



San Juan Unified School District Curriculum and Standards Committee

☒ Mariya Babychuk*
☒ Maggie Cooper
☒ Patsy McGavock**
☒ Veronica Schwalbach
☐ Catrayel Wood

☒ Taylor Brown
☒ Kathleen Gately
☒ Mindy McIntyre
☒ Roxanne Stellmacher
☐ Susan Zimmer

☒ Vincenzo Cerruti
☒ Georgia Klostrakis
☐ Diana Noori
☒ Anmarie Medin

*Chair, **Co-Chair

We believe that:

- Every person is unique and has equal worth.
 - Everyone can and will learn.
 - People learn in different ways and at varied paces.
 - Education is the shared responsibility of students, families, teachers, staff, and community.
 - Quality education expands opportunities throughout a person's life.
 - Challenging people to meet high expectations leads to exceptional learning and remarkable results.
 - Nurturing relationships and healthy environments are necessary for individuals to thrive.
 - Diversity is a valuable asset that strengthens and enriches our community.
 - Personal development and community well-being depend on individual responsibility.
 - Everyone benefits when people willingly contribute to the well-being of others.
 - Honesty and integrity are essential to build trusting relationships.
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Approved Minutes

Wednesday, November 5, 2025

Choices Charter School, Room 15 at 6:30 p.m.

I. Call to Order/Introductions

The November 5 meeting was called to order by the chair, Mariya Babychuk at 6:32pm. Each committee member introduced themselves and shared memories about their favorite teacher.

II. Visitors' Comments

The November 5 meeting did not have any visitors.

III. Business Items:

Universal Prekindergarten (UPK) Update (R/D)

Director of Elementary & PK-8 Schools, Holly Cybulski, provided an overview of the Universal Prekindergarten (UPK) Update. Planning focuses on five key areas: (1) vision and coherence, (2) community engagement and partnerships, (3) workforce recruitment and professional learning, (4) curriculum, instruction and assessment, and (5) facilities, services, and operations. All efforts align with state requirements, including age eligibility (students must turn 4 by September 1). Professional learning for Transitional Kindergarten (TK) has expanded through partnerships with the Sacramento County Office of Education (SCOE).

Community engagement remains central to ensure families are informed and welcomed. Development priorities include toileting support, independence, infrastructure, and staff training. A new elementary paraeducator classification was introduced to provide additional classroom support, and two teachers are fully released to assist their peers in the classroom.

The P3 Interdisciplinary Team (preschool, TK, kindergarten) formed to align curriculum and assessments. TK enrollment will be streamlined to match other student enrollment procedures starting February 2026, supported by district-wide TK availability with full/half-day options. Communications will begin to notify families in December. Most TK classes are at capacity.

Facilities improvements include age-appropriate toilets and step stools to continue to develop independence in the restroom, plus playground modifications, funded by grants, to better serve younger students.

A = Action; R = Report; D = Discussion

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Curriculum Overview (R)

Director of Professional Learning and Curriculum Innovation, Nicole Kukral, shared an overview of the curriculum process and how instructional materials become adopted curriculum.

Using a road trip analogy, Ms. Kukral explained that content standards are the “destination,” instructional frameworks are the “road map,” and core curriculum is the “vehicle.” Supplemental materials serve as additional vehicles to help meet student needs.

For K–8, the process begins with state legislation, which sets timelines for standards, frameworks, and adoptions. It involves multiple reviews by state agencies before reaching San Juan Unified. High school adoptions are local, as the state does not provide an approved list of materials for high school. District policy requires starting the adoption process within 36 months, with each adoption lasting seven years.

The Curriculum & Standards (C&S) committee receives two reports:

- Report 1: Progress update (internal)
- Report 2: Adoption recommendations (public, included in board materials)

Ms. Kukral noted that the current TK–8 math adoption followed this process.

Report 1s (R/D)

Program Specialist for English Language Arts and History Social Studies, Heather Brandt, reported on adoption progress. From March to May 2025, PLI solicited publisher submissions and committee applications, receiving 183 interest forms—up from 31 last year (89 staff, 92 community members). Pilot materials and a diverse committee selected, summer professional learning planned, and community feedback has been ongoing since August.

