

**VENTURA UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION REGULAR MEETING
Tuesday, February 12, 2019
MINUTES**

Call to Order

The Board of Education of the Ventura Unified School District met on Tuesday, February 12, 2019 in the City of Ventura, Council Chamber, 501 Poli Street, Ventura, California. President Rodriguez called the meeting to order at 5:30 p.m.

President:	Mrs. Sabrena Rodriguez
Vice President:	Mrs. Jackie Moran
Board Member:	Mrs. Velma Lomax
Board Member:	Mr. Matt Almaraz
Board Member:	Dr. Jerry Dannenberg
Interim Superintendent:	Dr. Jeff Baarstad
Asst. Supt./Business:	Mrs. Betsy George
Asst. Supt./Ed. Serv.	Dr. Danielle Cortes
Asst. Supt./HR.	Dr. Jeff Davis
General Counsel:	Mr. Anthony Ramos

Adoption of Agenda

It was moved by Dr. Dannenberg, seconded by Mr. Almaraz and carried on a roll call vote 4 –1 absent (Mrs. Moran) to approve the agenda as presented.

Ayes: Dannenberg, Almaraz, Lomax, Rodriguez
Noes: None. Absent: Moran. Abstain: None.

Public Comment on Closed Session Items - None

Closed Session

It was moved by Mr. Almaraz, seconded by Mrs. Lomax and carried on a roll call vote 4-1 absent (Mrs. Moran) that the Board adjourn to closed session to discuss conference with legal counsel on anticipated litigation, significant exposure to litigation, public employee discipline/dismissal/release, conference with labor negotiators, public employment and pupil matters.

Ayes: Dannenberg, Almaraz, Lomax, Rodriguez
Noes: None. Absent: Moran. Abstain: None

At 7:00 p.m., President Rodriguez called the regular meeting to order and led the pledge of allegiance. She also dedicated a moment of silence to honor the life of Rick Harrison, Ventura High School track Coach. A roll call was taken and all Board members present.

Report of Actions Taken in Closed Session

In closed session the Board took action to approve the superintendent's recommendation to employ Marieanne Quiroz as the new communication coordinator.

Good News

Student Board Members Abby Sourwine representing Foothill Technology High, Teach Cobey representing Pacific High and Nathalie Ortiz representing Ventura Adult and Continuing Education shared highlights and future coming events.

Interim Superintendent Dr. Jeff Baarstad shared the following good news items:

Congratulations to Pacific High School for their recent award, given by the California Department of Education, as a 2019 Model Continuation High School.

On National School Counselor Appreciation week, February 4 through the 8, a letter of gratitude was sent to all VUSD counselors in appreciation for the support given to the students in the area of academic progress, social-emotional needs and health and safety.

Sheridan Way Elementary Principal Maria Elizarraras accompanied by former and current students were proud to share the unique program offerings and student involvement in Language Arts, Music, Lesson One, Robotics, ESL Math and offerings provided to families at the Family Center.

Congratulations to ATLAS Elementary School Principal Jennifer Duston and staff for earning the 2018 Leader in Me Lighthouse School of Academic Distinction from Franklin Covey Education.

Student Alexa Swanson from E.P. Foster Elementary School, her winning essay on Kindness won her the opportunity to be a Mayor for a Moment, and today received the Superintendent Award for her achievement.

Students from the STEMBassadors, a 501c corporation, have raised over 45,000,00 in materials, curriculum and training for Ventura County Teachers. They provide professional development through VC innovates on ways they are using innovative curriculum in the classroom.

Public Comments

Mr. Woody Maxwell on topic of Math Curriculum.

Mrs. Deborah Meyer-Morris regarding agenda item: Revised Course English intensive/reading/writing and other general topics; athletic manual, coaching handbook and UC process.

Correspondence - None

Report on Board Appointed Committees

Mrs. Moran attended the Local Control Accountability Plan committee meeting focused on the three main LCAP goals: Student Achievement, Student Connections to their School, and Family Involvement.

Mrs. Moran also shared concerns with Math curriculum and Math offerings for students.

Mrs. Moran attended the Counselor Appreciation Day at VACE and grateful to hear from them on the progress made in area of Restorative Justice.

Dr. Dannenberg also attended the LCAP meeting and shared news of future survey for parents.

Mrs. Lomax was invited to participate as a reader of applications received for the Golden Gear Awards. She has recently joined the Ventura County STEM, and networking will be of value to VUSD.

Mrs. Lomax shared information with the Board regarding an organization know as CLUE focused on justice for immigrates, and the recent conversation had with a former VUSD student. CLUE's goal is to have future conversation with the Board to make certain all students feel safe.

Mr. Almaraz noted that although he could not attend, the DELAC committee had a group training on the student assistance program counseling resources, suicide prevention, and student needs assessment.

Mrs. Rodriguez attended the Superintendent Parent Advisory Committee meeting. Staff presentations included topics of Special Education, Vaping and Marijuana Awareness, Long Range Facilities Master Plan, Ethnic and Social Justice Study Course, and information form the Ventura Education Partnership on their Think Big Grants.

