



## NOTICE OF A CURRICULUM COUNCIL MEETING

**DOCUMENT REQUEST:** Upon request, the District shall make available for public inspection all documents relating to an agenda item for open session at the Las Virgenes Unified School District located at 4111 Las Virgenes Road, Calabasas, CA.

This meeting is held in accordance with Governor Newsom's Executive Orders N-33-20 and N-25-20 in regard to the COVID-19 virus, which include provisions relating to the Brown Act in regard to local legislative bodies, such as school boards holding meetings via teleconference. One of the stated reasons for issuing these Executive Orders was to, "further efforts to control the spread of the virus and to reduce and minimize the risk of infection."

NOTICE IS HEREBY GIVEN that the Curriculum Council Committee Meeting of the Las Virgenes Unified School District Board of Education, scheduled for May 26, 2022, will be a teleconference meeting where the members of the Curriculum Council Committee will attend the meeting via teleconference/video conference. If a community member would like to observe, they can do so at <https://lvusd.zoom.us/j/87412560904?pwd=alY5RkNTdzRXUThHYlFsUXh1U0RPUT09>.

PUBLIC COMMENTS are limited to items listed on this agenda. PUBLIC COMMENTS shall not exceed three minutes and may be submitted to: [nrawlinson@lvusd.org](mailto:nrawlinson@lvusd.org) by 1:30 PM on the date of the meeting.

Upon request, the District shall also make available this agenda and all other public records associated with this meeting in appropriate alternative formats for persons with a disability. Copies of the agenda are available at 4111 N. Las Virgenes Road, Calabasas, CA.

**DATE:** Thursday, May 26, 2022

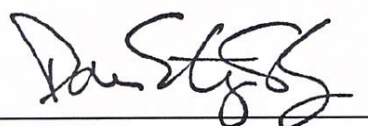
**TIME:** 3:30 p.m.

**PLACE:** Teleconference/Video Conference

The business to be transacted at the meeting shall be limited to the following:

1. UTK Curriculum Pilot Information
2. Sources of Strength Program Proposed Adoption
3. High School Leadership Curriculum Proposed Adoption
4. 6th-12th Grade ELA Core Book List Proposed Additions
5. 6th-12th Grade Foreign Language Pilot Information
6. Digital Movie Making Middle School Course Reintroduced.
7. Competition Class Middle School Proposed Pilot Project
8. Thank you and Next Steps

Date May 23, 2022

  
Superintendent and Secretary  
to the Board of Education



# Las Virgenes Unified School District

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(818) 880-4000 • Fax (818) 880-4200

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## Curriculum Approval Form

<b>Name of Curriculum (If applicable, include publisher name):</b>	Sources of Strength
<b>Subject Area:</b>	Elective
<b>Course/Grade Level(s):</b>	9-12
<b>School Sites:</b>	CHS & AHS
<b>Why is this Curriculum Needed? Include a description of any pertinent changes from the prior curriculum.</b>  Based on data from student surveys and counseling records, social and emotional support on campus for our students is needed in addition to the structures already in place. The Sources of Strength curriculum will complement and expand upon the work started by the High School Wellness Counselors at each site and increase our students' emotional intelligence and capacity to work through challenging experiences and times of crisis.	
<b>Curriculum Description (Maximum 250 Words):</b>  Sources of Strength is a strength-based, comprehensive wellness program that focuses on suicide prevention and impacts other issues such as substance abuse and violence. The program is based on a relational connections model that uses teams of Peer Leaders mentored by Adult Advisors to change peer social norms about help seeking and encourages students to individually assess and develop strengths in their life. Sources of Strength moves beyond a singular focus on risk factors by utilizing an upstream approach for youth suicide prevention. This upstream model strengthens multiple sources of support (protective factors) around young individuals so that when times get hard they have strengths to rely on. The belief is that many strengths are more powerful than one, and the goal is to activate and mobilize these strengths in ways that positively change individuals and our school community.  Sources of Strength promotes and focuses on connectivity, school bonding, peer-adult partnerships, and help seeking behaviors.	



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Trained peer leaders use their network of friends to:

- Have one-on-one conversations.
- Develop a Hope, Help, Strength messages using local faces and voices.
- Present peer-to-peer presentations.

