

**SAN JUAN UNIFIED SCHOOL DISTRICT**  
**Curriculum, Standards, Instructional, and Student Services Board Advisory**  
**Committee Meeting Minutes – Draft**  
**Wednesday, December 6, 2023**

<b>SJUSD</b> 3738 Walnut Avenue Carmichael, CA 95608 (916) 971-7364	
<b>Members Present:</b>	Mariya Babiychuk, Mindy McIntyre, Margaret Teichert, Myel Thelen, Catrayel Wood
<b>Staff/Guest Present:</b>	Heather Brandt, Wendy Harrington, Nicole Kukral, Tracie Locke, Kristan Schnepf
<b>Board Member Present:</b>	Pam Costa
<b>Members Absent:</b>	Mary Beth Barber, Kennard Harris, John Kane, Susan Olsen, Veronica Schwalbach, Linda Thelen
<b>Call to Order/Introductions</b>	Margaret Teichert called the meeting to order at 6:35
<b>Visitors Comments:</b>	Cerissa Brown, Susan Zimmer

**Introductions:**

Margaret Teichert, C&S Committee Co-Chair called the meeting to order at 6:35 and read the visitor comment statement. Ms. Teichert then asked everyone to introduce themselves.

Nicole Kukral, Director, Professional Learning and Innovation updated the committee that Marybeth Barber has left the committee due to the new rules and regulations of the members having to be in the board members' trustee area. Ms. Kukral shared that Susan Zimmer, who is present as a visitor tonight, should be approved at the next board meeting scheduled for December 12.

**NEW BUSINESS:**

**Graduation Requirements:**

Kristan Schnepf, Assistant Superintendent, Secondary Education and Programs shared the presentation on Graduation Requirements for the class of 2024. Ms. Schnepf shared how the class of 2024 started their first year of high school online due to COVID-19. Data shows how that has impacted many students. In reviewing transcripts and student credit data, many students needed to repeat courses in math and science to meet increased requirements.

Ms. Schnepf shared how AB 1350 mandated retroactive diplomas to the class of 2020 based on a set of criteria. Then in 2021-2022 AB 104 mandated relief to any qualified senior and reduced the minimum credit requirements to 130 credits. Then in 2023, San Juan adopted a relief offer for the class of 2023 to 140 credit requirements. Now San Juan would like to adopt 160 credits for the class of 2024. The class of 2025 and beyond will need to have the new College and Career ready graduation credits of 220. Ms. Schnepf and Tracie Locke, Lead Counselor, shared the breakdown of the state minimum graduation rule of 130 and the students who it affects, including Foster Youth, McKinney Vento, Migrant Youth, and several others.

The secondary team has been closely monitoring progress toward completion of credit for the class of 2024. Following the posting of summer grades, a workgroup was formed to review the data and provide input. The workgroup has met

regularly to gather additional data and gather additional input from administrators, counselors, program specialists, labor partners, special education, and students.

Ms. Schnepf and Ms. Locke then shared the current number of seniors and the percentage of credits they are short in three areas for the 2024 school year. Ms. Schnepf shared that the percentage does include the credits earned during the summer of 2023. Credit short is defined as a student needing more than 20 credits in the subject.

Ms. Schnepf then shared the two different options that were evaluated taking into account duplicated students. A multi-tiered analysis resulted in the two options based on either, option A is 150 credits eliminating the elective requirements, the high school math IM2 requirement (10 credits), and the language other than English (LOTE) requirement (20 units). Option B is 160 credits, eliminating the elective requirements, the high school math IM2 requirement (10 credits), and language other than English (LOTE) and the third year of science requirement (10 credits). After gathering feedback from sites and evaluating data, the graduation workgroup recommends a 160 credit relief option for the class of 2024. They discussed what the courses were and the amount of credit for each course equaling 160 credits.

Ms. Schnepf shared the communication plan for the school and students. They will provide a communication script for each site to use with families including expectations. They will provide frequently asked questions documentation. Targeted outreach and support to support impacted students and communicate eligibility to use the relief graduation rule for the class of 2024.

The committee members then had a discussion on how much they appreciated all of the work the graduation workgroup did on recognizing the students struggling to come back from COVID-19. The members wanted to know how support could be given to students using Apex as they seem to struggle with understanding and need a teacher to help support them while they are using that program. Ms. Schnepf talked about how they are working on having a teacher available for those students working on Apex to help them with questions that come up and support our students. Ms. Locke shared the information on Dual Enrollments and how many students are enrolled in the program, over 600. The committee also shared how they would like to see students receive core credit for programs that give the students join like Forensic Science courses.

#### **Science/Health Update:**

Paula Baucom, Program Specialist, Science and Health gave the program update. Ms. Baucom shared what her team is doing for all three divisions, elementary, middle, and high school students. Ms. Baucom shared that her team is working with teachers on the barriers that they run into with the elementary science program and the TWIG science kits. Ms. Baucom shared how she is working with a vendor to help re-fill those science kits and have professional development (PD) to help with the comfort of using them. Ms. Baucom stated that they will have a PD session with one of the TWIG science lessons to build confidence in teaching the lessons.

Ms. Baucom shared how the middle school curriculum uses the Amplify science lessons and how they are giving support to new teachers, gathering input for needed support and refinement. They are also collaborating on best practices and student engagement. Ms. Baucom shared how they have been allocated funds to help with consumables for the science program teachers for hands-on materials and labs. Ms. Baucom will also have PD that is targeted by grade level and will work with the teachers on student safety with goggles and eye wash stations in the classroom.