Mrs. Rodriguez also noted attending the City/College/VUSD Liaison Meeting and conversations had on traffic issues near schools, long range facilities master plan and concurrent enrollment.

Mrs. Rodriguez along with Interim Superintendent attended the Ethnic and Social Studies committee meeting. The group reviewed and discussed the draft resolution. Also, important was to hear from the panel of students expressing their thoughts and experience while taking the Ethnic study course.

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Mrs. Rodriguez, along with Dr. Dannenberg attended the budget advisory information meeting with focus on how the budget is developed, future issues with the budget, opportunity for community input, and how the money is spent.

Mrs. Rodriguez had an initial conversation had with the city environmental health department regarding a grant received from Patagonia to implement reusable sporks at a school.

Mrs. Rodriguez with consent of the Board is working with staff to develop a draft resolution to encourage the City of Ventura to adopt an ordinance to ensure tobacco retailers do not advertise or sell tobacco products near child-sensitive areas.

CONFERENCE

Independent Study Physical Education (ISPE) 6158.1

Greg Bayless along with the Independent Study Physical Education Committee presented the recommended changes to current practices. Also presented, with revisions is Administrative Regulation 6158.1 Independent Study Program Physical Education which is attached to official minutes. This item will be brought back for Board review.

School Accountability Report Cards for the 2017-18 School Year Public Announcement

Education Code §35256(c) states that each school district shall annually issue a School Accountability Report Card for each school in the district, publicize those reports, and notify parents or guardians of pupils that a hard copy is available upon request. The Ventura Unified School District has issued a School Accountability Report Card for schools in the district. Notice is hereby given that updated School Accountability report cards are available by request and posted on the district website.

K-12 Single School Plans for Student Achievement for the 2018-19 School Year

The Principal and School Site Council at each school, with input from stakeholder groups, worked collaboratively to develop and approve a plan to “improve the academic performance of all pupils” at the school. The K-12 Single School Plans for Student Achievement for the 2018-19 school were submitted for Board review. This item will be brought back for approval at the next regularly scheduled Board of Education meeting.

K-12 Schools and Adult Education Comprehensive School Safety Plans for the 2018-19 School Year

K-12 Schools and Adult Education Comprehensive School Safety Plans for the 2018-2019 school year were submitted for Board review. Each plan includes the essential components outlined in Education Code §32282-32289. These safety plans were collaboratively developed by enVision Consulting Group, Inc., school site council, and input from law enforcement and community members. Comprehensive School Safety Plans are disseminated to school sites and stored in the electronic version as well as a hard copy. This item will be brought back for approval at the next regularly scheduled Board of Education meeting.

Request for Adoption of a New Course – Introduction to Data Science

Ventura High School requested the adoption of the following course:

Title:	Introduction to Data Science
Length of course:	One Year
Grade level:	10, 11 and 12
Prerequisite:	Successful completion of two years of high school math
Type of Credit:	Mathematics

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Course Description: Introduction to Data Science (IDS) course is designed to develop students' computational and statistical thinking skills. Computationally, students will learn to write code to enhance analyses of data, to break large problems into smaller pieces, and to understand and employ algorithms to solve problems. Statistical thinking skills include developing a data "habit of mind" in which one learns to seek data to answer questions or support (or undermine) claims; thinking critically about the ability of particular data to support claims; learning to interpret analyses of data; and learning to communicate findings.

Need: It is crucial to update high school statistics courses to make them more relevant to today's data-driven world. IDS is a "C" approved statistics course in the University of California A-G requirements. IDS is an excellent option for any secondary school student who possesses sufficient mathematical maturity and quantitative reasoning ability, and has successfully completed a first-year course in Algebra.

- IDS is a rigorous course. It is for students who wish to:
- Satisfy a 3rd or 4th year mathematics requirement.
 - Develop their quantitative skills.
 - Take a course that will prepare them for AP Statistics.
 - Take an alternative mathematics pathway.
 - Gain access to emerging fields that include Computational Data Analysis.
 - Be engaged with math, statistics, and computational thinking when the instruction is inquiry-based in real world issues.

Assessment and Evaluation: Curriculum embedded End of Unit Projects, teacher developed quizzes.
Funding Sources: School budget

Request for Adoption of Revised Courses – English Intensive and English Intensive Reading and Writing

The Curriculum and Instruction grades 6-12 and the Multilingual and Multicultural Education Departments requested the authorization to revise the existing English and Strategic Reading (ESR) courses as follows:

Revised Title:	Course	English 9 Intensive / English 9 Intensive Reading and Writing (two-period block)
Current Title:	Course	ESR English 1 / ESR Reading 1 (two-period block)
Revised Description:	Course	English 9 Intensive and English 9 Intensive Reading and Writing are courses designed to advance the academic success of our at-risk students. These courses will provide those students with an introduction to rigorous English Language Arts curriculum. The courses are structured to provide intensive intervention in a two-period block to meet the requirements of the Common Core English 9 State Standards.