**Textbook(s)/Materials Title(s):**

Sources of Strength training and curriculum

**Textbook(s) ISBN(s):**

**Digital Component:**

**Total Projected Cost:**

\$20,000

### **Names of Committee Members/Pilot Teachers and Administrators:**

AHS:

Gerald Pickett, Teacher

Ashley Wenter, Assistant Principal

Steph McClay, Principal

CHS:

Kristen Lapiner, Teacher

Courtney Johnson, Assistant Principal

Sara Exner, Principal

**The Process** (Describe the process in which the committee reached the decision to recommend the instructional materials/curriculum to Curriculum Council. Please include information surrounding committee representation, timeline for piloting, the decision process, as well the various elements of the pilot project):

Sources of Strength was introduced to the High School Leadership teams in March. Leadership worked to identify faculty candidates who would be a good fit for the program. The team met with the Directors of Training from Sources of Strength later





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that month to ask questions about implementation and how the program would work for our sites based on the information the sites had reviewed in mid-March. The team reached out to Santa Barbara High School to ask about what they found to be best practices for rollout and implementation as well as questions about their experience with the training and support provided by the Sources of Strength staff. The following timeline for recruitment and implementation has been proposed if the program is approved.

## August 2022

- Begin recruitment/application process
- Interviews
- Training?
  - 3-6 hrs for adult advisors
  - 4-6 hours for peer leaders
- Meet within 10 days of training

## September 2022

- Campaign 1
- Meet 2x a month (fun, sharing, planning) during Collaboration

## October 2023

- Campaign 2
- Meet 2x a month (fun, sharing, planning) during Collaboration

## November 2023

- Meet 2x a month (fun, sharing, planning) during Collaboration

## December 2023

- Campaign 3
- Meet 2x a month (fun, sharing, planning) during Collaboration

## January 2023

- Meet 2x a month (fun, sharing, planning) during Collaboration

## February 2023

- Campaign 4





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- Meet 2x a month (fun, sharing, planning) during Collaboration

March 2023

- Campaign 5
- Meet 2x a month (fun, sharing, planning) during Collaboration

April 2023

- Meet 2x a month (fun, sharing, planning) during Collaboration

May 2023

- Campaign 6
- Meet 2x a month (fun, sharing, planning) during Collaboration
- Wrapping up with reflection, celebrate successes
- Recruit for upcoming school year

June 2023

- EOY Reflection
- Retraining for Year 2 over summer

**Professional Development:** (What professional development was provided prior to the adoption and what professional development will be provided as a component of the curriculum rollout?)

Source of Strength provides training for teachers and for the student leaders in the program.

**What instructional supports does the curriculum have for Special Education students?**

Sources of Strength compliments the individualized learning plans held by our Special Education students in that it provides additional social and emotional support in times of need.

**What instructional supports does the curriculum have for EL students?**

As a program that supports students' social/emotional growth, Sources of Strength



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and the related campaigns meet the needs of all learners. Campaigns, which are provided by Sources of Strength, allow all learners to access the content, as it draws upon students' personal experiences as a springboard.

**LVUSD LCAP Alignment** (Please include information on how the curriculum aligns with the LCAP, mission/vision of LVUSD, and how this vertically articulates with curriculum and instruction in grades TK-12)

LCAP Goal: Opportunity and Equity (OE): LVUSD will provide regular assessment, monitoring, and intervention support to all students.

- Action # 2: Provide equitable and comprehensive access to school services for students with unique needs.
- Action # 3: Utilize district-wide data leaders to analyze quarterly assessment data, and respond with appropriate levels of social emotional and academic support for students in need.
- Action # 4: Provide extended learning opportunities for students, such as after school tutoring and summer school.

LACP Goal: Whole Child (WC): LVUSD will cultivate the health, safety, and wellbeing of the whole child through curriculum, counseling, and positive learning spaces.

