



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

May 20, 2020

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Present: Ms. Lesli Stein, Board President  
Ms. Angela Cutbill, Board Vice President  
Dr. Rose Dunn, Assistant Superintendent, Personnel  
Dr. Clara Finneran, Assistant Superintendent, Education  
Mr. Ryan Gleason, Director of Education and Leadership  
Mr. Jim Klein, Chief Technology Officer  
Dr. Stephanie McClay, Principal, Agoura High School  
Ms. Mary Hazlett, Assistant Principal, Agoura High School  
Dr. Jackii Duncan, Administrator of Data and Teacher Support  
Ms. CJ Foss, Principal, Calabasas High School  
Ms. Sara Exner, Assistant Principal, Calabasas High School  
Mr. Craig Hochhaus, LVEA President

The meeting came to order at 1:02 p.m.

**Preparing for the 2020-21 School Year**

The Committee discussed the process, values, and major categories of focus for our work in the coming months. The group discussed the differences between plans and decisions in an effort to manage expectations. Plans are tentative and will be finalized as decisions in August based on the local and national context. A staff goal will be to clearly and transparently communicate with our community about what decisions have been made and where we are in the planning phase.

The group discussed guiding values for our approach to plans and decisions in the coming months. These are as follows.

- The physical safety and emotional well-being of students, staff and families come first
- Students need to continue to learn and be connected to school
- Diverse perspectives are respected and encouraged
- Communications are timely, direct, and transparent
- Flexibility is important
- Plans and decisions must reflect our fiscal reality

Finally, staff is working to develop plans and decisions in the following major focus areas.

- Instruction
- Health & Safety
- Social & Emotional Support Systems
- Family & Community Engagement
- Operations

Standing Board and Superintendent committees, including Pathways Committee, and other stakeholder groups, such as District Roundtable (LVEA representatives), will support the development of our evolving plans and decisions.

### **Local Control and Accountability Plan**

Given the COVID-19 crisis, Governor Newsom suspended the timeline for submitting the Local Control and Accountability Plan (LCAP) this June. The revised statute requires that the Board adopt a basic report that demonstrates how staff are currently delivering instruction, and how staff are using resources to support high-need families and the broader community. This brief report will be presented to the Board at an upcoming Board meeting. In December of 2020, LVUSD will need to officially submit the LCAP that was originally due in June 2020, and then will need to submit another LCAP in June of 2021. In short, LVUSD will need to complete two LCAP cycles in the 2020-21 school year.

### **Concurrent Enrollment**

The concurrent enrollment conversation focused on the World Languages department. This year LVUSD high schools experienced a reduction of almost fifteen sections of World Language courses. It is common for students to not take World Languages on our campus, given the following factors:

- Many of our high-achieving students want to take 7-8 classes a semester. We offer six per day, and many choose to take language courses elsewhere. This is a longstanding cultural practice in LVUSD.
- There is a perception that online World Language programs are easier than our LVUSD courses.
- One semester of community college World Language is equivalent to two years in the eyes of CSU and UC admissions offices.

Potential solutions to this complex challenge were discussed. The following viewpoints surfaced:

- Mandating that students take World Language on our campus would reduce sections in other departments with courses that students are more interested in. An increase in World Language classes means fewer elective classes in other subjects.
- On the flipside, there was a wondering if we could stop the transcription of any concurrent course on the high school transcript. This is complicated due to A-G, the need for credit remediation, and the expectations of our current community.

The committee requested data on World Language grades from courses taken at outside institutions at an upcoming meeting.

### **Other Business**

With LVUSD three years into implementing credential programs, staff discussed the feasibility of launching a Special Education Teaching Credential Program. The process from authoring to accreditation is estimated to take between 6-12 months, with the hope that we could launch the program by the Fall of 2021. If LVUSD had a Special Education Teaching Credential Program, it could benefit the district in the following ways:

- Approximately \$1.5 million of current grant funding could be used for a candidate to attend the LVUSD program. Initial budgeting reflects an estimated additional \$200,000 offset to our general fund annually. Unlike our other credential programs, this would have guaranteed enrollment due to the grant.
- Future Special Education teachers would learn their craft from LVUSD professors who have a depth of experience. This would be helpful in *growing our own* similarly to our other programs.

A Special Education Teaching Credential Program creates an avenue that sets up a deeper pipeline of Special Education Teachers, who are more prepared for the position. Additionally, this program would benefit the general fund by doubling the Credential Program annual offset. Staff will present this proposal to the Board for feedback at the May 26th meeting.

The meeting was adjourned at 3:01 p.m.