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Current Course Description: English and Strategic Reading 1 (ESR 1) serves the striving reader and writer who is performing in the Lexile Reading range of BR–700 (reading comprehension levels of Grades 1–3). The ESR 1 course and materials are aligned to the grades 9-12 English language arts standards while addressing the level of the text, reading strategies, decoding, fluency, writing, vocabulary, language, and conventions necessary for the students in this class to achieve. Student and teacher materials, instruction, scaffolding, activities, and assessment practices target the specific literacy needs for these developing adolescent readers and are focused to accelerate reading growth by gaining 2-3 grade levels per year. Students will read a variety of classical and contemporary texts addressing the reading text styles of literary, informational, persuasive, and functional. Writing modes include reflective essay, autobiography, position paper, research report, literary research report, persuasive essay, literary analysis, and short story. Students will learn the writing traits of focus and unity, voice and style, development of ideas, organization, and written conventions. In addition, each unit includes three extended reading selections which allow students to be in small groups based on their specific Lexile level. Students will participate in reading reflections, comprehension and writing activities, and group discussion for each leveled library book. Teachers will monitor student learning regularly in order to quickly address learning needs. Students are administered three cluster assessments within each unit and reflect upon their learning successes and needs and each unit includes a unit test and a writing project which is scored by a writing rubric and peer review.

Length of course: One year

Revised Grade level: 9

Current Grade level: 9-12

Prerequisite: None

Type of Credit: 20 Credits
 10 *English*
 10 *Elective*

Need: Students identified for intensive reading and writing intervention are at least two years below grade level as measured by multiple assessments and classroom progress toward mastery of Common Core State Standards.

Assessment and Evaluation: Student progress will be monitored via the following Read 180 assessments: Reading Inventory, Phonics Inventory, and Workshop Assessments. In addition, teacher created formative assessments will be utilized to monitor progress. The summative assessment, CAASPP will be administered to evaluate progress toward mastery of the Common Core State Standards.

Funding Sources: School budget

Revised Course Title:	English 10 Intensive / English 10 Intensive Reading and Writing (two-period block)
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Current Course Title: ESR English 2 / ESR Reading 2 (two-period block)

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Revised Course Description: English 10 Intensive and English 10 Intensive Reading and Writing are courses designed to advance the academic success of our at-risk students. These courses will provide those students with an introduction to rigorous English Language Arts curriculum. The courses are structured to provide intensive intervention in a two-period block to meet the requirements of the Common Core English 9 State Standards.

Current Course Description: English and Strategic Reading 2 (ESR 2) serves the striving reader and writer who is performing in the Lexile Reading range of 500–950 (reading comprehension levels of Grades 3–5). The ESR 2 course and materials are aligned to the grades 9-12 English language arts standards while addressing the level of the text, reading strategies, decoding, fluency, writing, vocabulary, language, and conventions necessary for the students in this class to achieve. Student and teacher materials, instruction, scaffolding, activities, and assessment practices target the specific literacy needs for these developing adolescent readers and are focused to accelerate reading growth by gaining 2-3 grade levels per year. Students will read a variety of classical and contemporary texts addressing the reading text styles of literary, informational, persuasive, and functional. Writing modes include reflective essay, autobiography, position paper, research report, literary research report, persuasive essay, literary analysis, and short story. Students will learn the writing traits of focus and unity, voice and style, development of ideas, organization, and written conventions. In addition, each unit includes three extended reading selections which allow students to be in small groups based on their specific Lexile level. Students will participate in reading reflections, comprehension and writing activities, and group discussion for each leveled library book. Teachers will monitor student learning regularly in order to quickly address learning needs. Students are administered three cluster assessments within each unit and reflect upon their learning successes and needs and each unit includes a unit test and a writing project which is scored by a writing rubric and peer review.

Length of course: One year

Revised Grade level: 10

Current Grade level: 9-12

Prerequisite: None

Type of Credit: 20 Credits
10 *English*
10 *Elective*

Need: Students identified for intensive reading and writing intervention are at least two years below grade level as measured by multiple assessments and classroom progress toward mastery of Common Core State Standards.

Assessment and Evaluation: Student progress will be monitored via the following Read 180 assessments: Reading Inventory, Phonics Inventory, and Workshop Assessments. In addition, teacher created formative assessments will be utilized to monitor progress. The summative assessment, CAASPP will be administered to evaluate progress toward mastery of the Common Core State Standards.

Funding Sources: School budget

Revised Course Title: English 11 Intensive / English 11 Intensive Reading and Writing (two-period block)

Current Course Title: ESR English 3 / ESR Reading 3 (two-period block)

