BOARD OF EDUCATION
Minutes of a Special Meeting - Study Session - Student Achievement Data
October 29, 2019

CALL TO ORDER/MEETING PLACE
Board of Education President Linda Menges called the Special Board meeting to order at 3:37 PM at the Las Virgenes Unified School District, 4111 Las Virgenes Road, Calabasas, CA.

BOARD MEMBERS PRESENT
Angela Cutbill
Dallas Lawrence
Linda Menges
Lesli Stein
Mathy Wasserman

BOARD MEMBERS ABSENT
None

STAFF PRESENT
Dr. Daniel Stepnosky, Superintendent
Dr. Rose Dunn, Assistant Superintendent of Personnel
Karen Kimmel, Assistant Superintendent of Business
Dr. Clara Finneran, Assistant Superintendent of Education
Robbie Amodio, Director of Classified Personnel
Ryan Gleason, Director of Education and Leadership
Steve Scifres, Director of Curriculum and Athletics
Jim Klein, Chief Technology Officer
Angie Falk, Director of Pupil Services

AGENDA
Dr. Stepnosky thanked the Board members for individually meeting with staff to help focus on the desire data. He also thanked cabinet, principals, and teachers for their continued hard work.

Dr. Jacqueline Duncan shared five years of data (Spring 2015 to Spring 2019) for the California Assessment of Student Performance and Progress (CAASPP). CAASPP is one means by which LVUSD measures student achievement. The assessment is administered annually in the spring to students in grades 3 through 8, and to students in grade 11. The percentage of LVUSD students who meet or exceed standards on the CAASPP in ELA (English Language Arts) and mathematics is approximately 20% higher, across all grades, than the state average. LVUSD CAASPP scores are higher than those of the same surrounding districts, and are lower than other districts. Comparing district-to-district CAASPP data can be misleading, given that demographic differences exist. In general, CAASPP ELA scores have increased in LVUSD over the past four years, with mathematics scores remaining stagnant. Grade level, site level, and cohort data reveal gaps and areas for growth in both ELA and mathematics. Data shows that there is incremental growth in the past five years for the state of California as far as math and English results.

Dr. Duncan shared data for districts which are comparable to LVUSD as well as districts that are in our area to see where we stand in comparison. The research shows that there is no other school district in the area that can be a true comparison to LVUSD. Factors such as ADA funding, demographics, availability of instructional teachers, number of students, need to be considered.

She said while the focus of this data study session is CAASPP data, the LVUSD leadership team reviews various other formative and summative data points, including RenStar scores, PSAT scores, A-G (UC/CSU minimum requirements) completion rates, CTE (Career Technical Education) information, D/F rates, English Learner data, and CHKS (California Healthy Kids Survey) responses.
Dr. Duncan said she will be visiting school sites and working with teachers to improve students test taking capacity by doing interim assessment blocks available through CAAASPP. She said by doing practice exams during the school year we hope to increase our students scores in the areas where they are struggling.

Mr. Gleason said the District has undergone multiple curriculum adoptions over the last couple years and is now shifting focus to a Professional Development Plan. This year we are looking at what systems need to be in place to advance us forward and one way is to reinvest in the development of teams and the development of professional learning communities. He said adaptive schools is the framework being used to develop team identity through data dialogue, alignment of instruction and assessments, and calibration of best practices. He said instructional rounds where professionals learn to do the work by doing the work with each other will be utilized as well as mastery based grading which will allow us to understand standards at a deeper level and hopefully improve our overall grading practices. Mr. Gleason said a math task force has been assembled to infuse reasoning and problem solving at the secondary level and across the board making sure that grades 3-9 are preparing students for algebra readiness.

Mr. Scifres said none of these can be accomplished without giving teachers the tools to be successful. He said this is the second year of the new ELA curriculum implementation and there are now 100,000 textbooks in classrooms across LVUSD to support students by assuring they have access to high quality grade level books. He said the elementary curriculum is primarily focused on enhancing listening and speaking skills through collaboration. This year the District has moved forward with a K-12 history/social science adoption which forces students to follow a claim evidence type framework where they have to provide reasoning for their responses through open-ended questions, thereby enhancing literacy. He said there is also a deep technological component where the text that students read can be adapted to their particular reading level. He said this year's K-12 science adoption will help students focus on a love of science and get them to create and be passionate about discovery. Mr. Scifres said at the middle school and high school level we are looking at placing physics earlier in the course sequencing which can help support LVUSD's 3-year math requirement and enhance students' math skills at the freshman level.

Dr. Finneran said another layer of student support are intervention programs which address some of our sub-group needs. LVUSD intervention programs include; The SHOP and Center at the high schools, Intervention Specialist for K-5 who have the capacity of leveraging other teachers' work, LVUSD summer school, Community 360 Counseling Center, and the Deans of Student Support. She said there is research that backs the collective efficacy of teachers and the impact that has on students. She said the District is focused on developing teams and the development of teams.

Principals, Cabinet, and the Board further discussed student data and the District's three focus areas which are student achievement, fiscal solvency, and a culture of collaboration.

The Board concluded the meeting by thanking everyone for a rich and meaningful data sessions. They said the amount of change and growth in the past couple years has been significant, and they heard focus, strategy, and collaboration as a common thread in today's discussions.

The study session data can be found on the district website at www.lbusd.org.

**ADJOURNMENT OF SPECIAL MEETING**

The Special Meeting was adjourned at 5:00 PM.

[Signature]

Date Approved

Clerk, Board of Education