

LAS VIRGENES UNIFIED SCHOOL DISTRICT

4111 LAS VIRGENES ROAD
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**LAS VIRGENES UNIFIED SCHOOL DISTRICT
PATHWAYS COMMITTEE MEETING**

February 21, 2024

Present: Mr. Dallas Lawrence, Board Vice President
Ms. Lesli Stein, Board Member
Dr. Dan Stepenosky, Superintendent
Ms. Kim Patterson, Director of Secondary Education
Ms. Jana Davenport, Director of Elementary Education
Dr. Mike Roberts, Director, Educational Services
Mr. Jim Klein, Chief Technology Officer
Ms. Courtney Peoples, DEI Coordinator
Ms. Darci Miller, President, LVEA
Mr. Scott Foli, AE Wright Middle School Principal, Health Education Committee
Ms. Julie Herrera, AE Wright Middle School Teacher, Health Education Committee
Ms. Kristen Dizon, AHS CTE Department Chair, Health Education Committee
Mr. Chad Bloom, AHS VAPA Department Chair
Ms. Kirby Brock, AHS Assistant Principal
Mr. Eric Anhalt, Lindero Canyon Middle School Principal
Ms. Liberty Logan, Sumac Elementary School Principal

The meeting came to order at 1:05 p.m.

California Healthy Youth Act (CHYA)

Ms. Peoples reminded the Committee that the California Healthy Youth Act (CHYA) is the comprehensive sex education and HIV/AIDS prevention education mandated by the California Department of Education (CDE). It is designed to be taught as roughly a 12-day course, once in middle school and once in high school. Health Education Committee members Ms. Dizon and Ms. Herrera reported that their team had reviewed two vetted and widely used curricula in California: *Positive Prevention Plus* and *Teen Talk*. While both met the CHYA requirements, *Teen Talk* was found to be more comprehensive and offered better support and resources for teachers. The team made a recommendation to move *Teen Talk* forward. The committee will meet to discuss best practices for effectively integrating CHYA instruction into the curriculum. Mr. Lawrence and Mrs. Stein brought up thoughtful questions, which included determining the specific content to be covered and identifying areas of existing curriculum that might be replaced or omitted, particularly since the CHYA instruction will be conducted during science classes, potentially impacting some Science Content Standards. Ms. Stein and Mr. Lawrence asked the team to bring more information back to the next Pathways meeting to discuss standards mapping

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California Healthy Youth Act (CHYA) (continued)

for embedding CHYA in science instruction, as well as program implementation and a communication rollout plan for teachers and the community.

Visual and Performing Arts (VAPA) - Arts Strategic Planning

Dr. Roberts shared that earlier this fall, the District created a VAPA Planning Committee consisting of district staff, including elementary, middle, and high school teacher representatives. The intent of this committee is to work through a Los Angeles County Arts Education Collective Grant to create a five-year districtwide VAPA Strategic Plan. They are in Year 1 of this plan. Representatives Kimberleigh Aarn and Jill Newman from LA County Arts Education Collective have helped district stakeholders facilitate this work. Proposition 28 funds will be able to be allocated for use to align practices and ensure equitable programming across all grades and schools. Dr. Roberts and the staff presented the five-year plan goals to the Committee.

Ms. Davenport shared that the recent history of VAPA funding was provided by grants, which enabled the district to temporarily fund elementary VAPA teachers; however, that funding runs out this year. Moving forward, the District will be able to provide elementary VAPA at a little more than 50% of its current model using Prop 28 funding. Parent Faculty Associations/Clubs will be able to supplement funding based on site enrollment numbers to ensure equitable programming. Sites with >450 enrollment will be able to fund 24 hours of additional classified support, and sites with <450 will be able to fund 20 hours.

With the ability to plan more strategically, the District is researching a foundational vocal music program as a unified offering to all elementary students in the future. AHS VAPA Department Chair Chad Bloom shared that given the expectation that Proposition 28 funding remains consistent, this plan is a great step to ensure that the inflow of funding will be directed towards a shared experience across all grade levels and school sites.

Districts will be required to submit an annual board-approved report, and the funds will be allocated year to year in the following manner:

- 80% certificated teachers, classified personnel, teaching aides, and other musical avenues
- 20% materials and supplies (1% of the 20% can be spent on administrative costs)

The district has spent some of this funding on materials this year and will be able to roll over the remaining funds for the following year.

Dual Immersion

Sumac Elementary Principal Liberty Logan, Lindero Canyon Middle School Principal Eric Anhalt, and Agoura High School Assistant Principal Kirby Brock provided overviews and

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Dual Immersion (continued)

updates on their dual immersion programs. The District communications team has been doing a great job marketing the dual immersion program, and both sites are seeing positive results from this targeted effort. Sumac tours for potential parents for the 25/26 school year are packed, and they are building relationships with two local dual immersion preschools in the area to raise awareness about this program.