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Revised Course Description:	English 11 Intensive and English 11 Intensive Reading and Writing are courses designed to advance the academic success of our at-risk students. These courses will provide those students with an introduction to rigorous English Language Arts curriculum. The courses are structured to provide intensive intervention in a two-period block to meet the requirements of the Common Core English 9 State Standards.
Current Course Description:	English and Strategic Reading 3 (ESR 3) serves the striving reader and writer who is performing in the Lexile Reading range of 750–1075 (reading comprehension levels of Grades 5–7). The ESR 3 course and materials are aligned to the grades 9-12 English language arts standards while addressing the level of the text, reading strategies, decoding, fluency, writing, vocabulary, language, and conventions necessary for the students in this class to achieve. Student and teacher materials, instruction, scaffolding, activities, and assessment practices target the specific literacy needs for these developing adolescent readers and are focused to accelerate reading growth by gaining 2-3 grade levels per year. Students will read a variety of classical and contemporary texts addressing the reading text styles of literary, informational, persuasive, and functional. Writing modes include reflective essay, autobiography, position paper, research report, literary research report, persuasive essay, literary analysis, and short story. Students will learn the writing traits of focus and unity, voice and style, development of ideas, organization, and written conventions. In addition, each unit includes three extended reading selections which allow students to be in small groups based on their specific Lexile level. Students will participate in reading reflections, comprehension and writing activities, and group discussion for each leveled library book. Teachers will monitor student learning regularly in order to quickly address learning needs. Students are administered three cluster assessments within each unit and reflect upon their learning successes and needs and each unit includes a unit test and a writing project which is scored by a writing rubric and peer review.
Length of course:	One year
Revised Grade level:	11
Current Grade level:	9-12
Prerequisite:	None
Type of Credit:	20 Credits <i>10 English</i> <i>10 Elective</i>
Need:	Students identified for intensive reading and writing intervention are at least two years below grade level as measured by multiple assessments and classroom progress toward mastery of Common Core State Standards.
Assessment and Evaluation:	Student progress will be monitored via the following Read 180 assessments: Reading Inventory, Phonics Inventory, and Workshop Assessments. In addition, teacher created formative assessments will be utilized to monitor progress. The summative assessment, CAASPP will be administered to evaluate progress toward mastery of the Common Core State Standards.
Funding Sources:	School budget

Revised Course Title:	English 12 Intensive / English 12 Intensive Reading and Writing (two-period block)
Current Course Title:	ESR English 4
Revised Course Description:	English 12 Intensive and English 12 Intensive Reading and Writing are courses designed to advance the academic success of our at-risk students. These courses will provide those students with an introduction to rigorous English Language Arts curriculum. The courses are structured to provide intensive intervention in a two-period block to meet the requirements of the Common Core English 9 State Standards.
Current Course Description:	English and Strategic Reading 4 (ESR 4) serves the striving reader and writer who is performing in the Lexile Reading range of 950–1150 (reading comprehension levels of Grades 7–9). The ESR 4 course and materials are aligned to the grades 9-12 English language arts standards while addressing the level of the text, reading strategies, decoding, fluency, writing, vocabulary, language, and conventions necessary for the students in this class to achieve. Student and teacher materials, instruction, scaffolding, activities, and assessment practices target the specific literacy needs for these developing adolescent readers and are focused to accelerate reading growth by gaining 2-3 grade levels per year. Students will read a variety of classical and contemporary texts addressing the reading text styles of literary, informational, persuasive, and functional. Writing modes include reflective essay, autobiography, position paper, research report, literary research report, persuasive essay, literary analysis, and short story. Students will learn the writing traits of focus and unity, voice and style, development of ideas, organization, and written conventions. In addition, each unit includes three extended reading selections which allow students to be in small groups based on their specific Lexile level. Students will participate in reading reflections, comprehension and writing activities, and group discussion for each leveled library book. Teachers will monitor student learning regularly in order to quickly address learning needs. Students are administered three cluster assessments within each unit and reflect upon their learning successes and needs and each unit includes a unit test and a writing project which is scored by a writing rubric and peer review
Length of course:	One year
Revised Grade level:	12
Current Grade level:	9-12
Prerequisite:	None
Type of Credit:	20 Credits. 10 English. 10 Elective
Need:	Students identified for intensive reading and writing intervention are at least two years below grade level as measured by multiple assessments and classroom progress toward mastery of Common Core State Standards.
Assessment and Evaluation:	Student progress will be monitored via the following Read 180 assessments: Reading Inventory, Phonics Inventory, and Workshop Assessments. In addition, teacher created formative assessments will be utilized to monitor progress. The summative assessment, CAASPP will be administered to evaluate progress toward mastery of the Common Core State Standards.
Funding Sources:	School budget

Cabrillo Middle School Murals – Silhouettes of Life at Cabrillo

The staff and students at Cabrillo Middle School requested permission to paint three murals on their campus. The description and location of these murals are as follows: the music building – students playing instruments; the gym – students participating in sports; and the quad – students reading, talking and playing. Each of the three murals will be life size. Cabrillo Middle School 8th grade advanced art students supervised by teacher, Teri Willison will be drawing/painting the murals. The project has been coordinated with the Facilities Services Department and the school PTO will fund the project.

Presentation of Ventura County Office of Education’s 2018-19 Williams Activity Report for Quarters 1 and 2

Ed Code requires the county Superintendent report the results of any Williams Lawsuit Settlement visits on a quarterly basis. The attached report, included in official minutes, reflects VCOE’s Williams’ related visits and activities completed during the 1st and 2nd quarter of fiscal year 2018-2019. The results of all four quarterly reviews will be made available in the VCOE annual Williams report.

Presentation and Approval of Variable Term Waiver for Speech Language Credential – Lorenz (Action Requested)

It was moved by Mrs. Lomax, seconded by Mrs. Moran and carried on a 5-0 vote to approve the variable term waiver for speech language credential for Austyn Lorenz as listed below.

