

LAS VIRGENES UNIFIED SCHOOL DISTRICT

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**LAS VIRGENES UNIFIED SCHOOL DISTRICT
CURRICULUM COUNCIL MEETING**

November 16, 2022

Present: Eric Anhalt, Ashanti Blaize, Chad Bloom, Amy Strachman Borsell, Kirby Brock, Colin Buchanan, Adam Corriea, Jana Davenport, Carina Diana, Dana Dickson, Marlene Didierjean, Brian Edelman, Dr. Clara Finneran, Lauren Freedman, Kelli Garcia, Sheri Given, Liberty Logan, Kevin Kane, Krista Lucas, Mason Markell, Linda Menges, Ann Murray, Kim Patterson, Courtney Peoples, Shelly Pimstone, Justin Pistotnik, Madhuri Raum, Emma Richardson, Emily Ritchey, Sandra Ritvo, Dr. Michael Roberts, Michael Robkin, Pam Rudy, Kamran Salem, Jenny Sobczyk, Allison Stein, Carrie Trupp, Michael Yeung

The meeting was called to order at 3:30 pm by Dr. Finneran.

Dual Immersion Program

Staff provided an update on the dual immersion program which started in Las Virgenes in 2009, with 2 kindergarten classrooms. The Program has grown a grade level each year and the first students are currently high school juniors. This year at Sumac there is one TK class and 3 kindergarten dual classes. The dual language immersion master plan goal continues to provide students in TK-12 with the opportunity to become bilingual and biliterate, as well as have high academic achievement in all of the content areas while being cross culturally proficient learners.

DLI stands for dual language immersion. There are multiple models for delivery. Sumac's program elements include:

- Utilizing a 50:50 simultaneous model aligned to language separation. This means that students can speak to teachers in the language they prefer, however teachers maintain the target language when they speak to students. Dual teachers need a BCLAD credential which allows a teacher to teach a core content area in a language other than English.
- Focusing on strategies to develop students' literacy and linguistic abilities in both languages.
- Developing parent partnership agreements. It takes 5-7 years for a student to become bilingual.

- Focusing on multi-cultural proficiency through honoring all of the diversity in the school and our world.
- Sumac has 320 students attending Sumac and are anticipating to have 2 TK classes next year.

Principal Anhalt shared that about 10% of their students are in the Lindero Canyon dual program. Since their first group of students started a few years ago, Lindero Canyon has also been able to provide a home to fluent Spanish speaking students coming from both inside and outside our school district.

Lindero program highlights:

- Students take their social studies class in Spanish. Their first elective is Spanish Language Arts.
- There is a zero period PE class before school and an after school elective drama class offering for students to expand their options.
- Off campus experiences such as trips to restaurants, visiting supermarkets, and trips to Olvera Street and colleges/universities.

Assistant Principal Brock shared the current dual immersion numbers at AHS. There are 13 juniors, 19 freshmen, and they're expecting about 30 freshmen next year. The language options available for these students at the high school level and possible future classes include:

- Six levels of Spanish language in conjunction with the IB (International Baccalaureate) or AP (Advanced Placement) programs.
- Other language opportunities to further expand their language through Pierce and Moorpark Colleges.
- Looking at how the IB diploma candidates can take their English course taught in Spanish.
- Looking at adopting additional courses for the dual students as their cohort numbers grow.

Dr. Finneran explained that there are at least 50 staff members who are supporting these students/programs. Last year there was a statewide essay winner in each grade span. Students are also able to earn the State Seal of Biliteracy and those numbers continue to increase with this program. She thanked the presenters for their information and time. Ms. Menges added that this program was a dream of a former Board member, Ms. Gaines. As it has evolved, there have been adaptations needed, but staff has consistently and creatively worked together and it's been very exciting to watch it come to full fruition.

Ms. Given, Lindero Canyon's dual immersion Spanish teacher, asked if there were teachers at Agoura High School with BCLAD credentials. Dr. Finneran and Ms. Patterson said they will research and provide more information. Ms. Given asked if there may be a possibility of offering an academic option at Agoura. As students choose electives, it becomes harder to continue with those and a language. Ms. Finneran agreed and Ms. Brock concurred that now that the cohort numbers are building, conversations are ongoing. Ms. Davenport added that the immersion experience LVUSD is offering is a huge asset for our students and thanked them for

their participation.

