



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

☐ Open
☐ Georgia Klostrakis
☐ Open
☒ 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, May 6, 2026
District Boardroom at 6:30 p.m.

I. Call to Order/Introductions

The May 6 meeting was called to order by the chair, Mariya Babiychuk at 6:32pm. Each committee member shared how long they have been with the committee.

II. Visitors' Comments

The May 6 meeting did not have any visitors.

III. Business Items:

TK-12 Math Update (R/D)

Program Specialist for Math, Elizabeth Julienne, provided the committee with an update on TK–12 mathematics across the district. She reported significant overall progress while noting the continued need to strengthen alignment in instruction as students transition between grade levels. Elementary schools were highlighted for making particularly strong gains.

The Extended Learning Opportunity Programs (ELOP) in math currently serve just under 400 students, including foster youth, socioeconomically disadvantaged students, and English Language Learners. Offerings include tutoring, Prisms Virtual Reality (VR), and Math Hoops, a nationwide program. This year, the district took a record 114 students to the Math Hoops field trip.

Progress has also been made in improving coherence across grade levels through instructional shifts that emphasize understanding relationships between numbers. Implementing this approach requires substantial professional learning for educators, which has been a primary focus of the Math team.

Ms. Julienne also shared updates on TK–12 instructional materials. For the first time, TK students are using developmentally appropriate curriculum, replacing the prior use of kindergarten materials. The new curriculum

A = Action; R = Report; D = Discussion

Public comments are welcome at Curriculum and Standards Committee meetings. Each agenda allows time for visitor comments at the beginning of the meeting, as well as during consideration of specific agenda items. We ask that you limit your comments to two minutes to give everyone a chance to be heard. To speak to the committee, you must fill out a "Request to Address the Curriculum and Standards Committee" card, which is available at each meeting. This card will be given to the Chair. You will be called at the appropriate time.

is play-based and grounded in real-world applications. At the elementary level, *Thinking Math!* emphasizes conceptual understanding, helping students understand why math works, not just how to arrive at answers. In grades 6–8, students explore concepts through investigation using engaging, interactive materials available in both digital and print formats. At the high school level, instruction emphasizes the development of students' reasoning and problem-solving skills.

The Math team plans to develop a teacher and leader survey to monitor implementation progress of the new materials. They will continue collaborating with school sites to support teachers and are exploring professional development strategies to assist students who need additional support. Transitioning from traditional methods to this new instructional approach requires strong collaboration with sites and families, ongoing resources for educators, and a comprehensive communication plan.

The Professional Learning and Curriculum Innovation (PLI) team has also shared a video on the San Juan website to help families better understand the new curriculum. Additional strategies include providing curriculum ambassadors at each site to offer hands-on support for teachers. These ambassadors are trained in the Math Recovery program, which supports educators in assessment practices and deepens understanding of how young students learn mathematics.

During the committee discussion, members asked how the district established its goal of a 1% increase in math scores. Cabinet Liaison, Amberlee Townsend-Snider, explained that this target was intentionally ambitious, given that prior years' data showed a significant decline in math performance.

The goal also prompted questions about why projected gains are lower for certain subgroups, including African American students, foster youth, and students in special education. The math team is addressing this by strengthening instructional practices across the entire student population. Principals are working with teachers to identify students and closely monitor their progress, with particular attention to these subgroups. While each school will focus on its own data and subgroup needs, common trends exist across the district.

The math team is also collaborating with the Special Education Department. A targeted plan will be developed next year to better support students with disabilities and provide additional guidance to special education teachers. In addition, the PLI team is discussing strategies to support African American students, including adapting professional learning to better address their math achievement data.

Comprehensive Sexual Health Revision (R/D/A)

Program Specialist for Science and Health, Paula Baucom, provided an update on revisions to the Comprehensive Sexual Health curriculum. The current curriculum is not in alignment with the Education Code, as any revisions to adopted materials must be brought to the board for approval. A board date for presenting these revisions has not been determined.

The California Healthy Youth Act (CHYA), enacted in 2016, governs sexual health education in California. It requires instruction to be medically accurate, age-appropriate, and inclusive. The district's curriculum, adopted in 2018, is delivered once in grades 5, and grades 7-12. Middle and high school students receive 11–12 lessons over a two-week period. In elementary school, grade 5 students receive eight lessons over three weeks as part of their health curriculum, taught by classroom teachers. Instruction is coordinated in advance among teachers and administrators to ensure consistency.

