAC members reviewed planning considerations for the upcoming senior celebration:
 - Determining a date that avoids conflicts with graduation events; targeting May, preferably the third week, on a weekend.
 - The date was decided as May 21, 2026 at 5:30 p.m.- 8:00 p.m., dinner at 6:00
 - Identifying attendees and collecting a list of graduating seniors to estimate family participation.
 - Discussing location options, including potential use of El Camino.
 - Funding considerations:
 - Donations and grant funds were discussed for covering costs such as entertainment, food, and cakes.
 - Previous experiences highlighted challenges with third-party vendors for items like specialty cakes, which were expensive and required additional logistical considerations.
 - PAC members noted the importance of timely planning to allow for outreach, donation requests, and coordination with vendors.
 - PAC Chair confirmed no final decisions were made during this meeting; further planning and coordination will continue through the Ad Hoc Committee.
 - Action Items:
 - When Ad hoc committee confirms date, School Community Worker will assist in relaying information to families.
 - School Community Worker will create a senior slideshow to showcase at celebration
 - Ad hoc committee to continue planning senior celebration, including confirming date, location, and attendee list.
 - Ad hoc committee to review donation options and vendor logistics for celebration items.

- Secondary Program Specialist will access remaining supplies and send pictures to PAC, so the Ad hoc committee can plan what items are still needed
- Updates on Field Trip to Davis Pow Wow
 - SJUSD staff shared update regarding low responses to interest survey
 - The PAC discussed and agreed to cancel the field trip with encouragement for families to attend independently

PAC Vice Chair proposed adding discussion of Missing and Murdered Indigenous People (MMIP) awareness in May to a future agenda. The PAC agreed to include this as a future business item.

- Cogstone Initial Visit; April 13-17
 - SJUSD staff provided an update on the partnership with a consulting organization supporting artifact repatriation.
 - Work will include:
 - i. Removing items from boxes for documentation and identification
 - ii. Repacking items appropriately
 - iii. Recommending improved preservation materials if needed
 - No artifacts will be removed during this phase.
 - SJUSD staff invited and inquired about what PAC members would like to be present during the process to ensure transparency. SJUSD staff suggested a sign-up system to allow PAC members to attend in shifts. PAC discussed speaking with Albert and if we would be able to attend most days.
 - PAC members and PAC chair discussed that there is no need for them to be there if the SJUSD staff is present and they trust the vetted professional company. PAC requested an opportunity to meet the artifact resource management company.
 - Next steps: SJUSD staff will reach out to Cogstone about an introductory meeting on the first day, create a PAC sign up sheet and distribute to PAC. As well as supervise and be present during the process.
- AIEP Title VI Application Process
 - SJUSD staff outlined the Title VI grant application process, including:
 - i. A two-part application structure (technical portion and programmatic portion). Part 1 has been submitted; Part 2 is in progress.
 - ii. Final submission timeline: Late April
 - iii. The PAC Chair expressed interest in being more involved earlier in the process moving forward to strengthen outreach and participation.
- Public Forum Process, Information
 - SJUSD staff shared update about the event and purpose, including sharing program and student data, gathering community input, and shared all the prepared materials for the event.
 - PAC Chair thanked Secondary Program Specialist all of her work preparing the materials and arranging the event.
 - Schedule for March 23 at 5:30 PM

- Priority list of tasks requested by PAC for SCW
 - The PAC discussed priorities and expectations for School Community Worker, emphasizing importance of: attending IEP meetings, engagement with the community by attending SNAHEC meetings and rescheduling meeting with Professor Valle for cultural competency supports, developing the library system and slideshow for senior celebration. With emphasis on rescheduling the meeting with Professor Valle.

