Panama-Buena Vista Union School District

District Advisory Meeting
November 4, 2026
9 a.m. to 11 a.m.
Location: Hybrid
Health Safety and Wellness (HSW) Training Center
or
Zoom Meeting:
https://us02web.zoom.us/j/89380033724?pwd=pVuAS0KPyO0XFQVBoplaiomUh98lBy.1
Meeting ID: 893 8003 3724
Passcode: 710672

Agenda publicly posted on or before: **10/30/2026**

Meeting Minutes

	AGENDA ITEM*	Item Type
I.	**Call to Order** ***(Chairperson)***	Action
II.	**Welcome Opening and Attendance/Introductions** A. **Pillars of Excellence** B. **Meeting Norms** C. **Purpose of the DAC**	Quinlan Chaves opened the meeting at 9:02 and welcomed everyone. He introduced Joyce Cisneros and Charlie Vallicella. He let everyone know he will open the opportunity for others to take notes. Quinlan went over the Pillars, the meeting norms, and the purpose of DAC.
III.	**Minutes from the Previous Meeting (5/13/2026)** ***(Chairperson)***	Quin presented the previous meeting minutes and let the group know that they were sent out. Kate Martinez from Ronald Reagan Elementary School motioned to approve; Brenda Solis from Louise Sandrini Elementary School seconded the motion. All were in favor. Minutes have been approved and will be posted on the district website. Quin explained that the draft minutes of today's meeting minutes will also be posted on the district website.
IV.	**Additions or Revisions to the Agenda** ***(Chairperson)***	Quin explained that we didn't have any agenda revisions.
V.	**Public Comment** ***(Chairperson)*** Comments related to agenda items, per Greene Act and must be submitted by email to qchaves@pbvusd.k12.ca.us or jcisneros@pbvusd.k12.ca.us at least 24 hrs. in advance of the meeting.	Quin explained that if anyone wants to add a public comment, let us know at least 24 hours in advance.
VI.	**Elections, Appointments, Bylaws, Training:** A. **DAC Training**	Quin explained that this is similar to SSC training. He reviewed the responsibilities of DAC and reminded the group that they are the voice to Title I and LCAP. He also reviewed LCAP federal addendum and how it included the funds for all titles. He continued to review the purpose of this committee and reminded the group that they are to provide advice. Quin reviewed Robert's Rules of Order. He presented

	1. Review of responsibilities 2. Robert's Rules of Order B. Bylaws (English/Spanish) C. Uniform Complaint Procedure (UCP)	the current bylaws and reminded the group that they were sent out in the parent square message. He also introduced the current DAC officers and let the group know that we will ask the group if they would like to take on these responsibilities during our next meeting. Quin explained the terms are 2 year terms. Quin explained the Uniform Complaint Procedure and reminded members to reach out to our department before making a formal complaint because it may just be a misunderstanding that we can take care of.
VII.	**Reports from Staff** A. EL Program Report 1. Genesis Contreras and Grace Vega, EL Program Specialists B. What Makes a Parent Club Successful? 1. Quinlan Chaves, Director, Instructional Services-Consolidated Programs	Quin introduced the English Learner Program Specialists, Genesis Contreras and Grace Vega, who provided updates on the district's English Learner (EL) programs, assessments, and reclassification progress. Initial ELPAC score reports were mailed to parents in September, and annual notification letters were distributed through ParentSquare. Between August 20 and October 22, 2026, 326 students were assessed, with 277 identified as English Learners and 49 as Initially Fluent English Proficient. The district also reviewed data identifying students at risk of becoming Long-Term English Learners (LTELs). An important update was the implementation of Assembly Bill 2555 (AB 2555), which allows eligible students to be reclassified based on their ELPAC scores without meeting the previous four separate criteria. As a result, the district reported a total of 309 students reclassified, representing 14.49%, with an English Learner Progress Indicator (ELPI) of 51.8%. Parents were encouraged to participate in their school's English Learner Advisory Committee (ELAC) to stay informed and support their students' academic success. Quin presented Parent Clubs, what makes them successful, and why they matter. He spoke about communication, explaining finances, being transparent, welcoming ideas, and recognizing volunteer efforts. Saying thank you goes a long way. He spoke about financial responsibility and making sure parent clubs practice transparency. Quin reviewed effective fundraising by setting clear goals, matching community interests, promoting events early, and partnering with schools. The presentation, Building Successful Parent Clubs, highlighted best practices for creating and maintaining effective parent clubs that support student success and strengthen school communities. Key topics included the importance of consistent communication, welcoming and encouraging family participation, maintaining financial transparency, and establishing effective fundraising practices. The presentation also emphasized the importance of collaborating with school leadership, following district policies, maintaining accurate financial records, and sharing responsibilities to prevent volunteer burnout. Parent clubs were encouraged to establish clear goals, plan activities and budgets in advance, recognize volunteer contributions, and continually evaluate their progress. The presentation concluded by reinforcing that strong parent-school partnerships, teamwork, and meaningful family engagement contribute to a positive school environment and student success.
VIII.	**Old Business**	N/A
IX.	**New Business** A. LEA Parent & Family Engagement Policy (2026-27) & Parent Involvement BP 6020/AR 6020 (English/Spanish/Punjabi)	Quin reviewed the 2026–2027 Local Educational Agency (LEA) Parent and Family Engagement Policy, emphasizing the importance of meaningful parent involvement, collaboration, and educational partner input in supporting student achievement. Members were provided access to the policy in English, Spanish, and Punjabi and encouraged to provide feedback to help guide future improvements. The presentation also included Stephen Johnson, Director of Consolidated Programs, who gave an overview of the Local Control and Accountability Plan (LCAP) Federal Addendum and the purpose of federal funding