Sumac currently has two full TK classes, and they hope to have three Kinder classes next year. Families are moving into the neighborhood for the dual immersion program. Fifth-grade families are excited about their students' transition to middle school. Sumac is looking forward to having 6th-grade Lindero Canyon students visit their campus so that the dual students can see their pathway in music. The current total enrollment is at 336, which is substantially higher than last year's, and they are slated to be up again next year. There are 42 students in the current 5th-grade class, which is the largest number of dual students to date.

Principal Anhalt reported the current Lindero Canyon dual enrollment numbers:

- 6th grade students = 30
- 7th grade = 25
- 8th grade =24.

He elaborated on the middle school pathway. All dual immersion students take their social science classes in Spanish in grades 6-8. If students prefer, they have an opportunity to take a second Spanish class as their elective choice by taking a zero-period PE class. This option opens up a class in their schedule for a second elective. The second Spanish class offered as an elective is a Language Arts course, which, in addition to core grammar, incorporates literature circles, cultural components, outings, and opportunities to apply language skills into the curriculum. 95-98% of the dual students take both of these Spanish classes. Principal Anhalt shared that there is a waitlist for next year's zero period.

Lindero Canyon has two full-time staff members. As the dual enrollment demand grows, the plan would be for those teachers to teach more sections. Teachers have to have the credentials to teach subjects in Spanish. The District is currently conducting an audit to see which certificated staff have licensure and may be eligible to teach a dual immersion course as the program continues to grow into high school.

The pathway plan for Agoura High School has been growing slowly. They are starting to see cohorts large enough to begin planning to offer classes outside of only Spanish language classes. Spanish 2 for Spanish Speakers was recently approved by the BoE as a new course that will be offered at Agoura High School next year. This is the appropriate foreign language course

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Dual Immersion (continued)

8th-grade dual students could take as freshman. AHS hopes to continue to build their pathway so those students can take Spanish 3 for Spanish Speakers, etc. The team is also looking at possibilities within the IB Program because IB courses can be taught in other languages. There are conversations ongoing with Pierce College to offer a dual enrollment class taught in Spanish. There are also Advanced Placement language and literature courses that may be options for freshman and sophomore students. Ms. Patterson added that the AP Spanish Literature course is a Spanish Literature survey course that gets college credit and may be a good class to consider as a pathway course option for our freshman and sophomore students.

If students have mastered four levels of a language and demonstrate proficiency on their CAASPP scores, they will receive a Seal of Biliteracy on their high school diplomas.

Local Control Accountability Plan (LCAP) Mid-year Update

Dr. Roberts reported that the District is required to present an LCAP Mid-year Review to the Board of Education, which will be brought to the next Board meeting. An LCAP Committee meeting will cover a broad overview of the LCAP and explain the California Dashboard data requirements for the LCAP.

Dr. Roberts shared the LCAP 2023-2024 Roadmap, which highlighted action items that had been set forth on the current 2021-2024 LCAP plan and illustrated the work being done this year. The new LCAP Plan will be set for 2024-2027. There is a new requirement to include specific action items for any areas where the District had received a Level 1 score on the Dashboard. Those areas will be explicitly identified as goals.

The Committee discussed that the specific numeric goals were not listed in the roadmap. Dr. Roberts confirmed that he would share them with the committee members during the upcoming LCAP Committee meeting.

Other Business:

Artificial Intelligence (AI):

Jim Klein reported that the District lacks a shared common understanding of AI use and expectations among teachers and students. The technology team created a document to assist teachers, which they would like to provide to staff during the 3/11 Staff Development Day. Staff intends to offer some self-guided activities and are also planning some professional development with Ms. Lisa Hatfield. The District wants to encourage teachers to utilize the presented document to post in the classroom, which can inform students per assignment whether or not AI is permitted:

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Artificial Intelligence (AI) (continued)

- Red Assignment = No AI use allowed
- Yellow Assignment = Need teacher permission for AI use
- Green Assignment = AI is allowed.

Concerns were expressed about AI student use. Mr. Klein suggested that we may need to rethink the way lessons work as technology evolves and becomes more accessible. Experts are having conversations about adopting a math-style approach to writing, requiring students to show their work. Students would work their way through drafts and peer reviews, cite their sources, including AI, and cite their prompts when utilizing AI.

The committee discussed the speed at which this topic is addressed. Moving slowly would allow for a thoughtful approach to ensure that the wrong skill set is not taught from a critical thinking perspective. Mr. Klein reassured the committee that AI is developing those skills as part of their results, including cited sources.

The Committee agreed that students are already using AI, and part of our job and mission is to teach students to be critical thinkers. It's important that we take this opportunity to provide parameters for appropriate use. Mr. Klein reported that this will expand gradually and will take time.

The meeting was adjourned at 2:56 p.m.