Recent legislative updates require the addition of instruction on human trafficking (effective January 1, 2019), as well as menstrual health and relationship abuse/violence (effective January 1, 2025). Teachers are provided with instructional binders, including scripts to ensure accurate and consistent delivery of content, while students receive presentation materials. Parents are notified by the district at least two weeks before instruction begins. Students are automatically included in the instruction unless a parent submits a request to opt out. The curriculum encourages students to engage in open discussions with their parents or guardians about what they learn.

A = Action; R = Report; D = Discussion

Public comments are welcome at Curriculum and Standards Committee meetings. Each agenda allows time for visitor comments at the beginning of the meeting, as well as during consideration of specific agenda items. We ask that you limit your comments to two minutes to give everyone a chance to be heard. To speak to the committee, you must fill out a "Request to Address the Curriculum and Standards Committee" card, which is available at each meeting. This card will be given to the Chair. You will be called at the appropriate time.

The committee suggested offering parents the opportunity to review lesson materials in advance to support discussions with their students prior to classroom instruction. Another recommendation was to add a QR code to the parent letter to direct them to the district website linking to parent resources.

Motion: Ms. Stellmacher made a motion to approve the instructional revisions.

Second: Ms. McIntyre seconded the motion.

Vote: The motion passed with 9 ayes, 0 noes, 0 abstentions.

History/Social Studies Update (R/D)

Program Specialist for History/Social Studies and English Language Arts, Heather Brandt, provided an update on History/Social Studies. Twenty-one new courses are proposed for adoption over the next six years to align with California state requirements and ensure students have sufficient options to meet the five-credit requirement.

Ms. Brandt noted that the Personal Finance course, adopted in spring 2026, is a stand-alone course that cannot be combined with another class. It must be offered beginning in the 2027–2028 school year and will be a graduation requirement for the class of 2030–2031. The course is designed to help students make informed financial decisions. The PLI team will offer professional development for teachers starting this summer/fall.

Ms. Brandt also reported that 455 students earned the State Seal of Civic Engagement this year, reflecting significant growth since the program's launch in 2020. The seal is awarded to students who demonstrate civic knowledge by meeting five criteria. It is available to students in grades 11 and 12 and can be introduced as early as middle school. The PLI team has engaged club advisors and teachers to expand participation, with a goal of increasing recognition among students at La Vista, La Entrada, and Laurel Ruff.

IV. Approval of Minutes – April 8, 2026 (A)

A motion to approve April 8 minutes was made by Ms. Medin and seconded by Ms. Schwalbach. The motion passed with 8 ayes, 0 noes, 1 abstention. Motion carried.

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

Chair, Mariya Babychuk, shared that she is happy to be back.

Co-Chair, Patsy McGavock, shared that the board is grateful for the members taking the time to volunteer to serve on this committee as it's very important work, and she's very appreciative that the members are prepared in bringing information to the board.

Reports to be Heard (R)

Board Liaison Pam Costa thanked Ms. McGavock for doing a great job representing the committee at the board meeting. She's appreciative of the committee for arriving prepared for every meeting and she enjoys listening to thoughtful questions/comments.

Staff Liaison, Nicole Kukral, shared that she is grateful for the feedback offered and suggestions on how to continue to support families in the community.

Cabinet Liaison Amberlee Townsend-Snider thanked the committee for their feedback and questions. She shared that the principals met for the last formal meeting of the school year. The district is meeting with site leadership teams and principals to review data to zone in on what they want to work on based on district goals. They will also be working with teachers to design professional learning to support the site goals. An idea was brought forth to engage in data literacy with the committee to help the members understand the data.

VI. Future Agenda Items (D)

Staff Liaison Nicole Kukral informed the committee that June 3rd is the last committee meeting of the school year. The members will hear a science update and will participate in reflection and celebration as the end of the year closes. Ms. Kukral shared that a quorum is still needed to hold the meeting.

A = Action; R = Report; D = Discussion

Public comments are welcome at Curriculum and Standards Committee meetings. Each agenda allows time for visitor comments at the beginning of the meeting, as well as during consideration of specific agenda items. We ask that you limit your comments to two minutes to give everyone a chance to be heard. To speak to the committee, you must fill out a "Request to Address the Curriculum and Standards Committee" card, which is available at each meeting. This card will be given to the Chair. You will be called at the appropriate time.

VII. Adjournment

At 8:28 p.m., there being no further business, the meeting was adjourned by Chair Ms. Babiychuk.

A = Action; R = Report; D = Discussion

Public comments are welcome at Curriculum and Standards Committee meetings. Each agenda allows time for visitor comments at the beginning of the meeting, as well as during consideration of specific agenda items. We ask that you limit your comments to two minutes to give everyone a chance to be heard. To speak to the committee, you must fill out a "Request to Address the Curriculum and Standards Committee" card, which is available at each meeting. This card will be given to the Chair. You will be called at the appropriate time.