

**SAN JUAN UNIFIED SCHOOL DISTRICT**  
**Curriculum, Standards, Instructional, and Student Services Board Advisory Committee**  
**Regular Committee Meeting Minutes – Final**  
**Wednesday, February 3, 2021**

<b>SJUSD</b> 3738 Walnut Avenue Carmichael, CA 95608 (916) 971-7364	
<b>Members Present:</b>	Ewa Firl, Larry Gilmore, Kennard Harris, Myel Jenkins, Jennifer Morgan, Phromlak Sakpichaimongkol, Veronica Schwalbach, John Stockett, Linda Thelen
<b>Staff/Guest Present:</b>	Debra Calvin, Rick Messer, Kristan Schnepf, Jim Shoemake
<b>Board Member Present:</b>	Pam Costa
<b>Members Absent:</b>	Robyn Cox
<b>Call to Order/Introductions</b>	Jennifer Morgan called the meeting to order with staff introductions at 6:33 p.m.
<b>Visitors Comments:</b>	None

**NEW BUSINESS:**

**Learning Loss Update:**

- Kristan Schnepf, Senior Director of Professional Learning and Innovation, Jim Shoemake, Assistant Superintendent, Schools and Labor Relations, Debra Calvin, Assistant Superintendent Educational Services and Student Support Services, and Amberlee Townsend, Senior Director, Elementary Education presented the Learning Loss Update.
- Ms. Schnepf shared that we can leverage and build upon our collaborative culture to create a system of continuous improvement which we listen to, learn from, and respond to the needs of students, practitioners, and community members.
- In the cycle of inquiry we learn fast, test fast, and improve quickly. Carry out plans, and then we study (slide 3)
- We determined that we needed to focus on the supports that our students and community needed. We focused on Learning loss, safety nets, parent support, stakeholder engagement, teacher/staff support, and professional development.
- Our initial actions were determined by the workgroups. The actions were home visits, safety nets data collect and outreach, tutoring, small groups, and one-to-one support
- Ms. Schnepf shared the attendance data comparison and how there were more students absent, 4.5% compared to 1.1% last year, and more had perfect attendance, 35.1% compared to 16.9% last year.
- Ms. Schnepf shared the video showing how the district went out and asked the students about their feelings on distance learning.
- Ms. Townsend shared slides a closer look at elementary. Questions were asked on how can the district can help engage the student in a way they feel a meaningful connection. What are some of the continuing barriers to technology? Ms. Townsend shared a breakdown of what we heard and learned. Some of the concerns were missing connections with a peer, distractions in the learning environment. Inconsistent adult availability to support young learners with technology issues, inconsistent or lagging WiFi.
- Ms. Townsend shared how staff adjusted to support elementary students. For attendance, we are going to provide incentives for attendance with leveraged meaningful connections with peers. We continued the implementation of strategies to reduce distractions and improve engagement. There is staff on campus serving as technology liaisons to students and families both virtually and on campus. We are working on making connections by facilitating more

virtual class recesses, lunchtime games, or parent meetings. Slide 19 gives many examples of the different types of adjustments schools are making.