Ayes: Dannenberg, Almaraz, Lomax, Moran, Rodriguez
Noes: None. Absent: None. Abstain: None.

Credential Type: Speech -Language Pathology Service Credential
School: Itinerant
Class: Speech & Language Pathologist
Waving: EC44265.3 – Professional Preparation Program for the Speech-Language Pathology Services Credential

ACTION AGENDA

Administrative Recommendation for Student Expulsion

It was moved by Mrs. Moran, seconded by Mr. Almaraz and carried on a 5-0 vote to approve the recommendation for student Expulsions #19/07, 19/08, 19/09 & 19/11.

Ayes: Dannenberg, Almaraz, Lomax, Moran, Rodriguez
Noes: None. Absent: None. Abstain: None.

Administrative Recommendation for Student Re-Admission from Expulsion/Suspended Order and/or Expulsion

It was moved by Mr. Dannenberg, seconded by Mr. Almaraz and carried on a 5-0 vote to approve the recommendation for student re-admission from expulsion/suspended order and or expulsion #s 18/10 & 18/11. The Board did not accept the recommendation for Student #18-04.

Ayes: Dannenberg, Almaraz, Lomax, Moran, Rodriguez
Noes: None. Absent: None. Abstain: None.

CONSENT CALENDAR

In response to Board Member Almaraz question regarding volunteers chaperoning field trip events, Mr. Eric Reynolds, Risk Manager noted opportunity for schools to incorporate the district volunteer training program, to their volunteers, that includes the Armutus training. Also, principals are very selective as to parents that are chosen to volunteer.

It was moved by Mrs. Lomax, seconded by Mr. Dannenberg and carried on a 5-0 vote to approve consent items 1 through 24 as presented.

Ayes: Dannenberg, Almaraz, Lomax, Moran, Rodriguez
Noes: None. Absent: None. Abstain: None

1. Overnight, Out of the Tri-County and Ratification Fieldtrips

Ratification of the Superintendent's approval for students from Ventura High School's girl's water polo team to travel overnight and out of the tri-county to the Esperanza Girls Tournament on January 18-19, 2019. This event was held at Esperanza High School, Anaheim, CA, Orange County. Seven students and one chaperone attended.

Ratification of the Superintendent's approval for students from Foothill Technology High School's girl's water polo team to travel overnight to the Los Altos Girls Tournament on January 25-26, 2019. This event was held at Los Altos High School, Hacienda Heights, CA. Nine students and one chaperone attended.

Ratification of the Superintendent's approval for students from Buena High School's boy's baseball team to travel out of the tri-county to a baseball game on February 6, 2019. This event was held at Bakersfield High School, Bakersfield, CA, Kern County. Twenty-eight students and four chaperones attended.

Buena High School requested permission to send 36 students and six chaperones from their music class to travel out of the tri-county to a competition to be held at Temescal Canyon High School in Lake Elsinore, CA, Riverside County. The trip will take place on March 9, 2019.

Cabrillo Middle School requested permission to send 152 students and 16 chaperones from their music class to travel out of the tri-county to the San Luis Obispo County Band Directors Association Music Festival to be held at Arroyo Grande High School in Arroyo Grande, CA, San Luis Obispo County. The trip will take place on March 13, 2019.

Buena High School requested permission to send 36 students and six chaperones from their music class to travel out of the tri-county to a competition to be held at Colony High School in Ontario, CA, San Bernardino County. The trip will take place on March 17, 2019.

Elmhurst Elementary School requested permission to send 60 students and six chaperones students from their 5th grade class to travel overnight to Camp Whittier in Santa Barbara CA for an outdoor education fieldtrip on March 19-22, 2019.

Ventura High School requested permission to send students from their After School Safety and Enrichment for Teens program to travel overnight and out of the tri-county to visit the following colleges: University of California, Santa Cruz (Santa Cruz County), and California Polytechnic State University (San Luis Obispo County). The trip will take place on March 21-23, 2019.

Ventura High School requested permission to send 45 students and five chaperones from their Track and Field team to travel overnight and out of the tri-county to the West Coast Relays to be held at Buchanan High School and Clovis East High School. Both schools are in Clovis, CA, Fresno County. The trip will take place on March 29-30, 2019.

Buena High School requested permission to send 36 students and six chaperones from their music class to travel out of the tri-county to a competition to be held at Coussoulis Arena in San Bernardino, CA, San Bernardino County. The trip will take place on March 29 and 30, 2019. This is not an overnight trip.

Ventura High School requested permission to send 50 students and five chaperones to their Advancement via Individual Determination (AVID) students to travel overnight and out of the tri-county to visit the following colleges: University of California, San Diego (La Jolla, CA, San Diego County), University of San Diego (San Diego, CA, San Diego County), San Diego State University (San Diego, CA, San Diego County), and Long Beach State University (Long Beach, CA, Los Angeles County). The trip will take place on March 31 – April 2, 2019.

Buena High School requested permission to send 36 students and six chaperones from their music class to travel out of the tri-county to a competition to be held at Citizens Business Bank Arena in Ontario, CA, San Bernardino County. The trip will take place on April 6, 2019.

