

**SAN JUAN UNIFIED SCHOOL DISTRICT**  
**Curriculum, Standards, Instructional, and Student Services Board Advisory**  
**Committee Regular Committee Meeting Minutes - APPROVED**  
**Wednesday, March 16, 2022**

<b>SJUSD</b> 3738 Walnut Avenue Carmichael, CA 95608 (916) 971-7364	
<b>Members Present:</b>	Mary Beth Barber, Robyn Cox, Ewa Firl, Kennard Harris, Myel Jenkins, Jennifer Morgan, Phromlak Sakpichaimongkol, Veronica Schwalbach, Linda Thelen,
<b>Staff/Guest Present:</b>	Paula Baucom, Debra Calvin, Ruby Chacon, Gwyn Dellinger, Nicole Kukral, Sayeed Mansoor, Genoveva Mendoza Navarette, Nicole Naditz, Greta Scholtes, Greg Snyder, Amberlee Townsend-Snider
<b>Board Member Present:</b>	Pam Costa
<b>Members Absent:</b>	John Stockett
<b>Call to Order/Introductions</b>	Myel Jenkins called the meeting to order at 6:30 p.m.
<b>Visitors Comments:</b>	No Visitors

**Introductions:**

Myel Jenkins, C&S Committee Chair, started the meeting off with an introduction of all committee members and called the meeting to order at 6:30 p.m.

**NEW BUSINESS:**

**Brown Act: AB 361 Resolution 002**

Myel Jenkins opened the discussion on AB 361 for the committee to discuss to meet in person or via Zoom at our next meeting scheduled for May 4, 2022. The following are effective as of October 1, 2021, until January 1, 2024 (Government Code section 54953(e)). Local agencies and committees may continue to meet via teleconference without complying with traditional agenda posting, physical access, and quorum requirements for teleconferencing. The committee is required to verify every 30 days that it reconsidered the state of emergency circumstances AND either the state of emergency continues to directly impact its members' ability to meet safely in public, OR state or local officials continue to impose or recommend measures to promote social distancing. A committee member asked if we could vote for a meeting in person or a teleconference meeting at each meeting and that it is added to the agenda.

The committee had a discussion based on the county health department lifting the requirements to meet virtually and Governor Newsom lifting the indoor masking and social distance requirements. Committee members shared how they are excited to meet in person, however, there is still a concern about not wearing masks while we are meeting. There was a lengthy discussion on meeting in person or virtually and if the COVID variant surges in California that we shift meeting in person or virtually based on those guidelines. C&S

committee will meet in person on May 4.

### **English Learners Update:**

Dr. Debra Calvin, Ed.D., Assistant Superintendent, Educational Services, Gwyn Dellinger, Director, Office of Student Learning Assistance (OSLA), Genoveva Mendoza Navarrette, Program Specialist, and Sayed Mansoor, Supervisor English Learner Intervention presented the English Learner update. Dr. Calvin started off by explaining the English Learner demographics, learner systems of support, and additional programs for refugees and newcomers.

Ms. Dellinger shared that between 2019 -2020 and the 2021-2022 school year, the percentage of English learners increased by 2% and San Juan is home to over 6,500, with a primary language other than English. As you can see from our graph the most notable increase in the language are Dari, Farsi, and Pashto. Russian and Ukrainian make up about 10% of the primary language spoken by our students. We have about 400 students who were either born in Ukraine or speak the language. We are anxiously watching the events unfold in Ukraine and we are mindful of this population and are offering support, currently, immigration from Ukraine has been halted by the United States. English Language Proficiency (ELP) refers to the ability of a student to communicate in English through listening, speaking, reading, and writing. This is determined by the student's overall level on the English Learner Proficiency Assessment for California called LPAC. This is an assessment that measures a student's ability for reading writing and speaking in English. Reclassification rates (when a student transitions from an English learner to a reclassified English proficient) have risen by 2.5% in the 2019-2020 school year largely because of the pandemic and the reclassification process was halted.

Ms. Mendoza Navarrette, shared the English Language Development (ELD) and course placement for the English language students. San Juan has 62 K-12 ELD teachers and they provide some of the following: monitoring of student placement, supporting newcomers, intervention support groups, and individualized plans and pathways to graduation. They also make reclassification recommendations and monitor students' progress. Ms. Mendoza Navarrette shared the professional learning that the EL professional learning team worked together to develop. The district also offers regular systematic professional learning through monthly collaboration with specialist coordinators. As a district, our purpose is to strengthen collaboration across departments and increase the integration of ELD standards. Due to the increased enrollment for level one students, we have 61 Bilingual Instructional Assistants (BIA) providing primary language support throughout our schools. They help ensure that parents receive and understand school site communication and information about the school that directly impacts each family. The primary language supports are essential in helping provide a voice through dialogue between parents who don't speak English with school administration and teachers, allowing them to contribute to their children's education.