E. Chairperson's Comments/Committee Business

- Waves

F. Reports to be Heard (R)

- Board Member (Zima)
 - PAC members were encouraged to raise awareness and encourage friends/family that may have connections with Encina and El Camino to join the PTA and Boosters Club because these two schools have low participation or lack entirely a PTA and/or Boosters Club.
 - Examples of negative impact on students include the instance of students borrowing and sharing football uniforms.
 - Board is revisiting agenda item of Social Media and the significant mental health harm and documented negative impacts. This will include community outreach and a campaign to raise awareness.
- Staff Members (Ashley)
 - Student tutoring update provided across grade levels and subjects.
 - 1 new enrollment in AIEP at the end of February.
 - Began the duty of creating PAC meeting minutes and created a document outlining proposed changes to the bylaws.
 - Outreach to families regarding AIEP and information on tribal enrollment.
 - Revised outreach flyer with PAC's advised recommendations for edits
 - Communication with seniors about postsecondary events.
 - Sharing resources on scholarships, youth programs, and employment opportunities.
 - Sharing information with families on special programs such as Department of Rehabilitation, Disabled Student Programs & Services, and Sacramento Employment & Training Agency.
- Cabinet Members (Harvey)
 - Principals meeting occurred and the Cabinet Member reported back to the PAC that he showed the principals where to quickly find information and resources in the Hub to support their Native students. Another component discussed included the importance of understanding student data, with particular attention on how to identify Native students. It was noted the PAC's work is helping connect these efforts in both holistic and targeted ways that impact the district.

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
- Early Education Efforts: Advanced and Accelerated Programs
- MMIP Awareness

The meeting was adjourned following a motion by the PAC chair and agreement from PAC members at 10:00 p.m.