- Action # 2: Provide foundational classroom materials and staff training to develop students' social emotional health and well-being.
- Action # 4: Expand access to mental health supports for TK-12

## **Approval Signatures**

Curriculum Approved by **Principals & Department Chair(s)** [☒] YES [ ] NO

Date of Action: 5/9/2022

Curriculum Approved by **Assistant Superintendent of Education** [☒] YES [ ] NO

Date of Action: 5/10/2022

Curriculum Approved by **Cabinet** [☒] YES [ ] NO

Date of Action: 5/10/2022



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Curriculum Approved by **Curriculum Council** [ ☐ YES [ ☐ NO

Date of Action: \_\_\_\_\_

Curriculum Approved by **Board of Education** [ ☐ YES [ ☐ NO

Date of Action: \_\_\_\_\_

\*All approved courses remain subject to availability of funds and student sign-ups.\*





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## Curriculum Approval Form

<b>Name of Curriculum (If applicable, include publisher name):</b>	Leadership
<b>Subject Area:</b>	Elective
<b>Course/Grade Level(s):</b>	9-12
<b>School Sites:</b>	CHS & AHS
<b>Why is this Curriculum Needed? Include a description of any pertinent changes from the prior curriculum.</b>  Our leadership course supports elected and chosen students who operate our Student Council in support of our Associated Student Body. While the course has previously approved curriculum, both sites are finding the need to update the curriculum to allow for greater access to what it means to be a leader on our high school campuses.	
<b>Curriculum Description (Maximum 250 Words):</b>  Leadership is a one-year course that students may take for multiple years. The primary responsibilities of the elected class officers and student representatives include communicating with and representing the student body, as well as the planning and production of all-school activities. In an effort to promote student engagement on campus, the leadership course strives to offer a variety of events/activities with the hope that every student will find something that appeals to them personally. While planning, organizing and promoting various on-campus events is the main focus of the class, students will be expected to complete coursework related to effective leadership so that their endeavors to engage the whole student body can be better realized.	
<b>Textbook(s)/Materials Title(s):</b>	<i>The Student Leadership Challenge</i> , 3rd Edition (Kouzes & Posner, 2013 )
<b>Textbook(s) ISBN(s):</b>	978-1118390078 978-1118390085
<b>Digital Component:</b>	N/A



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<b>Total Projected Cost:</b>	Approx \$1,600 per year (\$20 per workbook; 45 AHS Students, 32 CHS Students per year)
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<b><u>Names of Committee Members/Pilot Teachers and Administrators:</u></b>
Kelly Ortiz Courtney Johnson Ashley Wenter Sandy Wiltshire Sami Miller
<b><u>The Process</u></b> (Describe the process in which the committee reached the decision to recommend the instructional materials/curriculum to Curriculum Council. Please include information surrounding committee representation, timeline for piloting, the decision process, as well the various elements of the pilot project):  The ASB Directors from each high school met alongside the Assistant Principals who oversee ASB. As a team, the 5 educators discussed program alignment and autonomy, both of which are important to both sites, and ways in which we can improve the class. We were able to brainstorm and implement structural ways to align the programs while also allowing for each site to maintain independence in their individual programs. The working group identified focus areas from the California Association of Directors of Activities (CADA) standards that the course should focus on.  The assistant principals from each high school met to create 5 units with corresponding activities and four overarching units of planning, communication/public speaking, feedback, and writing that each ASB director can adapt to meet their individual needs and teaching styles.
<b><u>Professional Development:</u></b> (What professional development was provided prior to the adoption and what professional development will be provided as a component of the curriculum rollout?)  Members of the team are familiar with the book, as well as with best practices for teaching leadership skills. Preparing for the curriculum proposal, they read, watched videos, and engaged in conversations with one another, and with other leadership teachers/ASB directors in order to grow in their understanding of best practices. In typical years, the ASB





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Director who teaches the leadership class is given the opportunity to attend the annual CADA (California Activities Directors Association) conference, which provides numerous opportunities for professional growth.

### **What instructional supports does the curriculum have for Special Education students?**

### **What instructional supports does the curriculum have for EL students?**

Given the flexible nature of the class, students with special needs and English learners have every opportunity to find individual success. The curriculum is centered on *The Student Leadership Challenge* and encourages personal reflection and interpersonal connection. As such, this allows all learners to access the content, as it encourages students to grow their individual and collective leadership skills.

**LVUSD LCAP Alignment** (Please include information on how the curriculum aligns with the LCAP, mission/vision of LVUSD, and how this vertically articulates with curriculum and instruction in grades TK-12)

#### LCAP Goal:

College and Career (CCR): LVUSD will support students with the curriculum, instruction, and intentional guidance to provide every opportunity for success in college and career.