Loma Vista Elementary School requested permission to send 59 5th grade students and four chaperones from their 5th grade class to travel overnight for an Outdoor Education fieldtrip to Catalina Island Marine Institute (CIMI) Toyon Bay, Catalina Island. The trip will take place on April 15-17, 2019. Once at CIMI the ratio will be 1 adult to every 10 students.

Ventura High School requested permission to send 20 students and two chaperones students from their Journalism, Yearbook, and Creative Writing classes to travel overnight and out of the tri-county to attend a spring convention to be held at the Anaheim Convention Center in Anaheim, CA, Orange County. The trip will take place on April 25-28, 2019.

Buena High School requested permission to send 45 students and one chaperone from the Freshman team; 35 students and one chaperone from the JV team; and 45 students and two chaperones from the Varsity team to travel out of the tri-county to a game to be held at Atascadero High School in Atascadero, CA, San Luis Obispo County. The trip will take place on August 30, 2019 for all levels.

2. Special Education Local Plan Area (SELPA) Community Advisory Committee (CAC) Representative

The Board approved the recommendation of Carolyn Gregorio Grimm to serve as the Ventura Unified School District representative on the SELPA CAC for the 2018-2019 and 2019-2020 school years.

3. Ratification of District's Approval of Miscellaneous and Part-Time Certificated Assignments for the 2018-19 School Year

The Board approved the Ratification of District's Approval of Miscellaneous and Part-Time Certificated Assignments and the list is attached to official minutes.

4. Ratification of District's Approval of Resignations & Retirements for Certificated Personnel

Last Name	First	School	Position	Effective	Last Work Day	Reason
PonceMontanez	Maria	Multilingual/Cult Ed	TOSA-Migrant Ed	1/25/19	1/25/19	Other position

5. Ratification of District's Approval for Leave of Absence for Certificated Personnel

Last	First	Position	Site	Lv FTE	Lv Begin	Lv End	Reason
Miller	Kurt	Teacher	Foothill HS	1.00	3/1/19	3/22/19	Parental/FMLA
Stifel	Skye	Psychologist	SPED Itinerant	.80	4/8/19	6/20/19	Parental/FMLA

6. Ratification of District's Approval of Employment and Reemployment of Substitute Teachers for the 2018-19 School Year

Name	Credential Or Program	Ref /Date
Barbetti, Rebecca	Multiple Subject Credential	2/12/2019
Brown Carman, Sawyer	Emergency 30-Day Substitute Permit	2/12/2019
Emen, Nadia	Emergency 30-Day Substitute Permit	2/12/2019
Lawrence, Nicholas	Emergency 30-Day Substitute Permit	2/12/2019
Lawrence, Sara	Emergency 30-Day Substitute Permit	2/12/2019
Lehman, Elisa	Multiple Subject Credential	2/12/2019
Serrano, Celine	Emergency 30-Day Substitute Permit	2/12/2019
Snipes Mazor, Christine	Emergency 30-Day Substitute Permit	2/12/2019
Solis, Forrest	Emergency 30-Day Substitute Permit	2/12/2019
Venable, William	Emergency 30-Day Substitute Permit	2/12/2019
Weatherford, Ashlyn	Emergency 30-Day Substitute Permit	2/12/2019

7. Ratification of District's Approval of Employment Status Changes for 2018-19 School Year

Emp Id	Credential	FTE	New Status	Site
11185	Clinical Rehabilitative Services-Speech, Language Hearing	1.00	Probationary 1	Juanamaria/Special Education

8. Classified Personnel Changes

The Personnel Commission approved the list of Classified Personnel Changes at its January 16, 2019 meeting. At this time, the Board of Education approved those changes. A copy of the list was made available on the district website.

9. Establishment of Classified Positions

Classification	Duty/Playground	Location	Time Base	Funding
Noon Supervisor (3685)		ATLAS	12.75 Hrs per week / 180 Calendar	Site Funds
Noon Supervisor (3687)		ATLAS	8.00 Hrs per week / 180 Calendar	Site Funds
Noon Supervisor (3688)		ATLAS	9.25 Hrs per week / 180 Calendar* (*4 days/week)	Site Funds
Noon Supervisor (3690)		ATLAS	5.00 Hrs per week / 180 Calendar* (*4 days/week)	Site Funds
Noon Supervisor (3749)		Blanche Reynolds	10.75 Hrs per week / 180 Calendar	Site Funds
Noon Supervisor (3678)		Citrus Glen	8.00 Hrs per week / 180 Calendar* (*4 days/week)	Site Funds
Noon Supervisor (3702)		Elmhurst	9.25 Hrs per week / 180 Calendar	Site Funds
Noon Supervisor (3707)		E.P. Foster	15.00 Hrs per week / 180 Calendar	Site Funds
Noon Supervisor (3709)		E.P. Foster	21.00 Hrs per week / 180 Calendar	Site Funds
Noon Supervisor (3710)		E.P. Foster	15.00 Hrs per week / 180 Calendar	Site Funds
Noon Supervisor (3711)		Junipero Serra	8.00 Hrs per week / 180 Calendar* (*4 days/week)	Site Funds
Noon Supervisor (3712)		Junipero Serra	8.00 Hrs per week / 180 Calendar* (*4 days/week)	Site Funds
Noon Supervisor (3716)		Junipero Serra	8.00 Hrs per week / 180 Calendar* (*4 days/week)	Site Funds
Noon Supervisor (3750)		Junipero Serra	8.00 Hrs per week / 180 Calendar* (*4 days/week)	Site Funds

