

Community Advisory Committee

Meeting Minutes

October 22, 2025

A. Call to Order

Kimber Rice, CAC Chairperson, called the meeting order at 6:06 pm.

B. Member Roll Call

Members present: Kimber Rice, James Moraga, David Martasian, Lacey Martinez, Ryan Digman, Tanya Morgan, Lisa Sotelo, Kaylin Boyce, Nicole Harrigan, Luc Taylor, Sean Owens, Makenzie Guye, Daniel Hicks, Heather Taylor

Members absent: Emily Getz, Cordelia Haines, David Burbridge

C. Board Remarks:

Ben Avey, School Board President and CAC Liaison, provided updates from the most recent Board meeting. He recommended reviewing the presentation on College and Career Readiness and encouraged members to share feedback on ways to better integrate Special Education and graduation requirements. He also reported that district graduation rates have increased by 3%.

D. Visitor Comments

Ariana, parent of student at Lichen, shared concerns about substitute teacher in special day class at student's school

Ali Grimm, parent, shared about the DHH program and showed representation of the community.

Courtney, a parent from Mission Avenue, shared concerns regarding recent interactions with her child's teacher and school staff. She reported that the teacher's conduct during a recent IEP meeting felt unprofessional and noted that her ongoing concerns have not yet been addressed.

Ruth shared a positive and inclusive experience regarding her son's recent IEP meeting at Will Rogers. She also spoke about the environment at Mission Avenue in her role as an employee and expressed that improvements are needed.

E. Instructional Materials Adoptions and Reading Difficulties Screener Update (D)

Heather Brandt, Program Specialist, English Language Arts and History-Social Science, and Nicole Krukral, Director, Professional Learning and Curriculum Innovation, gave presentation Instructional Materials adoptions and Reading Difficulty Screener. They shared courses that will have new materials are History Social Science, Math and World Languages. Ms. Brandt and Ms. Krukral shared updates on the implementation of the Reading Difficulties Screener. They shared the purpose of the screener is Identifies early reading difficulties in K-2 and Tells teachers what specific skills students need instructional support for.

- Public Comment (regarding Item E)

Ruth shared her experience with the reading screener process, noting that it is time-consuming. She emphasized that communication to staff should be strategic and thoughtful, as unclear messaging can cause concern and contribute to a lack of follow-through.

A parent of a student in the DHH program asked how the reading screener is implemented for DHH students and what supports teachers are providing to ensure successful administration within their classrooms.

- Member Discussion:

Ben Avey asked whether there was a way for materials to be reviewed online. Staff noted that this depends on the publisher. The Program Specialist will follow up to explore options and make materials available when possible.

Ryan Digman asked about curriculum and plan for ensuring teachers adopt curriculum.

Ms. Brandt and Ms. Krukral shared that the adopted curriculum is supplemented with additional resources to best meet student needs and ensure access to high-quality instructional materials. They noted that teachers have expressed challenges in knowing how to effectively teach students with disabilities. The department emphasized its data-driven approach and explained that the curriculum adoption cycle ideally occurs every seven years, with piloting used to gather broad input. They also highlighted that teacher autonomy is protected by contract, and that increased feedback may reduce the number of teachers opting out of new materials. Ms. Krukral added that the math team has been collaborating across multiple departments to strengthen course offerings and improve outcomes. She described a multi-layered implementation approach focused on providing support and strategies that promote a successful rollout and help teachers feel more supported.

Daniel Hicks asked whether the curriculum is exclusively online. Ms. Brandt clarified that the ELA curriculum primarily utilizes an online platform; however, the majority of materials are not exclusively online. The digital resources are intended to supplement, not replace print components, and both formats are available to support instruction.

Kimber Rice asked about the process for the curriculum becoming board-adopted. Ms. Krukral explained that TeachTown is the alternative curriculum used for students in the ILS programs and is funded through the general education budget in partnership with the Special Education Department. She noted that funding covers the full duration of the adoption cycle and includes ongoing allocations for necessary replacements or licenses.