- Action # 1: Continue to develop small staff learning groups (known as Professional Learning Communities or PLCs) to support curriculum alignment, upcoming curriculum adoptions and student academic achievement.
- Action # 4: Develop capacity in a team of district-wide data leaders to identify areas of needed curricular/instructional growth and to support staff in adjusting their practices.

Professional Capacity (PC): LVUSD will build the professional capacity of our staff to prepare current and future teachers and leaders to best meet our students' diverse needs.

- Action # 2: Develop and deploy professional development for all staff to promote educational equity and grow student achievement.

In addition, this course is aligned to the California Association of Directors of Activities (CADA) standards. These include six six core principles of student leadership:

1. Communications
2. Civic & Service Learning
3. Personal & Social Development
4. Government
5. Business & Finance
6. Technology & Digital Citizenship





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## Approval Signatures

Curriculum Approved by **Principals and Department Chair(s)** [☒] YES [ ] NO

Date of Action: 5/9/2022

Curriculum Approved by **Assistant Superintendent of Education** [☒] YES [ ] NO

Date of Action: 5/9/2022

Curriculum Approved by **Cabinet** [☒] YES [ ] NO

Date of Action: 5/10/2022

Curriculum Approved by **Curriculum Council** [ ] YES [ ] NO

Date of Action: \_\_\_\_\_

Curriculum Approved by **Board of Education** [ ] YES [ ] NO

Date of Action: \_\_\_\_\_

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**6-12 Core Books Additions**  
**Presented to Curriculum Council on 5/17**

<b>6th Grade</b>
Suggested Core Title
<i>Ghost</i> by Jason Reynolds
<i>Look Both Ways: A Tale Told in 10 Blocks</i> by Jason Reynolds

<b>7th Grade</b>
Suggested Core Title
<i>The Skin I'm In</i> by Sharon Flake
<i>Ghost Boys</i> by Jewell Parker Rhodes

<b>8th Grade</b>
Suggested Core Title
<i>Brown Girl Dreaming</i> by Jaqueline Woodson
<i>The Other Boy</i> by M.G. Hennessey

<b>9th Grade</b>
Suggested Core Title
<i>Dear Martin</i> by Nic Stone
<i>This Is My America</i> by Kim Johnson
<i>The Life of Frederick Douglass: A Graphic Novel</i> by David Walker

<i>The Poet X</i> by Elizabeth Acevedo
<i>The Sun is Also a Star</i> by Nicola Yoon

10th Grade
Suggested Core Title
<i>If I Ever Get Out of Here</i> by Eric Gainsworth
<i>Salt to the Sea</i> by Ruta Sepetys

11th Grade
Suggested Core Title
<i>Amiable with Big Teeth</i> by Claude McKay (1941)
<i>Shuffle Along</i> (1922 play) by Eubie Blake with lyrics by Noble Sissle
<i>Wuthering Heights</i> by Emily Bronte
<i>The Guernsey Literary and Potato Peel Pie Society</i> by Annie Barrows

12th Grade
Suggested Core Title
<i>Fresh Ink</i> (various authors)
<i>New Suns: Original Speculative Fiction by People of Color</i> Shawl, Nisi, ed.
<i>How to Read Literature Like a Professor</i> by Thomas C. Foster



