

LAS VIRGENES UNIFIED SCHOOL DISTRICT

4111 LAS VIRGENES ROAD
CALABASAS, CALIFORNIA 91302
Telephone: (818) 880-4000
Fax: (818) 880-4200
www.lvusd.org



BOARD OF EDUCATION

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

March 20, 2024

Present: Mr. Angela Cutbill, Board 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
Ms. Courtney Peoples, DEI Coordinator
Ms. Tina Johnson, Coordinator of Libraries, Career Education & Outreach
Ms. Kirby Brock, AHS Assistant Principal
Mr. Carina Diana, CHS Assistant Principal
Mr. Tyler Lee, CHS Assistant Principal
Ms. Linda Kaplan, ELD Department Chair

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

Early College Academy

Staff provided an enrollment update on the Early College Academy classes. There is one course being offered at AE Wright Middle School. The following high school courses are currently offered:

Calabasas High School

- Psychology / Sociology
- Introduction to Business / Marketing
- Anthropology / Astronomy

Agoura High School

- Introduction to Business / Marketing
- Anthropology
- Emergency Medical Response* (Moorpark - KASMA)

The number of students enrolled in dual (concurrent) enrollment courses from 2022-23 and 2023-24 are:

- CHS - 109
- AHS - 211

The teams are continuing to work with community college partners to advocate for bringing additional concurrent course options to LVUSD students.

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Dashboard Indicator Review

Ms. Patterson presented criteria included in the calculations through which LVUSD high school students are identified as College/Career-ready on the California School Dashboard. Increasing awareness about A-G requirements is a focus at both high schools. Calabasas High School Assistant Principal Ms. Diana shared a query she worked to develop to enable counselors to track this information in grades 9-12. The following implemented efforts continue to identify students who may not currently be registering as College/Career-ready on the Dashboard:

- Building CAASPP awareness. Both high schools continue to message about the importance of taking the CAASPP and how scores can benefit students and be used for college placement.
- Both high schools are using interim assessment blocks (IABs) for math, ELA, and science to help students practice and prepare for state assessments.
- English is also using StudySync assessments.
- As colleges revert to requiring test scores, it is in students' best interest to take as many tests as they can, to be best prepared. This message is being communicated.

CHYA (California Healthy Youth Act)

Ms. Peoples reminded the Committee that 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. The team reviewed two vetted and widely used curricula in California and shared more information and sample lessons from *Positive Prevention Plus*.

- *Positive Prevention Plus* is aligned with California Ed. Code and meets all baseline CHYA requirements.
- There are ten lessons for both middle and high school, which equals about two weeks of instruction. They offer a modified curriculum for students who may need it.
- There is a strong emphasis on respect and talking to trusted adults.
- At the end of each lesson, there is homework that goes home to a parent/guardian.
- They have online modules, consumables, and bilingual materials.
- They have been around for over 32 years.
- There would not need to be additional supplementation with this program.
- PD will be provided to teachers and counselors.
- Webinars will also be offered to parents.

This will go to the May Curriculum Council for their recommendation to move forward for Board of Education consideration. If adopted, CHYA will be taught in middle school by 7th-grade science teachers and most likely in the required Life Science classes in high school.

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Human Geography CP (College Prep) Textbook

Assistant Principal Tyler Lee reported that the high school team who reviewed Human Geography CP textbooks included AP Human Geography teachers who were familiar with Human Geography content, Freshman Seminar teachers who understand the college prep rigor level needed for 9th-grade students, and potential CP Human Geography teachers for next year. They reviewed eight textbooks and unanimously agreed to bring the Pearson *Contemporary Human Geography* textbook forward for approval due to the scaffolding the text offers and the online resources available to students. Every two-page spread is a new lesson with guiding questions, appealing visuals, and very digestible content. The team mapped and determined entry points to connect the required Ethnic Study frameworks.

Core Literature

Ms. Tina Johnson shared a rubric and process for the District to implement to review core literature requests through a more universal screening that could facilitate bringing titles forward for approval on an annual basis. The rubric will consider aspects such as the reputability of sources, availability of teacher resources, and whether the book has been critically praised or won awards, among others. Each title will require vetting through two teachers in order to move forward.

Elementary ELD (English Language Development)

ELD Chair Ms. Linda Kaplan shared the current curriculum that is being used in elementary schools for English learners. The number of newcomer upper elementary English Learners continues to increase, and they are less likely to be reclassified before moving into middle school. When the new ELA frameworks were introduced in 2014, many publishers did not include materials for English Learners. The team reviewed new curricula and presented materials they would like to purchase to pilot from Oxford University Press: *Buzz* and *Discover*. The teams will pilot these in the next six weeks and bring a recommendation forward to the Curriculum Council and the BoE for adoption to use next fall.

Elementary Health Curriculum

Ms. Davenport reminded the Committee that the K-5 health curriculum pilot is underway with *The Great Body Shop* and *HealthSmart*. At least one teacher from each school site is piloting. Ms. Davenport shared samples of the programs. One goal for elementary health instruction is to facilitate opening up conversations more comfortably and regularly with students about their bodies and health. *The Great Body Shop* is less time intensive, and *HealthSmart* has longer lessons, workbook pages, and more reading. The team hopes to bring their recommendation to a Curriculum Council meeting and to the Board for their consideration in the near future.

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Cursive and Keyboarding

Cursive: Instruction continues. We are researching resources and materials to support handwriting instruction.

Keyboarding: There is no formal instruction on keyboarding in LVUSD until 3rd grade. However, teachers are provided with resources, such as typing.com. This application is also on students' 1:1 devices. The team will look at pushing out additional resources to our elementary schools districtwide.

Math K-12

Board Member Stein inquired about efforts to provide additional support to students in K-12 math and asked for clarification about the math support class that will be offered at both high schools next year. Ms. Patterson shared the class is only for students who need a lot of support in Algebra I. The high schools are in the process of identifying teachers who may want to teach this class, and sites are identifying which current 8th-grade students would benefit from this extra math support period. Students/parents will opt-in to take this course, which will be capped at 25 students. It will be offered as a 7th class; students will not lose an elective period. Students who need a lesser amount of help will be able to utilize their regular support periods. The peer tutor program will also be able to assist with tutoring struggling students.

Ms. Stein asked if ELOP funding could be utilized for summer or after-school math tutoring. Dr. Roberts reported that ELOP funding is targeted at specific populations and solely for grades K-6. The summer program, Find My Genius, offers math and ELA instructional blocks in their morning programming. Data is gathered at the start of the summer and at the end of the program. Going forward, staff will look into whether they can track these students in PowerSchool throughout the year to determine if the support has impacted long-term success. The YMCA, Boys and Girls Club, and Camp Calabasas also offer support during the school year for students enrolled in their programs. Ms. Stein asked if it would be possible to use our teachers for tutoring after school. Dr. Roberts said that it could be a possibility for next year.

Ms. Davenport shared that her prior district brought in an independent program to target after-school instruction and saw significant growth as a result.

Other Business:

No other business was discussed.

The meeting was adjourned at 2:20 p.m.