Ms. Lucas added that she works at Pepperdine University close to the International Studies and Languages Departments and suggested they would be happy to host our dual students for a visit. Dr. Finneran thanked Ms. Lucas and introduced another community member Ms. Blaize, who works at Santa Monica College, as another potential connection for college visits.

Student Data

Dr. Finneran expressed how wonderful our staff members are, and how challenging their work is and has been, over the last few years. They look at every student and try to meet their needs wherever they are, from a positive lens. LVUSD looks at multiple assessments, in addition to CAASPP (California Assessment of Student Performance and Progress) data, which include formative assessments (every day in class), periodic summative assessments (currently using RenStar), attendance rates, D/F rates, as well as social emotional data. Dr. Finneran presented an overview of and reviewed some of the CAASPP summative scores by subjects and grade levels. The following were observations shared with the Committee about the CAASPP scores:

- LVUSD's CAASPP scores are markedly higher than statewide scores and we have grade levels meeting/exceeding standards up to 30% higher than statewide averages. And, there is always room for improvement across all of our metrics.
- Pre-pandemic scores as compared to the Spring 2022 scores, did not see the same level of decreases as the statewide scores.
- LVUSD scores dipped a little more at the secondary level than the elementary level.
- Some elementary level scores increased.
- For LVUSD's 3rd, 4th and 5th graders, last year could have been the 1st time they would have even seen a CAASPP assessment.

LVUSD has implemented a lot of systems of support such as a family resource center, intervention specialists, credit recovery options, and professional development opportunities to utilize when specific needs arise.

Ms. Davenport added that when looking at any of the grade levels, the increases and dips could be attributed to a number of variables in both a pre- or a post-pandemic school year, however there is evidence of a strong foundation. LVUSD will continue to focus on continual improvement, appropriate training to provide and what partnerships can be created with families to continue to move our scores forward. Ms. Patterson shared that in the last decade, there have been significant shifts in the California state standards for ELA (English Language Arts) and math, and that teachers continue to adjust. Districts are still awaiting the new math framework, expected to be approved at the state level this year. The performance drops are more significant in grades 8 and 11 from where we were in 2018. The District is poised to think about instruction and curriculum, and take our solid practices to the next level around the new standards. Since participation rates for 11th grade have not been as robust, the District will be working to achieve a full 95% participation rate at 11th grade, as well as more closely monitoring the transitions

from 5th -6th grade and to 8th grade.

Dr. Finneran shared that this data is reviewed through a variety of demographic lenses, such as race, ethnicity, level of parent education, and other factors, and will be shared with the Board in the new year.

Ms. Menges shared that the assessment was offered later during the 2021-22, which fell around the same time as the AP (Advanced Placement) assessments. Ms. Patterson is working with AHS and CHS on the ideal timing of the state assessments.

Community member Robkin requested that the data that will be presented to the Board of Education, also be brought back to the Curriculum Council at a later date.

The Council was given some time to consider and share their thoughts on the following prompts:

Given our shared value of a quality education, describe your understanding of the purpose of these state assessments. And, why might they be relevant to our students, staff, families and community members?

What might be some factors that impact the perception of the importance of state assessment data? How can we, in our various roles, address these factors?

5th Grade Outdoor Education

Ms. Davenport reported that our 5th grade LVUSD students will be returning to a 4-night/5-day Outdoor Education adventure this year hosted by WOLF, the Wilderness Outdoor Leadership Foundation. Their program focuses on science, team building, primitive living skills, wilderness first aid, and adventure activities. The curriculum will be aligned to the NGSS (Next Generation Science Standards) and practices and the California HSS (History-Social Science) standards. A virtual parent meeting was held on November 14th, the LVUSDoutdoors.org website has been created and is live, and the first ODE week is scheduled for the week of February 27. Teacher day directors have been identified and the overnight position has been posted and will be interviewing soon. The total cost for the program is \$495. Families will be able to make four payments over the school year. The District will offer scholarships or financial assistance to those families in need. Site PFAs PFCs will also be supplementing ODE tuition.

Other Business

No other business was discussed.

The meeting was adjourned at 4:35pm.