Ms. Brandt reported that the History-Social Science adoption committee selected three programs to pilot for High School U.S. History and two texts for World History. The committee prioritized alignment with the California framework, noting that the current McGraw-Hill Impact text remains the most aligned. They also valued the flexibility offered by the World History texts to suit different teaching styles.

Ms. Brandt shared that one text was selected for AP Psychology because it closely aligns with the AP Exam. As a consumable text, it allows student annotation and can be reprinted if updates occur during adoption.

Program Specialist for Math, Elizabeth Julienne, reported that the TK–5 adoption committee will conduct a staggered pilot to test all three selected programs from the original 28 reviewed. Each teacher will pilot two programs and rely on collected data for the third. An additional screening tool helped narrow choices. The committee valued the hands-on approach, emphasizing conceptual understanding before procedures. For grades 6–8, two programs were chosen for pilot, noted for strong technology integration.

Program Specialist for Instructional Technology and World Languages, Nicole Naditz, reported that the committee selected two textbooks and three literary works to pilot for Spanish for Heritage Learners 2 and 3. These materials, designed for native speakers, differ from those for Spanish 1–4 and other languages, offering greater cultural authenticity. The committee also valued the accompanying online learning resources.

Ms. Naditz noted that the Report 2 will include small-scale adoptions for limited-scope courses, which will be reviewed by a committee, staff, and community members. She also highlighted extensive outreach efforts to involve the community, including a full communication plan with push notifications via high school apps, in-person events, flyers, Family and Community Engagement (FACE) events, and information displayed in high-traffic district areas. Sample materials were also posted on the San Juan Unified website.

Ms. Brandt reported that the team attended six community meetings to boost engagement. Outreach via social media and other channels continues through December 17. Feedback is being collected online, with 22 submissions so far—up from 12 last year. The pilot runs through December, with a committee

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recommendation expected in January 2026, followed by C&S review in March, including a review of the Report 2s.

Approval of Minutes – September 17, 2025 (A)

A change was made to the September 17 minutes regarding the Literacy Resolution, item III, paragraph 1. Ms. McGavock requested that the minutes reflect that the resolution serves as an initial step toward improving literacy, but additional efforts are still required. A motion to approve the September 17 minutes with the change was made by Ms. McGavock and seconded by Miss Klostrakis. The motion passed with 9 ayes, 0 noes, 2 abstentions. Motion carried.

IV. Chairperson's Comments/Committee Business (R)

The Chair, Mariya Babychuk, reflected on her role in the committee and emphasized the importance of reviewing materials, preparing for discussions, and asking questions. She thanked members for their participation, noting the significance of this work.

Reports to be Heard (R)

Board Liaison, Pam Costa, thanked the committee, expressed appreciation for their work, and noted her excitement about the increased membership. She emphasized the importance of this work to the board.

Staff Liaison, Nicole Kukral, thanked the committee for their hard work, welcomed new members, and noted the excitement of having a full committee. She emphasized that their efforts help students thrive.

Cabinet Liaison, Amberlee Townsend-Snider, thanked the committee and emphasized the district's focus on improving English Language Arts (ELA) and Math. These are systemic goals that start with planning and move to classroom implementation. The district is reviewing data to ensure the best outcomes, while sites work to refine what's effective. She also thanked Holly for her work on the TK program, noting this is the first time TK students will have developmentally appropriate Math curriculum, which is an exciting milestone.

V. Future Agenda Items (D)

Staff Liaison, Nicole Kukral, noted that committee feedback influenced future agenda items. The Multilingual Learner update may move to December after discussions with Assistant Superintendent of Education Services, Dr. Harvey Oaxaca. She is also collaborating with Chief of Staff, Trent Allen, on Ms. McGovack's suggestion about defining an effective committee, exploring an orientation and feedback process that could become a model for other groups. Additionally, Ms. Kukral will review future agenda items to balance the schedule.

VI. Adjournment

At 8:32 p.m., there being no further business, the meeting was adjourned by Chair Ms. Babychuk.

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