



**LAS VIRGENES UNIFIED SCHOOL DISTRICT
LCAP COMMITTEE MEETING**
January 21, 2020

Present: Ms. Lesli Stein, Board President
Ms. Mathy Wasserman, Board Member
Dr. Clara Finneran, Assistant Superintendent, Education
Dr. Jackii Duncan, Administrator of Data and Teacher Support
Dr. Rose Dunn, Assistant Superintendent, Personnel
Ms. Karen Kimmel, Assistant Superintendent, Business
Dr. Stephanie McClay, Principal, Agoura High School
Ms. Laura Kintz, Principal, Willow Elementary School
Ms. Rochelle Gagliardi, Counselor, Agoura High School
Ms. Lauren Walsh, Language and Literacy Coach
Ms. Lisa Hatfield, Teacher, A.E. Wright Middle School
Mr. Brian Edelman, Teacher, Calabasas High School
Mr. Ethan Castillo, Student, Agoura High School
Mr. Craig Hochhaus, LVEA President

The meeting came to order at 3:35pm.

Welcome

Dr. Finneran and Dr. Duncan welcomed the group. The Committee was divided into small groups to facilitate a grounding exercise, followed by group introductions. Dr. Finneran explained that the LCAP is a compliance document and the District is obligated to share its requirements and process with various stakeholders, including this Committee. This Committee's work will consist of evaluating the proposed goals and actions, and determining how to best ensure these goals and actions align and are effective.

LCAP Overview

The LCAP stands for the District's Local Control and Accountability Plan. It aligns the District's vision and mission, and breaks it down into specific goals and actions. Additionally, it aligns the District's expenditures with these goals and actions. Each action has a budget connected to it.

For compliance, it is important to have many voices involved in the LCAP process. This group will be helping to provide input for developing and finalizing the plan. They will meet a few times to make sure the committee gathers sufficient input. The District will also include other stakeholder groups, i.e., parent groups, the District English Learner Advisory Committee (DELAC), and principals will speak about specific goals and actions with their staff.

There is an obligation to ensure and document how state funds are being utilized and, in particular, how the dollars the state earmarks to specific student populations, such as homeless youth, foster youth, ELL, etc., are being used to serve those students and their achievement.

Dr. Jackii Duncan shared her excitement about working on the LCAP. She noted that the template will be changing starting with next school year, so it's a great time for her to be stepping in to help with the transition process. The current 3-year plan concludes this school year. There are a few slight differences in the new template, which include:

1. It pulls out the stakeholder engagement portions to make sure the District is accountable to meeting with and representing these groups.
2. The expenditures are put into the last pages of the document to provide greater fiscal transparency.

LCAP 2019-2020 Vision Highlights

Dr. Finneran shared some of the 2019-2020 LCAP highlights:

- LVUSD is proud to have their very own literacy coach who is connecting literacy practices (writing assessments, early interventions, etc.) and aligning them with curriculum adoptions.
- LVUSD is the only district in the state offering credentialing programs, which:
 - Provide the ability to offset general funds
 - Help build leadership capacity
- LVUSD has secured millions of dollars in grant funding
- LVUSD is building a culture of staff collaboration. This is in the beginning stages of being implemented with programs like Adaptive Schools and Instructional Rounds which focus on student achievement.
- Student 360 work
 - Parent engagement and participation continues to increase

Overarching Goals of LCAP 2018-2020 and LCAP 2020-2023

The 2018-2020 LCAP Plan consisted of four goals:

- College and Career
- Opportunity and Equity
- Whole Child
- Professional Capacity

LVUSD is proposing incorporating a 5th goal into the 2020-2023 LCAP Plan:

- College and Career
- Opportunity and Equity
- Whole Child
- Professional Capacity
- *Fiscal Solvency & Culture of Collaboration*

The group discussed this goal as a whole, and if the components should remain as one goal or be split up and/or combined with the other goals. This may be discussed further, however, the consensus seemed to fall to combining the Culture of Collaboration with the Professional Capacity goal and letting Fiscal Solvency remain alone as the 5th goal.

Needs Assessment Activities for the 2020-2023 LCAP Plan

Jackii Duncan facilitated an activity asking each table group to review the five 2020-2023 LCAP Plan goals, to document their findings about the goals including what they might mean for our schools and the District, and to note actions that could support the goals as well as how the District could measure the proposed action's effectiveness.

Dr. Finneran noted that many of the District's current metrics, or those that are currently publicly documented, are secondary metrics. She stressed the importance of the District holding itself accountable to elementary education as well. She clarified the five goal LCAP is for the next three years, beginning with the 2020-2021 school year and extending through June, 2023.

The groups shared out the goals they identified for College and Career:

- Literacy, student motivation, ideas of what they want to pursue and relevant materials.
- Importance of having consistent scope and sequence.
- A K-12 need for collaboration and course review. Common benchmarks and assessments.
- More District direction in implementation of these in order to set students up for success.
- Evaluate support options for D/F students.
- Expand alternative learning environments.
- College & Career Center offerings being publicized and evaluating forms of communications to students and families.
- Educate students and families on pathway options.
- Maximize partnerships
- Ensure that students take classes that give them flexibility.

Dr. Duncan asked the group how they might measure some of these? What metrics could the District review? Possible suggested metrics were:

- Common assessments and benchmarks can measure student and teacher success
- A deeper study of grades; maybe the B/C students to see if they are appropriately placed?
- Looking at communication tools for students/parents. Surveying to better understand the best methods of reaching our populations.
- Mastery Based Grading
- Student placement
- Measuring teacher's belief in what the District is doing

Dr. Finneran made the observation that part of the goal of the LCAP is to establish an equity-based playing field for all students.

Dr. Duncan asked each table group to look at the LCAP Crosswalk document and review the information that was renewed. Each table reviewed a goal. The groups reported out their suggestions:

Fiscal Solvency:

- Clarify action: Expand business partnerships for school and internship opportunities

Professional Capacity:

- Action 2: Meet student achievement needs could be clarified to Meet student's academic and social-emotional needs.
- Action 5: Needs more clarity

Whole Child:

- Add environmental sustainability back in as Action 8
- Retain counseling action as Action 9

Opportunity and Equity:

- Adding Differentiation to create access
- Adding Culturally relevant pedagogy
- Continue to offer Saturday school

College and Career:

- Build internal capacity to support all curriculum adoptions
- Incorporate broad professional development

Dr. Finneran concluded the meeting by thanking the members for their time. She shared that due to the low number of committee members in attendance, pending Board member input and

approval, it's possible one additional meeting could be added to the schedule, prior to the next meeting on April 1, 2020.

The meeting concluded at 5:05 p.m.