SPECIAL EDUCATION COMMUNITY ADVISORY COMMITTEE

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Reading Difficulty Screener:

David Martasian shared his experience and inquired about support for students performing below the 2nd-grade level who were unable to be screened and also asked who parents should reach out to the school to advocate for this need. Heather noted that licenses can be extended up to 6th grade, if needed, to ensure appropriate access and support and suggested parents should speak to their principal to advocate for support.

Lacey Martinez shared her experience with reading intervention, noting mixed messages that resulted in an SST meeting being initiated. Heather clarified that some screeners are timed depending on the student and grade level. She emphasized that these screeners provide a single data point and are not used as a basis for Special Education identification or for initiating an SST meeting.

Nicole Harrigan asked what happens when concerns arise, what the next steps are, and at what point Child Find is triggered. Heather and Rebecca responded that a screener alone cannot trigger Child Find, but it can serve as one data point among multiple factors considered in determining next steps.

Heather Taylor asked about how results are shared with parents. Heather Brandt shared there is a home connect letter that is shared with parents that is based specifically on the results of their screener. It can be shared with parents at a parent teacher conference or through Talking Points.

[Reading Difficulties Screener - San Juan Unified School District](#)

F. Staff Report - Department/SELPA Updates (R)

Rebecca Foster, SELPA Director, Special Education, shared notable bills that are being passed through the Senate and Assembly including Assembly Bill 1224 (Valencia), AB 606 (Quirk-Silva), AB 1009 (Blanca Rubio), SB 373 (Grove), AB 784 (Hoover), AB 1412 (Gonzalez), AB 1119 (Patel). Ms. Foster also shared about CAC/parent workgroup formation. Workgroups are as follows - SELPA Local Plan, RSP Service Model, Alternative Pathway Diplomas.

- Public Comment (regarding Item F)
None.
- Member Discussion
None.

G. Workgroup Updates (D)

Subcommittee Confirmations and Sign ups

IEP Workgroup
Legislative Sharing Day
You Light the Way
Community Outreach
RSP Service Model



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Alt Pathway to Graduation SELPA Plan

- Public Comment (regarding Item G)
None.
- Member Discussion
None.

H. Approval of Minutes, September 16th, 2025 (A)

It was moved by Ryan Digman, seconded by Nicole Harrigan, that the minutes of the September 16, 2025 meeting be approved. Ayes: all members; opposed: none.

I. Events of Interest (D)

Friendsgiving Brunch - November 15, 2025 - [Events - Down Syndrome Information Alliance](#)
Trunk of treat this Sunday, October 26 at GiGi's Playhouse in Roseville: [GiGi's Playhouse Sacramento | Down Syndrome Achievement Center](#)

Sacramento Children's Museum - sensory friendly play: [Sensory Friendly Play | Sacramento Children's Museum](#)

- Public Comment (regarding Item H)
None.
- Member Discussion
None.

J. Future Agenda (D)

Curriculum adoptions follow up
Co teaching and modifications with general education environment

K. With there being no further business, the meeting was adjourned at 7:56 pm.

CAC Updates from PLI

October 22, 2025

2025-2026 Instructional Materials Adoption

Presented to CAC
October 2, 2025



What We Believe

Family voice when considering learning materials is incredibly valuable

Families bring perspectives about their children and their learning needs that need to be considered when making decisions about learning materials



What is our process?

- Recruit members of the selection committees
- Committees review available materials to choose which to pilot/evaluate
- Committees receive support/training
- Pilot/evaluation periods occur in fall
- Input is collected from the committees, students, staff, family and community members, aligned to our Key Indicators for materials selection



Our process, continued

- Committees meet in January to review input and make recommendations
- Recommendations are reviewed by Curriculum and Standards. If approved, they recommend to the Board of Education
- Board reviews the recommendations and if approved, the Board adopts the materials.



Participate in the
review!



Which courses will have new materials?