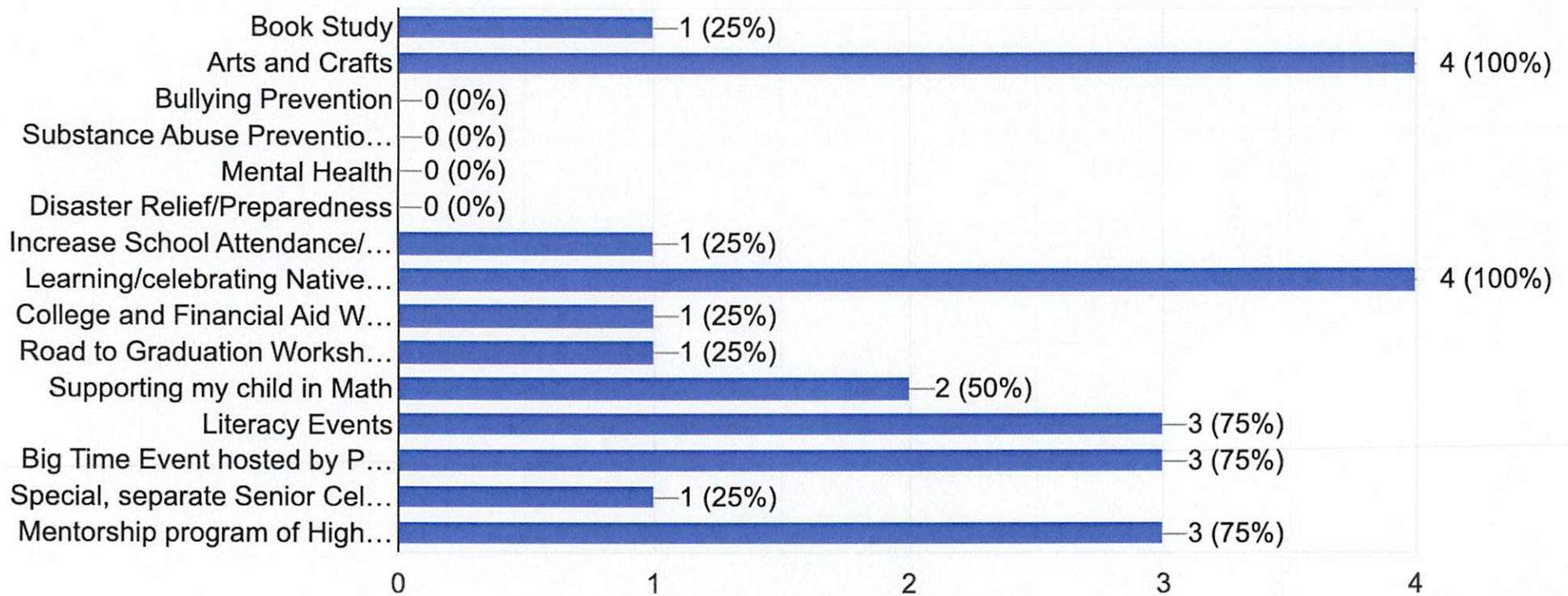
Meeting Minutes Approved on: _____

By: _____

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

 Copy chart

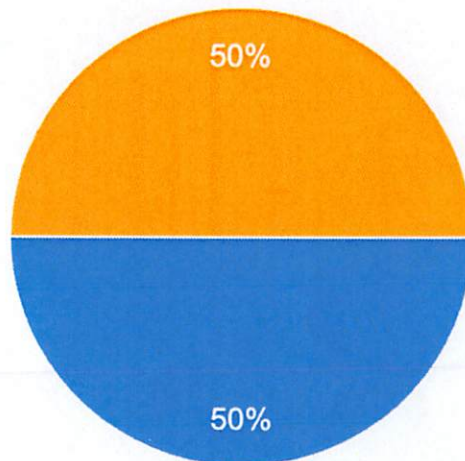
4 responses






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.**

 Copy ch

4 responses



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

Timestamp	What types of events & activities would you/your student be interested in attending? (Select as many as you would like)	Optional: Other ideas for events	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.
3/23/2026 18:10:39	Arts and Crafts, Increase School Attendance/Engagement, Learning/celebrating Native Culture, College and Financial Aid Workshop, Road to Graduation Workshop (Middle and High school students), Supporting my child in Math, Literacy Events, Big Time Event hosted by PAC and local community Partners, Special, separate Senior Celebration for Graduation, Mentorship program of High School Native students with Elementary/Middle School students (ex.)	The PAC should consider how to address suspension rates and days out of class.	Yes! Please contact me.
3/24/2026 13:59:11	Book Study, Arts and Crafts, Learning/celebrating Native Culture, Literacy Events, Big Time Event hosted by PAC and local community Partners, Mentorship program of High School Native students with Elementary/Middle School students (ex.)	Monthly or bi monthly cultural events for AIEP families/student	Yes! Please contact me.
3/25/2026 11:10:46	Arts and Crafts, Learning/celebrating Native Culture, Supporting my child in Math, Big Time Event hosted by PAC and local community Partners, Mentorship program of High School Native students with Elementary/Middle School students (ex.)		Thank you for the invitation, but not at this time.
3/27/2026 9:49:02	Arts and Crafts, Learning/celebrating Native Culture, Literacy Events		Thank you for the invitation, but not at this time.

4/13/2026---Introduction			
TIME		NAME	ZOOM/IN-PERSON
7:30 AM - 8:00 AM	1		
	2		
	3		
	4		
April 13, 2026			
TIME		NAME	In Person
8:00 AM - 9:00 AM	1		San Juan High School Rm #F3
	2		San Juan High School Rm #F3
	3		San Juan High School Rm #F3
	4		San Juan High School Rm #F3
9:00 AM - 10:00AM	1		San Juan High School Rm #F3
	2		San Juan High School Rm #F3
	3		San Juan High School Rm #F3
	4		San Juan High School Rm #F3
10:00 AM - 11:00 AM	1		San Juan High School Rm #F3
	2		San Juan High School Rm #F3
	3		San Juan High School Rm #F3
	4		San Juan High School Rm #F3
11:00 AM - 12:00 PM	1		San Juan High School Rm #F3
	2		San Juan High School Rm #F3
	3		San Juan High School Rm #F3
	4		San Juan High School Rm #F3
12:00 PM - 12:30 PM		LUNCH	LUNCH
12:30 PM - 1:30 PM	1		San Juan High School Rm #F3
	2		San Juan High School Rm #F3
	3		San Juan High School Rm #F3