*Amazons, Abolitionists, and Activists*  
by Mikki Kendall and A. D'Amico

*Freak the Mighty- YA Lit*



# Las Virgenes Unified School District Pilot Project/Course Proposal

Project/Course Title	Competition Class Battle of the Spartans
Educator Submitting Project/ Course	Hayley Tepper
Department/School	AEW
Grade levels affected:	Grades 6-8th
<p><b>What is the rationale for this project/course? Why is it needed?</b> It will provide opportunities for learning and competing across disciplines for motivated, competitive, creative students who will benefit from showcasing their work, knowledge, and skills. This engaging course will teach teamwork, confidence, public speaking, collaboration, and critical thinking, all of which result in a growth mindset and strong mental health.</p>	
<p><b>Please include feedback from students regarding the rationale for and interest in the course. If there was no student feedback, explain why not.</b></p> <p>Students who have participated in Odyssey of the Mind stated that they enjoyed working together collaboratively and practicing spontaneous challenges. In order to work on a solution for the long-term problem that is posed by the Odyssey of the Mind and practice spontaneous challenges, students need significantly more time than a weekly lunch club can provide. The Odyssey of the Mind students have been meeting every Sunday for 3 hours since November. Having a daily class would provide much needed time to complete the requirements and practice for competitions. Additionally, numerous students are interested in competing in other competitions, and this would provide space and time and support for the students to engage in these types of activities. Some examples of other competitions include spelling and geography bees, science fairs, real world problem solving competitions, speech and debate, podcasting, and more.</p>	
<p><b>Project/Course Description: (Maximum 250 Words): Tip: Explain the objectives and methods of the class.</b></p> <p>This course strengthens students' skills in multiple disciplines (language arts, social science, math, and science) as they compete against other students, schools, and communities in a variety of academic competitions. Students will experience and practice teamwork, camaraderie, and build a strong sense of community while also improving their discussion techniques, problem-solving strategies, and creativity. While all students will participate in practices, individual students will find an area of passion and strength on which to focus, thus building confidence and gaining valuable experience in an area of interest.</p>	



## Las Virgenes Unified School District Pilot Project/Course Proposal

### How does this project/course fit into our graduation requirements and course pathways?

This class will provide an avenue for students to explore school-based competitions and has an instructor, space, and dedicated time for students to research, practice, collaborate with teammates and represent the school in an organized manner.

### Impact on facilities

No additional impact on facilities. A classroom will be used as part of a teacher's normal class load.

### Impact on existing courses

This course will provide an additional elective for students who seek to compete in school-based competitions. The class is a unique elective offering and will appeal to a variety of students.

Textbook(s)/Materials Title(s):	The materials needed will be related to the various competitions, and may include items such as craft supplies to create props, costumes, music, and reference materials.
Textbook(s)/ISBN(s):	<i>Lots of Problems, Many Solutions</i> by Dr C Samuel Micklus & Samuel W Micklus. Published 2007; <i>Spontaneous Combustion II</i> by Dr C Samuel Micklus & Samuel W Micklus. <i>The Spirit of Creativity</i> by Dr. Samuel Micklus, Published 2018
Total Projected Cost	One section of a teacher's schedule; books = \$2500
Funding Source (provide details):	One section of a teacher's schedule will be provided, and school site funds and PFC funds will support entry fees and travel costs to local competitions. Student financial need will not prevent participation.

### How will the course be accessible to all students?

The course will be available to as many students as possible who demonstrate interest in the course content. It can be modified/adjusted as needed for various student needs.

### Is there any additional pertinent information about the project/course that is not described above?

N/A





## Las Virgenes Unified School District Pilot Project/Course Proposal

**In what ways is the project/course aligned to the California Content Standards and District goals?**

**ELA:**

- Critical thinking & analysis
- Research, writing, & technology
- Comprehending informational text
- Developing language skills (speaking & listening)

**SS:**

- Literacy
- Inquiry
- Citizenship

**Math:**

- Thinking like a mathematician
- Content-based grade level math standards

**Science:**

- Science & engineering
- Cross-cutting concepts
- Disciplinary core ideas

Goals: In alignment with the desire to bolster enrollment, the GATE program is growing, and this could provide an appealing elective to GATE students and other students. Additionally, the District values being responsive to student/family requests that align with District values.

### **Project/Course Submission Verification**

Project/Course Submitted by (name): Dr. Mike Roberts and Hayley Tepper.

School: AE Wright Middle School/Electives Department

### **Required Signatures**

Course Approvals by **Principals and Department Chairs**

Principal:

A handwritten signature in blue ink, appearing to be 'ml m f'.

Date: May 10, 2022

Department Chair: *Hayley Tepper*

Date: May 10, 2022



**Las Virgenes Unified School District  
Pilot Project/Course Proposal**

Project/Course Approved by **Assistant Superintendent of Education**

☒ Yes      ☐ No

Date of Action: 5/10/2022

Project/Course Approved by **Cabinet**

☒ Yes      ☐ No

Date of Action: 5/10/2022

Project/Course Approved by **Curriculum Council**

☐ Yes      ☐ No

Date of Action: \_\_\_\_\_

**\*\*All approved courses remain subject to availability of funds and student sign-ups\*\***