For high school, Ms. Baucom shared that the new adoptions for 2023-2024 were Pasco Essential Physics, Savvas/Pearson for Human Anatomy and Physiology, and Cengage for Physical Anthropology and Forensic Science

Fundamental and Investigations. Ms. Baucom talked about the allocation that the science teachers have also been given for the hands-on materials as well as for labs. They also have ongoing support for new teachers and targeted small group collaboration by course. The new courses proposed are for Advanced Placement Physics C: Mechanics.

Ms. Baucom shared the current curriculum for the 5<sup>th</sup> grade Positive Prevention Plus for Upper Elementary, 7<sup>th</sup> or 8<sup>th</sup> grade science, and Health Connected Teen Talk for grades 7<sup>th</sup> or 8<sup>th</sup>. And high school Health Connected Teen Talk for grades 9<sup>th</sup> – 12<sup>th</sup> grade. Moderate / Severe self-contained special education classes in grades 7<sup>th</sup> – 12<sup>th</sup>, Health Connected Teen Talk adapted for all abilities. Ms. Baucom shared the communication procedures for these courses. There is a two-week notification letter that informs the parents that the program is coming to their student. All the programs have a time frame to pick the dates of their program at the school sites and then communicate and post it on the district website. There is a preview time either in person or digitally where parents can review the materials and they do have an opt-out with written communication.

At this time the visitor made her comments regarding the materials being online. Her concern is that when her son returned to school after Covid-19 he just could not figure out how to bounce back. So, she removed him from public school. She wanted to know why all materials/textbooks were not online to help support the students, as she felt that was part of the issue with her son. Ms. Baucom shared with her that the textbooks are available through the student platform. Middle and high school students can get printed materials online.

A committee member wanted to know if the students would be able to get science credit for a course such as Forensic science. It seems like the students are showing an interest in the course as we are adding more and have one teacher who is teaching it full-time. I would think that this could help with targeting schools and students and improve science scores. A committee member also shared how thankful they are for all the digital access for our students.

### **History/Social Studies (HSS) and English Language**

Heather Brandt, Program Specialist, History/Social Studies, and ELA updated on the importance and priority of literacy. Ms. Brandt shared Senate Bill 114 K-2 screening for Reading Difficulties, including Dyslexia. Ms. Brandt also went over the Sacramento Office of Education (SCOE), Sacramento County Reads program. Staff from several other departments within the district have attended.

Ms. Brandt went over the ELA/HSS support within the district, the literacy grants, and what schools they support. Ms. Brandt shared the 2024-2025 adoptions as well as the 2025-2026 course adoptions. Ms. Brandt then discussed all the professional learning and district cohorts that she and her team are working on, including Language Essentials for Teachers of Reading and Spelling (LETRS). Ms. Brandt shared how many teacher educators have been through Volume 1 and 2 as well as how many licensed trained facilitators and the number of Early Childhood Educators (ECE) trained in the LETRS program. Ms. Brandt also shared that there are 10 ECE teachers signed up to start the program this spring. Once teachers have completed the LETRS 80 hours of training many have realized that phonics was a missing part of their curriculum. Ms. Brandt shared about the professional learning and site cohorts within LETRS, writing, and interdisciplinary literacy practices in both elementary and middle school.

Ms. Brandt shared the Ethnic Studies requirement AB 101 that requires a semester for the graduating class of 2030, but it must start to be offered in the 2025-26 school year. San Juan schools have been offering Ethnic Studies long before this law was passed. Recently we developed an institute to support current and future teachers building the content.

The committee had many questions for Ms. Brandt, including how the Seal of Civic Engagement is advertised. Ms. Brandt shared that the information was given to the counselors, history teachers, administration team, and activities directors as well as through social media and direct email to the 11<sup>th</sup> and 12<sup>th</sup> grade students.

A committee member wanted to know why there is a discrepancy between the first year vs second year teacher enrollment for the LETRS courses. Ms. Brandt shared that the 80-hour time commitment can be a barrier, however, we are working on how we can support multiple pathways to early literacy learning for teachers. In elementary schools, we have about 60% of the teachers trained in letters.

### **Approval of Minutes**

The minutes for the November 1 meeting will be moved to February 2024 for approval as there was not a quorum tonight.

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

No committee chair comments or new business.

### **Reports to be heard:**

1. **Board Member** – Ms. Costa thanked everyone for coming this evening as that says a lot about the commitment you made to the committee. I would also like to thank the presenters as these presentations were full of such important information.
2. **Staff Member** – Ms. Schnepf shared how today was the principal meeting and we are working on being culturally responsive leaders and creating welcoming strategies for our students. We are also working on trying to remember and find joy in our positions and why we are educators. Thank you for your thoughtful questions as they are helping me to prepare when I give this presentation to the board next week.

Ms. Kukral shared how she supports the PLI team, System of Professional Growth (SPG), and the Center for Teacher Supports (CTS) and we are working on also finding our joy and how we can support our staff and helping them find their joy in the work they are doing and creating affirming spaces for our students.

Also, we are nearing the end of the adoption process for community input, however, due to some computer hiccups, we have extended the online input until after the December winter break. That will still give time for us to gather all the information and bring the Report IIs and new adoptions to you and the board in the spring.

### **3. Committee Members:**

- a. None

### **Adjournment:**

Ms. Teichert adjourned the meeting at 8:22 pm

Respectfully submitted,  
Wendy Harrington  
Committee Secretary