	4		San Juan High School Rm #F3
1:30 PM - 2:30 PM	1		San Juan High School Rm #F3
	2		San Juan High School Rm #F3
	3		San Juan High School Rm #F3
	4		San Juan High School Rm #F3
2:30 PM - 3:30 PM	1		San Juan High School Rm #F3
	2		San Juan High School Rm #F3
	3		San Juan High School Rm #F3
	4		San Juan High School Rm #F3
3:30 PM - 4:30 PM	1		San Juan High School Rm #F3
	2		San Juan High School Rm #F3
	3		San Juan High School Rm #F3
	4		San Juan High School Rm #F3
April 14, 2026			
TIME		NAME	In Person
8:00 AM - 9:00 AM	1		San Juan High School Rm #F3
	2		San Juan High School Rm #F3
	3		San Juan High School Rm #F3
	4		San Juan High School Rm #F3
9:00 AM - 10:00AM	1		San Juan High School Rm #F3
	2		San Juan High School Rm #F3
	3		San Juan High School Rm #F3
	4		San Juan High School Rm #F3
10:00 AM - 11:00 AM	1		San Juan High School Rm #F3
	2		San Juan High School Rm #F3
	3		San Juan High School Rm #F3
	4		San Juan High School Rm #F3

11:00 AM - 12:00 PM	1		San Juan High School Rm #F3
	2		San Juan High School Rm #F3
	3		San Juan High School Rm #F3
	4		San Juan High School Rm #F3
12:00 PM - 12:30 PM		LUNCH	LUNCH
12:30 PM - 1:30 PM	1		San Juan High School Rm #F3
	2		San Juan High School Rm #F3
	3		San Juan High School Rm #F3
	4		San Juan High School Rm #F3
1:30 PM - 2:30 PM	1		San Juan High School Rm #F3
	2		San Juan High School Rm #F3
	3		San Juan High School Rm #F3
	4		San Juan High School Rm #F3
2:30 PM - 3:30 PM	1		San Juan High School Rm #F3
	2		San Juan High School Rm #F3
	3		San Juan High School Rm #F3
	4		San Juan High School Rm #F3
3:30 PM - 4:30 PM	1		San Juan High School Rm #F3
	2		San Juan High School Rm #F3
	3		San Juan High School Rm #F3
	4		San Juan High School Rm #F3
April 15, 2026			
TIME		NAME	In Person
8:00 AM - 9:00 AM	1		San Juan High School Rm #F3
	2		San Juan High School Rm #F3
	3		San Juan High School Rm #F3
	4		San Juan High School Rm #F3

9:00 AM - 10:00AM	1	San Juan High School Rm #F3
	2	San Juan High School Rm #F3
	3	San Juan High School Rm #F3
	4	San Juan High School Rm #F3
10:00 AM - 11:00 AM	1	San Juan High School Rm #F3
	2	San Juan High School Rm #F3
	3	San Juan High School Rm #F3
	4	San Juan High School Rm #F3
11:00 AM - 12:00 PM	1	San Juan High School Rm #F3
	2	San Juan High School Rm #F3
	3	San Juan High School Rm #F3
	4	San Juan High School Rm #F3
12:00 PM - 12:30 PM	LUNCH	
12:30 PM - 1:30 PM	1	San Juan High School Rm #F3
	2	San Juan High School Rm #F3
	3	San Juan High School Rm #F3
	4	San Juan High School Rm #F3
1:30 PM - 2:30 PM	1	San Juan High School Rm #F3
	2	San Juan High School Rm #F3
	3	San Juan High School Rm #F3
	4	San Juan High School Rm #F3
2:30 PM - 3:30 PM	1	San Juan High School Rm #F3
	2	San Juan High School Rm #F3
	3	San Juan High School Rm #F3
	4	San Juan High School Rm #F3
3:30 PM - 4:30 PM	1	San Juan High School Rm #F3
	2	San Juan High School Rm #F3