B. LCAP (English/Spanish) Overview; C. Overview of LCAP Federal Addendum 1. Federal Programs	programs. He explained that it is called local control because it's locally controlled by the people. He explained that our district spends about $416 million a year to run the district. Title I supports evidence-based strategies to improve academic achievement and close achievement gaps; Title II focuses on professional development for teachers, principals, and school leaders; Title III supports English Learners in developing English language proficiency and meeting academic standards; and Title IV promotes a well-rounded education, safe and supportive learning environments, and effective technology use. It was emphasized that federal funds must supplement, rather than replace, existing educational programs. The district also shared preliminary 2026–2027 federal funding allocations totaling approximately $9.13 million, with final amounts subject to change. Steve reviewed the 7 goals. The District Advisory Committee reviewed the seven goals outlined in the district's 2026–2027 Local Control and Accountability Plan (LCAP). Goal 1, Equitable Learning Conditions, focuses on providing qualified staff, safe facilities, updated technology, and instructional resources to support student learning. Goal 2, Academic Achievement, emphasizes strengthening standards-aligned instruction and improving student performance. Goal 3, Safe and Supportive Schools, promotes student wellness, positive school environments, attendance, and family engagement. Goal 4, English Learner Success, focuses on accelerating English language development and increasing reclassification rates through targeted instruction and progress monitoring. Goal 5, Reading and Math Growth, aims to improve academic performance for English Learners and African American students. Goal 6, Reduce Suspensions, focuses on decreasing suspension rates by 2% through positive behavior supports and staff training. Steve asked if anyone was from Van Horn. There are a lot of students from Van Horn that enroll and unenroll so they receive extra funding called an Equity Multiplier. Goal 7, Improve Attendance, aims to reduce chronic absenteeism by 4% through attendance monitoring and family outreach. Together, these goals reflect the district's commitment to improving student achievement, providing equitable educational opportunities, and creating safe and supportive learning environments for all students. (LCAP) Federal Addendum, which outlines how supplemental federal funding is used to support student achievement and address the needs of students requiring additional academic assistance. The Federal Addendum includes Title I, which supports evidence-based strategies to close achievement gaps; for example a second academic coach, supplemental resources, professional development for staff. Title II, which strengthens teacher and school leader effectiveness through professional development; Title III, which supports English Learners in achieving English language proficiency and meeting academic standards; We can't use Title III at Mountain View because there are English only students in the DLI program at Mt. View. It is restrictive only to English Learners. Title IV, which promotes well-rounded educational opportunities, safe and supportive learning environments, and effective use of technology. This is what we use for our Social workers. The district also shared preliminary federal funding allocations for the 2026–2027 school year totaling approximately $9.13 million, with final allocations subject to change. Steve explained that each principal will share their specific Title I budget that members will approve and vote on. Steve explained that schools also receive a principal's budget and a learning recovery budget in addition to the Title I budget. He also reminded the group about the SPSA.
X. Announcements, Items for Future	Stephen Johnson announced the next DAC meeting and let the group know that if there are items that they want, this would be a time to let us know.

Meetings, and Adjournment *(Chairperson)* A. District Advisory Committee (Flyer) 1. **January 13, 2027**, 9 am-11 am Location: District Office Board Room *subject to change* B. Items for future DAC meetings- This is the time for DAC members to request that items be placed on a future agenda. C. Adjournment	Items for future DAC meetings: None were presented by the members. Stephen Johnson introduced Thought Exchange. It is a way to get feedback from educational partners. He explained that you are going to get only one question with demographic information and a thought and how we can improve student learning. The group was given time to complete the Thought Exchange survey. He explained that this survey was going to also be shared on parent square, to the principals, and to students. Jennifer Jones from Hart motioned to adjourn the meeting. Lynette Weaver from Williams seconded All were in favor. The meeting was adjourned at 10:38 am.

Accessibility Information:

An individual who requires disability-related accommodations or modifications, including auxiliary aids and services in order to participate in the District Advisory Committee meeting, should contact the Title I Program Specialist at least two days before the meeting date (Government Code 54954.2). ----- Any materials required by law to be made available to the public prior to a meeting of the DAC can be inspected at the school site during normal business.