History Social Science

- Advanced Placement (AP) Human Geography
- Advanced Placement (AP) Psychology
- Advanced Placement (AP) African American Studies
- Chicano Studies
- United States History
- World History

Math

- Grades TK-5 Math
- Grades 6-8 Math

World Languages

- American Sign Language
- Mandarin Chinese
- Spanish for Heritage Learners



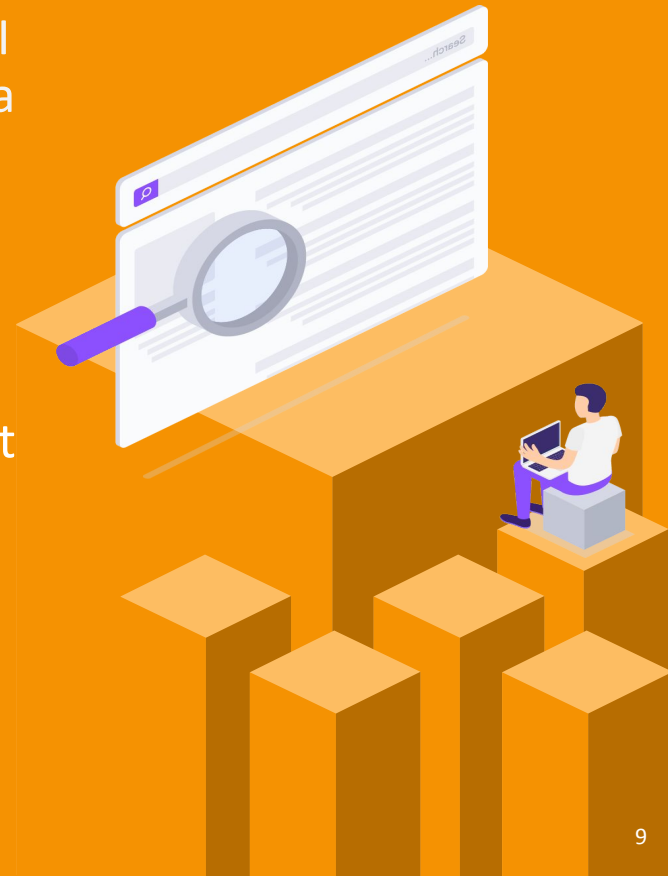
Options for reviewing materials

- We offer in-person and online review opportunities
- Your feedback is collected using an online form
- All information and the form can be found at www.sanjuan.edu/curriculum



This year's review opportunities

- In-person, by appointment in room 18 of our PLI building at Choices Charter School. Email Loretta Naas for an appointment: **loretta.naas@sanjuan.edu**. Available through Dec. 17
- Online through Dec. 17: **www.sanjuan.edu/curriculum**
- Information on how to review is also provided at our schools (front office or attendance office) in the FACE mobile so that it is seen wherever the FACE mobile goes, as well as HR (Fingerprinting station) and Central Enrollment



Questions?





Reading Difficulties Screener

Reading Difficulties Screener: mCLASS

Purpose

- Identifies early reading difficulties in K-2
- Tells teachers what specific skills students need instructional support for

mCLASS

Skills Measured

- Phonological and phonemic awareness
- Knowledge of letter names
- Reading fluency
- Decoding skills
- Reading comprehension

Reading Difficulties Screener: Multilingual Learners

mCLASS Lectura

- Spanish version of mCLASS screener
- Students whose primary language is Spanish take both mCLASS and mCLASS Lectura
- Students in the Dual Immersion program take both mCLASS and mCLASS Lectura

Alternative Process

- For multilingual learners:
 - Enrolled in a U.S. school for less than one year
- AND
- Who have limited English proficiency

Reading Difficulties Screener: mCLASS Implementation

Supports for Educators

- Calibration and administration training
- Refresher courses
- Data interpretation
- Next steps for foundational skills instruction

Family Engagement

- Communication prior to screening
- Sharing results and resources after screening

Reading Difficulties Screener: Communication to Families

Communication Before the Screener

- Family Handbook
- Talking Point messages are sent two weeks prior to the beginning of a screener window
 - August 20 - September 30 for 1st & 2nd grades
 - January 6 - February 13 for kindergarten
- Opt-out requests can be submitted to the teacher or school site in writing

Communication After the Screener

- Letters are communicated home within 45 days of the assessment
- The letters contain
 - results of the screener
 - the areas where students need support
 - tips for how families can support at home