3:30 PM - 4:30 PM	3		San Juan High School Rm #F3
	4		San Juan High School Rm #F3
April 16, 2026			
TIME		NAME	In Person
8:00 AM - 9:00 AM	1		San Juan High School Rm #F3
	2		San Juan High School Rm #F3
	3		San Juan High School Rm #F3
	4		San Juan High School Rm #F3
9:00 AM - 10:00AM	1		San Juan High School Rm #F3
	2		San Juan High School Rm #F3
	3		San Juan High School Rm #F3
	4		San Juan High School Rm #F3
10:00 AM - 11:00 AM	1		San Juan High School Rm #F3
	2		San Juan High School Rm #F3
	3		San Juan High School Rm #F3
	4		San Juan High School Rm #F3
11:00 AM - 12:00 PM	1		San Juan High School Rm #F3
	2		San Juan High School Rm #F3
	3		San Juan High School Rm #F3
	4		San Juan High School Rm #F3
12:00 PM - 12:30 PM		LUNCH	LUNCH
12:30 PM - 1:30 PM	1		San Juan High School Rm #F3
	2		San Juan High School Rm #F3
	3		San Juan High School Rm #F3
	4		San Juan High School Rm #F3
1:30 PM - 2:30 PM	1		San Juan High School Rm #F3
	2		San Juan High School Rm #F3

1:30 PM - 2:30 PM	3	San Juan High School Rm #F3
	4	San Juan High School Rm #F3
2:30 PM - 3:30 PM	1	San Juan High School Rm #F3
	2	San Juan High School Rm #F3
	3	San Juan High School Rm #F3
	4	San Juan High School Rm #F3
3:30 PM - 4:30 PM	1	San Juan High School Rm #F3
	2	San Juan High School Rm #F3
	3	San Juan High School Rm #F3
	4	San Juan High School Rm #F3
April 17, 2026		
TIME		NAME
8:00 AM - 9:00 AM	1	San Juan High School Rm #F3
	2	San Juan High School Rm #F3
	3	San Juan High School Rm #F3
	4	San Juan High School Rm #F3
9:00 AM - 10:00AM	1	San Juan High School Rm #F3
	2	San Juan High School Rm #F3
	3	San Juan High School Rm #F3
	4	San Juan High School Rm #F3
10:00 AM - 11:00 AM	1	San Juan High School Rm #F3
	2	San Juan High School Rm #F3
	3	San Juan High School Rm #F3
	4	San Juan High School Rm #F3
11:00 AM - 12:00 PM	1	San Juan High School Rm #F3
	2	San Juan High School Rm #F3
	3	San Juan High School Rm #F3

INDIAN ED

RS 4510

Fiscal Year 2025-26

As of 3/31/2026

GOAL	DESCRIPTION	Working Budget	Expenditures	Acct Balance
1110	School/Community Worker- (Salary)	\$ 23,196.00	\$ 15,442.72	\$ 7,753.28
1110	Indirect Expense	\$ 2,335.00	\$ 1,112.00	\$ 1,223.00
1. Increase Academic Achievement				
1621	Culturally Responsive Prof Dev	\$ -	\$ -	\$ -
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)	\$ 3,854.00	\$ 3,614.08	\$ 239.92
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	\$ 1,000.00	\$ -	\$ 1,000.00
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	\$ 20,168.80	\$ 22,216.20
Indian Ed - PAC Balance		\$ 330.51		
Indian Ed - SNAHC Balance		\$ 235.00		
DONATIONS BALANCE		\$ 565.51		