Ms. Dellinger discussed the specific programs and supplemental supports that San Juan offers to our newcomer families. San Juan Central (SJC) welcome center provides the first opportunity to contact families and provides a friendly face. At SJC is where the families are connected with a person who speaks the same language and can offer helpful information and clarification on the enrollment process. We also offer tutoring in person and online 24 hours a day 7 days a week. We have off-site support through our summer programs and support centers.

Mr. Mansoor defined what a refugee is. A refugee is someone who flees their native country because of fear of persecution based on race, religion, nationality, social group, or political opinion. They may have been living in the middle of a war, political oppression, constant violence, famine, or religious persecution. Mr. Mansoor shared that of the 7 most prominent languages, 85% of the students identified as refugees speak Persian languages originating from Afghanistan. Mr. Mansoor said many receive support; some of them are the

welcoming center at SJC, welcome videos in primary language that are available online and in seven different languages, and follow-up meetings. At the school site, the designated students are served by the bilingual staff. The community resources assistance, refugee specialist, interpreter, and BIAs are available to support the refugee and immigrant students and their families as needed. Mr. Mansoor shared a video of the Jalaini family and the success story behind them. Mr. Mansoor has known this family since 2017 as Mr. Jalaini has attended the parent and Saturday School Academy program held at Greer. Mr. Jalaini and his wife were lost on how to navigate the schooling system and how to find career opportunities for themselves. Mr. Jalaini is now working as a school community resources assistant and his wife is a BIA with San Juan Unified.

The committee opened for questions to the presenters and the members stated how they enjoyed the update on our families and thanked the OSLA department for all the topics that they covered in this presentation. The committee members wondered how when families come to the welcome center at SJC, how do you determine if they need support. Ms. Dellinger shared that once the family comes to SJC we don't label families as refugees or immigrants or have a certain status. We instantly recognize that the families have a primary language other than English and we introduce them to our cultural broker who speaks that language. A member asked if there has been any concern about not having anything in a language that we don't have paperwork on. Ms. Dellinger shared that we have run into that problem with a family's language not being one of the 7 high-density languages. So, when at SJC we will contact Excel, they offer online and in-person translators and interpreters that we can call on as we have a contract with them. There was a discussion on how long it takes to be re-classified as a student and how to do you re-classify a student that does not do well with oral and written skills. Ms. Mendoza Navarette stated that traditionally a student acquires fluency within five to seven years and ideally, we've seen some reclassified as early as three years.

### **New High School Courses for 2022-2023:**

Nicole Kukral, Director of Professional Learning and Innovation (PLI) shared the new course request process on how the new courses come to PLI and the process of being selected. The goals for our new courses are to support new graduation requirements, that they are A-G approved, and to create a relevant, engaging and rigorous course.

The courses that we are going to share tonight are being presented to you by Paula Baucom, Program Specialist, Science and Health for the Environmental Science, Greta Scholtes, Principal, Encina High School, Ruby Chacon, Art Teacher, Encina High School for the Mural Design course and Greg Snyder, Principal, Del Campo High School for the College and Career Readiness course.

The committee had a discussion on the three courses that were being brought forward to the Board for approval. The committee commented on how they liked the support for this learning material for Environmental Science. Ms. Baucom shared that there is an AP Environmental science, however, this course was designed to be a flexible option, and this would sit as a third-year science course. The committee was very excited about this Environmental course and that it's available to all students. Committee members wanted to know how we share these new courses with other schools, so they know they are available. Ms. Kukral shared that the information is shared with the department chairs, the district counselors, and Ms. Tracy Locke, who is the lead counselor for the district. The committee then started to discuss the new Mural Design course and is excited that the arts are being expanded. They all think this will be a fascinating course and would love to be part of the exhibits when they happen. Ms. Chacon shared how excited she is to start teaching this course and how she has been a muralist for the past 20 years. Mr. Snyder shared that the teacher librarian is running the College and Career Readiness course and had the students do an activity today where they had lock boxes and it was kind of like a

break-out room where they had to answer digital literacy questions in order to unlock these boxes to get their prizes and the students were having a great time learning.

Mary Beth Barber, motioned for the C&S Committee to approve the three new courses. We have a second from Robyn Cox. All members raised their hands and the approval passed 9/0/0.