Minutes of the Meeting of February 12, 2019
Ventura Unified School District

Noon Supervisor (3730)	Duty/Playground	Lincoln	6.75 Hrs per week / 180 Calendar* (*4 days/week)	Site Funds
Noon Supervisor (3734)	Duty/Playground	Lincoln	14.25 Hrs per week / 180 Calendar	Site Funds
Noon Supervisor (3775)	Duty/Playground	Loma Vista	6.00 Hrs per week / 180 Calendar	Site Funds
Noon Supervisor (3738)	Duty/Playground	Montalvo	19.00 Hrs per week / 180 Calendar* (*4 days/week)	Site Funds
Noon Supervisor (3739)	Duty/Playground	Montalvo	11.25 Hrs per week / 180 Calendar	Site Funds
Noon Supervisor (3740)	Duty/Playground	Mound	6.00 Hrs per week / 180 Calendar	Site Funds
Noon Supervisor (3741)	Duty/Playground	Mound	4.00 Hrs per week / 180 Calendar* (*4 days/week)	Site Funds
Noon Supervisor (3742)	Duty/Playground	Mound	6.00 Hrs per week / 180 Calendar* (*4 days/week)	Site Funds
Noon Supervisor (3743)	Duty/Playground	Mound	6.00 Hrs per week / 180 Calendar* (*4 days/week)	Site Funds
Noon Supervisor (3744)	Duty/Playground	Mound	3.75 Hrs per week / 180 Calendar	Site Funds
Noon Supervisor (3745)	Duty/Playground	Mound	2.50 Hrs per week / 180 Calendar* (*4 days/week)	Site Funds
Noon Supervisor (3773)	Duty/Playground	Pierpont	2.50 Hrs per week / 180 Calendar	Site Funds
Noon Supervisor (3774)	Duty/Playground	Sunset	2.50 Hrs per week / 180 Calendar	Site Funds
Paraeducator Special Education (3751)		Citrus Glen	28.75 Hrs per week / 181 Calendar	Federal Spec Ed

10. Outdoor Education Agreements

<u>ORGANIZATION</u>	<u>SCHOOL</u>	<u>DATES</u>	<u>LOCATION</u>
Guided Discoveries	Buena	March 1-3, 2019	CIMI-Toyon Bay
Guided Discoveries	Lincoln	March 20-22, 2019	CIMI-Fox Landing
Guided Discoveries	Pierpont	March 13-15, 2019	CIMI-Toyon Bay
Guided Discoveries	Loma Vista	April 15-17, 2019	CIMI-Toyon Bay

Island Packers	Juanamaria	May 21, 2019	Santa Cruz-Scorpion Cove
Island Packers	Portola	October 18, 2018	Santa Cruz-Scorpion Cove
Island Packers	Junipero Serra	June 10, 2019	Santa Cruz-Scorpion Cove
Island Packers	Lincoln	June 10, 2019	Santa Cruz-Scorpion Cove
Island Packers	Ventura HS	November 6, 2018	Santa Cruz-Prisoners Harbor
Ocean Institute	Pierpont	January 31-February 1, 2019	Dana Point- Life in the Abyss
U.B.&G.C. of S.B.C.	Montalvo	April 23-26, 2019	Camp Whittier
U.B.&G.C. of S B.C.	Poinsettia	March 12-15, 2019	Camp Whittier
W.O.L.F.	Juanamaria	May 14-17, 2019	Brandeis Bardin
W.O.L.F.	Sunset	May 14-17, 2019	Brandeis Bardin

11. Student Teaching and Practicum Agreements

<u>UNIVERSITY/AGENCY</u>	<u>EXPERIENCE</u>	<u>TERM</u>
• Alliant International University, Inc.	Teacher, counselor, psychologist	January 1, 2019 – December 31, 2023
• Idaho State University	Speech Language Pathology & Audiology	January 2019 – June 2021
• National University	Teacher	January 25, 2019 – June 30, 2023
• University of Laverne	Teacher, counselor, psychologist, administrative services	January 1, 2019 – June 30, 2022
• Western Governors University	Teacher	January 2019 – June 2021

12. Permission to Solicit Bids for Asphalt at Various Sites

Project consists of asphalt work, repair/replacement, at the Education Service Center and Elmhurst Elementary School. Permission to solicit bids and Request for Qualifications was approved.

13. Permission to Solicit Bids for ATLAS Kitchen Hood Replacement

Project will consist of the removal and disposal of existing system, followed by the installation of a new Kitchen Hood Fire Suppression System at ATLAS. Funds will be derived from Routine Restricted Maintenance. Permission to solicit bids was approved.

