



San Juan Unified School District Curriculum and Standards Committee

☒ Mariya Babiychuk*
☒ 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

Our Core Values:

- **Belonging:** We create a community that cultivates welcoming and inclusive environments with genuine respect for our diversity of cultures, identities and abilities.
- **Relevance:** We design experiences and environments where each learner can explore and apply skills and knowledge that align with evolving careers and workplaces.
- **Voice:** We honor and affirm all voices of our school community and encourage them to share their perspectives to help improve and shape what we do and how we do it.
- **Social and Emotional Intelligence:** We build a culture that teaches, models and applies social and emotional intelligence in all interactions with each other.
- **Resilience:** We create nurturing schools and programs that inspire each learner to continue to persevere, gain strength and develop confidence to excel beyond challenges.
- **Championing:** We support and advocate for those in our San Juan Unified community who are disproportionately impacted or marginalized by circumstances beyond their control.
- **Innovation:** Embracing and encouraging creative thinking and learning environments that transform ideas into actionable solutions.

Approved Minutes

Wednesday, January 7, 2026
District Office Board Room at 6:30 p.m.

I. Call to Order/Introductions

The January 7 meeting was called to order by the chair, Mariya Babiychuk at 6:35pm. Each committee member shared a highlight from 2025 or a hope for 2026.

II. Visitors' Comments

The January 7 meeting did not have any visitors.

III. Business Items:

Multilingual Learner Program (MLL) Update (R/D)

The Multilingual Learner (MLL) team—including Director for Equity and Student Achievement, Crista Koch; Program Manager for English Learner and Multicultural Education, Genoveva Mendoza Navarrete; Assistant Superintendent of Educational Services, Dr. Harvey Oaxaca; Secondary Program Specialist, Takoa Stathem-Raney; and Elementary/K–8 Program Specialist, Amanda Sandberg—provided an overview of the MLL Program. Their update covered student demographics, core initiatives, instructional models, cross-department collaboration, and efforts to build systemwide alignment for multilingual learner success.

Data shows a growing number of students who speak languages other than Spanish, highlighting the need for tailored supports and high-quality instruction, including for Long-Term English Learners (LTELs), who are in their seventh year as an English Learner. Students who are in the program for six years are designated as English Learners (EL). Demographic numbers will fluctuate over the course of the year in response to students being reclassified and exiting the program. The English Learner master plan can be found on the San Juan Unified website.

Access to grade-level instruction is supported through Integrated and Designated English Language

A = Action; R = Report; D = Discussion

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Development (ELD). Integrated ELD occurs throughout all content areas, while Designated ELD provides a focused block of daily language instruction—approximately 30 minutes in elementary schools and one or two class periods in secondary schools, depending on student need. Students receive instruction that support practicing English through the use of classroom visuals, while still honoring and supporting their native language.

San Juan also implements Guided Language Acquisition Design (Project GLAD), a professional development model supporting oral language and structured engagement. Elementary and K–8 teachers participate in multi-day training with classroom demonstrations and coaching, with middle and high school trainings planned for spring.

EL Achieve Systematic ELD remains a core component of the district’s approach. This research-based model is now used in 46 schools, including 15 new sites. Training includes a five-day institute for teachers and a three-day institute for administrators.

The team also highlighted the Center for Equity of English Learners (CEEL) journalism pilot, designed to support long-term English learners through real-world reporting. The pilot is currently running at Katherine Johnson Middle School, El Camino Fundamental High School, Mesa Verde High School, and Mira Loma High School.

To measure the success of the program, students take the English Language Proficiency Assessment for California (ELPAC). Testing begins in September, and the MLL team provides onsite support for assessment and data analysis. This year, 34 schools have completed at least one interim assessment, an increase from last year, providing valuable data to inform instructional decisions.

Collaboration across departments is essential to the success of the MLL program. Partnerships with Special Education (SPED), Counseling, Professional Learning and Curriculum Innovation (PLI), the System of Professional Growth (SPG), and Student Support strengthen communication and build relationships that promote student achievement. This collaborative work contributes to strong outcomes for multilingual learners, who currently have a graduation rate of 83%.

Career Technical Education (CTE) Update (R/D)

Director of CTE, K-12 Counseling and College/Career Readiness, Brett Wolfe, shared an overview of the CTE program. The update covered the definition of CTE, what pathways are available to students, how they are funded, and how the programs are selected.