### **Instructional Materials Adoption Recommendations – Report II for 2022-2023:**

Nicole Kukral, Director, Professional Learning and Innovation, Nicole Naditz, Program Specialist, Instructional Technology and World Languages, and Paula Baucom, Program Specialist, Science, and Health shared the presentation on the new Instruction Materials Adoptions Recommendation for the new courses in Science and Health and World Language. They shared how the course with the asterisk fell under our small adoption and the rest went through the full process with a pilot course.

Ms. Kukral went through the process of small adoptions or the impact of a small number of students or teachers because they don't follow a full two-cycle process, instead, we go through an internal review process, have teacher and community provide feedback, and then our committee makes a recommendation to the board.

Ms. Baucom shared how the instructional selection criteria are used for adoption in California. The rubrics that you have for your Report IIs will contain the selection criteria for each course. For the Next Generation Science Standards (NGSS) course, California's Science Toolkit is a toolkit for the instruction material evaluation including prescreen and paper screens. For all the courses that went through the full pilot process, each committee began by first pre-screening the available materials and then narrowed them down to the best options to pilot. Teachers then piloted two sets of materials in their classrooms except for the Spanish courses that piloted three sets of instructional materials. The process then wrapped up when each adoption committee met to analyze the evidence collected and then used the consensus process to recommend material for adoptions. The recommendation for each of the courses is in the Report IIs for each course.

Ms. Naditz shared the materials' cost for the 7-year adoptions of each course for a total of \$1,929,968.00. For the three programs that are being recommended for adoption consistent access to technology is necessary. For example with *The Living Earth* and *Chemistry in the Earth System* in order for students to engage in inquiry around science phenomena learners will need to access a virtual simulation and labs that are only available on the online platform. Similarly in the Spanish materials without consistent access to technology in class, learners are unable to practice or access interpretive listening or interpersonal and presentational speaking strands. The cost of that is \$1,302,000.

Ms. Naditz then discussed the professional learning sessions for all the new instructional materials that will be scheduled during the summer and early fall of 2022-2023. Teachers will have the opportunity to receive training from the publisher as well as time for planning and collaboration. For two of the programs that we are recommending for adoption, the professional learning cost is \$9,700, and the cost of the other course is built into the instructional materials purchase.

The committee then had a discussion on the recommended courses for adoption. The cost of the adoption was brought up many times. San Juan has a curriculum adoption budget to pay for these new courses. Committee members wanted to know about the storage of the Chromebooks if they are given out to the students or do they get print materials. It was explained that the Chromebooks stay in the classroom and that they recommend to the teacher that they don't assign Chromebook homework. There were some concerns that were discussed, and it was requested from the committee that the PLI team bring back the follow-up and report out on the curriculum that you note those concerns and address them. The committee discussed the professional

development and how the teachers are trained for the new curriculum. Ms. Baucom shared how they do the district level professional development; however, some of the teachers work with their school site teams and department chairs.

Myel Jenkins called for a motion to vote on the adoption recommendation, and Robyn Cox made a motion for the C&S Committee to approve these courses. We have a second from Veronica Schwalbach. All members raised their hands and the approval passed 9/0/0.

### **Approval of Minutes:**

- No minutes to approve

### **Reports to be Heard:**

#### **Chairperson's Comments/Committee Business:**

- Myel Jenkins, Committee Chair, took a moment to acknowledge Wendy as she not only juggles her daily responsibilities to this committee, but she also works at multiple school sites, and we appreciate all you do.
- I just want to share that here we are in March of 2022 almost a year to the day that we had to pause for some time, and we all transitioned to distance learning back in 2020 and it's remarkable. And here we are two years later where things are starting to maybe take back some type of normal.

#### **Board Member:**

- Pam Costa, Board Member, shared this is her favorite committee. Ms. Costa shared how it is evident to her how much each one of the committee members had read everything and were prepared with questions and thoughts. So, thank you as a board member this makes a difference too. I am looking forward to seeing you all in May.

#### **Staff Member:**

- Amberlee Townsend-Snider shared how both Elementary and Secondary schools are working. The focus has been around supporting our students in their decisions regarding choices in wearing a mask or not. Making sure that they feel safe and supported with either decision because they have feelings about masks as well. We are working on building up the resiliency that we have with our leaders now and building our stamina back up.
- Nicole Kukral shared how excited we are planning for summer for professional learning, TWIG Science for elementary teachers, and math work. It's fun to have some hope and excitement for some normal items.

#### **Adjournment:**

Myel Jenkins adjournment at 8:50 p.m.

Respectfully submitted,  
Wendy Harrington  
Committee Secretary