14. Permission to Solicit Bids for Buena High School Site Improvements

Project consists of landscaping and various improvements to enhance the Buena High School campus. Funds will be derived from the Building Fund. Permission to solicit was approved.

15. Permission to Solicit Bids for Mound Relocatable and Site Improvements

Project consists of the placement of one (1) new relocatable classroom and related site work at Mound Elementary School. Funds will be derived from Developer Fees. Permission to solicit bids was approved.

16. Permission to Solicit Bids for Pacific High School Plumbing

Project consists of campus-wide gas and water piping replacements. Funding for this project is derived from Routine Restricted Maintenance. Permission to solicit bids was approved.

17. Permission to Solicit Bids for Pierpont Quad Improvement

Project consists of replacement of hardscape, asphalt with concrete and irrigation replacement/improvements, providing an overall upgrade, and addressing drainage and landscaping concerns. Funding for this project is provided through Routine Restricted Maintenance. Permission to solicit bids and Request for Qualifications was approved.

18. Permission to Solicit Bids for Prop 39 Phase II Energy Upgrades, HVAC at Buena High School

Project consists of HVAC upgrades at Buena High School. Funding for this project is provided through the California Proposition 39 Clean Energy Jobs Act of 2012, and meets the requirements as listed:

- Advance the clean energy economy
- Promote economic vitality through an increase in “green jobs”
- Reduce greenhouse gas emissions
- Total benefits exceed project cost over time

19. Permission to Solicit Bids for Prop 39 Phase II Energy Upgrades, Lighting at Various Sites

Project consists of installing energy-efficient lighting at the following 16 sites: Anacapa Middle, ATLAS, Blanche Reynolds Elementary, Cabrillo Middle, Citrus Glen Elementary, Elmhurst Elementary, EP Foster Elementary, Juanamaria Elementary, Junipero Serra Elementary, Lincoln Elementary, Montalvo Elementary, Mound Elementary, Pierpont Elementary, Poinsettia Elementary, Portola Elementary, and Sheridan Way Elementary. Funding provided for this project through the California Proposition 39 Clean Energy Jobs Act of 2012 and the project meets the requirements as listed:

- Advance the clean energy economy
- Promote economic vitality through an increase in “green jobs”
- Reduce greenhouse gas emissions
- Total benefits exceed project cost over time

20. Permission to Solicit Bids for Ventura Charter Relocatable and Site Improvements

Project consists of the placement of one (1) new relocatable classroom and related site work at Ventura Charter School (DATA Middle School campus). Funds will be derived from Developer Fees. Permission to solicit bids is requested at this time.

21. Ratification and Final Settlement Agreement and Release of All Claims Case No. MGG20190108

An agreement was reached regarding Case No. MGG20190108 and we ask the Board of Education for their approval at this time. The agreement is available for review, as an attachment, on the District Superintendent/Board webpage.

22. Gifts to Ventura Unified School District

<u>DONOR</u>	<u>GIFT</u>	<u>LOCATION</u>	<u>VALUE</u>
Anonymous	Cash	VUSD Peak Program	\$222,000.00
Christopher Conrad & Jodi Prior	Cash	Cabrillo	\$100.00
Cornerstone Photography	Cash	Cabrillo	\$957.56
Cornerstone Photography	Cash	Elmhurst	\$420.66
Cornerstone Photography	Cash	Junipero Serra	\$699.26
Cornerstone Photography	Cash	Poinsettia	\$338.04
Junipero Serra PTA	Cash	Junipero Serra	\$1,000.00
David & Amanda Martinez	Cash	Cabrillo	\$150.00
Jeanne Tanner	Clarinet	Cabrillo	\$500.00

23. Ratification of Purchase Orders (January 9, 2019 – January 29, 2019)

The Board approved the following purchase orders and change orders. A list was made available for review, as an attachment, on the District Superintendent/Board webpage.

218 Purchase Orders	=	\$ 820,574.15
PO Changes	=	356,074.28
GRAND TOTAL	=	\$1,176,648.43

24. Approval of Regular Board of Education Meeting Minutes

December 11, 2018

Approval of Special Board of Education Meeting Minutes

December 13, 2018

December 28, 2018

December 21, 2018

COMING EVENTS

- March 23, 2019 - Festival of Talent Show at Ventura High School

FUTURE BOARD ITEMS

- Mrs. Moran requested Board opportunity to review the SARC reports especially in the area of Math. Mrs. Rodriguez noted plans are in place for a Board study session that includes topic of Math.
- Mrs. Moran requested that Board look into the Buena six-period vs. a seven-period option offered by other High schools. The Board consensus is to place this item on a future Board agenda. Specific conversation on what can be done to provide equitable education experience at all high schools.
- Mr. Almaraz reminded Board regarding establishing a sport committee.

BOARD/SUPERINTENDENT COMMENTS - None

CLOSED SESSION – None

ADJOURNMENT

At 10:30 p.m. it was moved by Dr. Dannenberg, seconded by Mr. Almaraz and carried on a roll call vote of 5-0 to adjourn the meeting to the next regular meeting to be held at 7:00 p.m. on Tuesday, February 26, 2019.

APPROVED

_____ President

_____ Secretary