CTE is an opportunity for students to learn hands-on skills during high school in various trades. Each high school has at least two CTE courses. Students can earn professional certificates (nationally and industry recognized) and earn college credit through dual enrollment. They can also earn credit towards graduation and college-prep (A-G). They must complete 300 classroom hours, including a capstone and concentrator course, to complete the pathway. This will look different for the traditional schedule versus a block schedule. Students typically start the pathway in tenth grade and must pass all classes with a C- or better. The completion rates have increased.

The programs are funded through Local Control Funding Formula (LCFF) – \$1.2 million, CTE Incentive Grant (CTEIG) - \$500,000, Carl Perkins Grant (federal funds), Strong Workforce Program (SWP), California Partnership Academy (CPA) and the Agricultural Incentive Grant.

Mr. Wolfe explained that the district has researched many programs for viability and evaluates each one using specific criteria. He reviews whether the field offers high-skill, high-wage opportunities, whether the industry is in demand, whether students are interested, whether the program is a good fit for the school site, and whether it will allow students to graduate and enter the workforce directly after high school.

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Most students are able to enroll in a CTE program, and there is also an option to attend another high school if they are interested in a specific CTE pathway offered at that site. The department works hard to accommodate students' schedules so they can take the courses they want and need. Elementary and middle school students are introduced to career exploration through Naviance lessons. After students graduate, the department attempts to contact them for feedback. Although this information would be valuable for measuring program success, it is often difficult to gather once students leave high school. Data shows that the CTE completion rate for students has increased from 12.6% in 2023-24 to 14.2% in 2024-25.

Mr. Wolfe explained that the CTE program has expanded with the addition of two CTE counselors who support students in enrolling in pathways of interest and guide them through graduation. He also shared that the department now offers CTE mini expos at middle schools, giving 8th graders a preview of the programs available to them in high school, including the new aviation pathway at Mira Loma and the education pathway at Encina.

Approval of Minutes – November 5, 2025 (A)

A motion to approve the November 5 minutes was made by Ms. Schwalbach and seconded by Ms. Brown. The motion passed with 8 ayes, 0 noes, 2 abstentions. Motion carried.

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

The Chair, Mariya Babychuk, reflected on the new year and offered a quote to the committee, "Hope this New Year brings you courage to try again, passion for doing what you love, ambition to aim higher, resilience in overcoming obstacles, humility to learn from others & kindness for yourself and everyone."

Reports to be Heard (R)

Board Liaison Pam Costa shared that she enjoyed the discussion and appreciated hearing the committee's comments. She encouraged everyone to see the aviation simulator used by professional pilots. She also mentioned speaking with a Mira Loma High School student at the aviation pathway opening. When she asked what excited them most about the class, the student replied, "the teacher."

Staff Liaison Nicole Kukral expressed appreciation for the committee's thoughtful discussions and feedback, and she thanked the teams who presented. She noted that while the district is fully engaged in the current school year, planning is already underway for the next. There is strong work happening now, and the focus is on how to continue building that momentum. She added that the start of a new school year always brings a sense of optimism and a fresh beginning.

Cabinet Liaison Kristan Schnepf added to Ms. Brown's comments about the importance of department collaboration. She shared how proud she is in how the district is working together to support students, particularly at the secondary level. She noted that the CTE presentation highlighted efforts to ensure students with disabilities and language learners have access to elective opportunities. She said it was exciting to hear departments maintain that focus and continue working collectively to meet students' needs.

V. Future Agenda Items (D)

Staff Liaison, Nicole Kukral, noted that the meetings on March 4th and April 8th will require action on business items. She emphasized that these meetings are especially important, as the committee's actions are necessary for items to move forward to the board. Without committee action, the process is delayed. While maintaining a quorum has not been an issue so far, ensuring a quorum on these dates is essential for supporting students.

Co-chair, Ms. McGavock, suggested that future agendas indicate whether each item is for action, report, or discussion so the committee can better prepare. She also recommended that, the month before each meeting, Ms. Kukral provide a brief explanation of the committee's role in relation to upcoming items to help members prepare targeted questions. Ms. Kukral agreed and added that this information could also be included in the email sent to all committee members.

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Committee member Ms. Medin noted that she will not be present at the February 4 meeting. Mr. Wood added that he will be unable to attend the March 4 meeting.

VI. Adjournment

At 8:38 p.m., there being no further business, the meeting was adjourned by Chair Ms. Babiychuk.

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