- Mr. Shoemake shared a closer look at middle school and what lessons we have learned from the fall of 2020. The middle school division took an “everyone is a detective” approach making connections with every family to welcome them back and identify what barriers and concerns they have.
- The questions that middle schools asked which were specific to student(s) who are struggling and which specific student(s) are missing school. The same things emerged, that staying motivated is hard, students were feeling isolated and had a sense of loss related to the existing relationships at the school.
- Some of the things that we found out were our students need and value relationships, not only with students but with a teacher. They felt that the “COVID” bubble was too tight. I miss all the cool stuff at school.
- Some of the ways that we have adjusted to what we have heard are by individual breakout rooms for teacher and student conferencing. Expanding communication modes to include texting as they felt it was quick and were not on email as well. Virtual calming rooms created student hang-out rooms based on interest, social events, grade level lunches.
- The schools have also worked on increased positive incentives for students, like bumper stickers, doorstep deliveries, dance, rallies, and spirit weeks. We had a lunch bunch this week at Pasteur and over 85 students attended.
- Mr. Messer shared a closer look at the high schools from the fall of 2020. We have “ghosting” where kids can log in and be counted but they are not there. The engagement piece with the cameras on and off and has been a struggle. Students not completing assigned work and student motivation is lower than normal.
- Mr. Messer shared some of the questions that were asked to the students and staff. How can we uncover what motivates our students during distance learning? What role does the teacher play and what barriers are there? What can the adults in San Juan Unified do to engage students and improve their academics?
- Ms. Messer shared that they created a survey that was sent to all the students. Mr. Messer shared the survey results of the 1,148 students that completed the surveys.
- Debra Calvin shared the slides on Special Education and how we gather and integrate suggestions from all staff who work with students.
- Ms. Calvin shared what we learned is that students and parents felt overwhelmed that distance learning did not address the needs of many students.
- Starting February 1 we expanded to include 11 more classrooms for students with more significant needs they are responding positively.
- Ms. Schnepf shared that the other piece was we wanted feedback from our parents and at our SPAC meeting, we asked several questions and received a lot of feedback from our parents.
- A committee member asked about seeing the rise in the F’s that our students are getting. What will be in place for the summer to help them get those grades back? Mr. Messer stated that we have some programs at our high schools that can be extended and the other is a boot camp that reached out to teachers in math and English to provide 18 hours to meet with students so that they could turn in work to bring their grades up to help seniors enrolling in credit recovery programs. The first two weeks we offer a session for credit recovery and then we offered at one school where we offer a student in the class, but this year we are looking to open it up at all schools and hopefully have more in-person courses, but if not we are going to over distance learning. We are looking at innovative ways to give the students more options to get those credits back.
- A committee member asked about how we can use text or phone banking? Is there a massive app that the district uses? Ms. Shoemake shared that the district uses Blackboard to do mass emails and phone calls.
- Member also asked about the connection and feeling isolated and wondered if there was some award for students that were mentioned or acknowledgement that might help motivate the students if there was something to help them feel more connected. Mr. Messer shared that during the supply pick-up how students were so happy to come by the school. Today at Casa Roble there was a 600 student Honor Roll certificate picked up at the school and there was much happiness and joy from the students.

- A committee member asked Ms. Townsend about any data for full school packets and perhaps the entire computer thing is not working for them and then they can turn them in at the end of the week as the online component does not work for those students. Ms. Townsend shared that some schools do have that program, it is on a case-by-case basis at each school.
- A committee member asked about that for high school. Are both parents working and they have to watch their siblings? And helping them learn on distance learning so they are missing class? Ms. Messer thought that would be a great question for the surveys at the high schools.

**Approval of Minutes:**

- December 2, 2020 -  
Jennifer Morgan asked if there were any corrections to the minutes, Veronica has two changes and will email the corrections  
Ms. Morgan asked if there was a motion for approval of the minutes? Moved for approval Myel Jenkins and moved Kennard to second the minutes. Ms. Morgan called for a vote, 9 yea/0 nay /0 abstention
- January 6, 2020 -  
Ms. Morgan asked if there were any corrections to the minutes, Veronica has typos and will send them to Wendy.  
Ms. Morgan asked if there was a motion for approval of the minutes? Moved for approval Linda Thelan and Ewa Firl moved to second the minutes. Ms. Morgan called for a vote, 9 yea/0 nay /0 abstention

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

Jennifer had no comments to be heard.

**Reports to be Heard:**

**Board Member:**

Pam Costa does not have any comments, just thankful for the thoughtful questions that this committee brings to these meetings.

**Staff Member:**

Rick Messer brought up that we will be canceling the March 3 C&S meeting and proceeding with the March 17 for the New Courses/Instructional Curriculum being brought forward to the board meeting on March 23.

**Committee Member:**

None

**Adjournment:**

Ms. Morgan requested a motion for adjournment at 8:39 p.m., moved for adjournment, Myel Jenkins moved for adjournment and Veronica Schwalbach second the motion.

Respectfully submitted,  
Wendy Harrington  
Committee Secretary