

**VENTURA COUNTY BOARD OF EDUCATION  
MINUTES OF REGULAR MEETING OF  
April 12, 2019**

**A. CALL TO ORDER**

1. Call to Order, Pledge of Allegiance to the Flag, and Moment of Reflection

The Regular Meeting of the Ventura County Board of Education, Agenda 19-04, was called to order by Dr. Ramon Flores, Board Vice-President at 8:01 a.m., on Friday, April 12, 2019, in the Board Room of the VCOE Conference & Educational Services Center, 5100 Adolfo Road, Camarillo. The Pledge of Allegiance to the Flag was led by Dr. Flores, followed by a moment of reflection.

2. Roll Call

Trustees Present:

Rachel Ulrich, Area 1  
Michael Teasdale, Area 2  
Dr. Mark Lisagor, Area 3 – *Absent*  
Rob Collins, Area 4  
Dr. Ramon Flores, Area 5

VCOE Personnel Present:

Stanley C. Mantooth, Ventura County Superintendent of Schools and Ex-Officio Secretary and Executive Officer of the Board  
Misty Key, Associate Superintendent, Fiscal and Administrative Services  
Dr. Antonio Castro, Associate Superintendent, Educational Services  
Mary Samples, Interim Associate Superintendent, Student Services  
Emily Mostovoy-Luna, Assistant Superintendent, SELPA  
Darlene Avalos, Director Human Resources  
Lisa Cline, Executive Director, Internal Business  
Cynthia Bridges, Assistant Director, Internal Business  
Stephanie Bellisario, Accountant/Internal Auditor  
Sonia Magana, Accountant  
Alex Valles, Accountant  
Leslie Comstock, Director, Hearing Conservation  
Dr. Jane Wagmeister, Executive Director, Curriculum & Instruction  
Dr. Daryton Ramsey, Local District Support  
Lisa Salas Brown, Local District Support  
Dr. Heidi Christensen, Director, Research and Evaluation  
Kim Uebelhardt, Executive Director, Educator Support & Effectiveness  
Marcia Russell, Director, Educator Support & Effectiveness  
Debbie Lopez, Executive Assistant  
Cathy Samuel, Executive Assistant  
Manny Ruiz, Facilities

3. Approval of Agenda.

Ms. Ulrich moved the agenda be approved. Mr. Teasdale seconded the motion, and the motion carried upon a unanimous vote of those in attendance (4:0).

Dr. Lisagor was absent.

**B. PUBLIC COMMENTS**

None.

**C. HEARINGS**

None.

**D. CLOSED SESSION**

None.

**E. PRELIMINARY**

1. Approval of Minutes of Regular Meeting of March 18, 2019.

Ms. Ulrich moved the Minutes of the Regular Meeting of March 18, 2019 be approved. Mr. Collins seconded the motion, and the motion carried upon a unanimous vote of those in attendance (4:0).

**F. CORRESPONDENCE**

1. VCSBA Newsletter and Dinner Meeting Announcement, April 29, 2019.

Dr. Flores, Mr. Teasdale and Mr. Collins will be attending.

**G. PRESIDENT'S AND BOARD MEMBERS' REPORTS**

1. Dr. Flores noted Upcoming events. .
2. Mr. Teasdale reported that he attended three Providence School graduations. He appreciates the diligence of the students in pursuing their diplomas.
3. Ms. Ulrich reported that the Subcommittee on Board Goals met on March 27<sup>th</sup> and they will be reporting to the Board on April 22<sup>nd</sup>.
4. Dr. Flores noted that he attended a Ventura County Committee on School District Organization (VCSSDO) meeting to consider the Moorpark Unified School District proposal to hold elections by Trustee Area. He also attended a Providence graduation and Triton and Gateway Open Houses with Mr. Teasdale.

**H. SUPERINTENDENT'S REPORT**

1. Dr. Flores has been recognized with a Latino Leadership Award from El Concilio.
2. Upcoming CCBE Conference will be held in September in Monterey. Please notify the office if you plan to attend. Mr. Collins, Dr. Flores, Mr. Teasdale, and Mr. Collins will be attending.

**I. LEGISLATIVE REPORT**

None.

**J. CONSENT/ACTION**

1. Substitution of Listed Sub submitted by Viola, Inc. for Camarillo Special Education New Construction: 20 Classroom School Bid 2018-34

Ms. Ulrich moved that Consent Item #1 be approved. Mr. Teasdale seconded the motion, and the motion carried upon a unanimous vote of those in attendance (4:0).

**K. PRESENTATIONS**

None.

**L. DISCUSSION/INFORMATION/ACTION**

1. Budget Study Session

Ms. Key noted that this morning's speakers are presenting on the services that our programs provide. The following VCOE staff members presented information on the various services provided and successes and challenges within their respective programs:

HEARING CONSERVATION

*Leslie Comstock, Director, Hearing Conservation*

Research shows that much can be done to assist students with hearing loss when there is early identification. Hearing screening is mandatory. 36,000 screenings were provided last year. We serve school districts, charter schools, preschools and private schools. Education Audiology services are also provided to 361 deaf and hard of hearing students in Ventura County. Hearing assistive technology is also provided.

Contracts with organizations that serve students have been developed. MediCal health program has referred 242 students for services. This requires a physician's order. If the parents hold Gold Coast insurance, they are then referred to VCOE for services. Also joined into the TUPE Grant.

Mr. Teasdale asked about the logic for fee for service. VCOE has offered services at no cost since 1940. When LCFF began, the Office had to transition to fee for service. VCOE was the only County Office that provided this service. When LCFF started and VCOE was in hold harmless funding, we looked to the school districts to provide hearing screening for their students and medical agencies to provide services as well. Preschool students no longer receive free services although some preschools have contracted for the services.

Dr. Flores noted that his son received their services from age 1 to age 5.

Ms. Ulrich asked if there is a difference between an educational audiologist and an audiologist. Yes, there is a difference. A school audiologist must hold a school audiologist credential.

## EDUCATOR SUPPORT & EFFECTIVENESS

*Kim Uebelhardt, Executive Director, Educator Support & Effectiveness*

Ms. Uebelhardt provided an overview of Educator Support and Effectiveness. The currently offer 9 accredited credential programs to 700 participants with a 97% retention rate. Of the over 6,000 teachers in Ventura County, 5,000 have participated in the Induction program since 1997.

Revenue is generated via a marketing plan to extend services to charter schools and private schools. Language and Academic programs which helps special education students, are now part of a \$8 million grant with three other counties. Designated Subjects program focuses on adult education and career education. Pilot program to assist teachers to clear their ELL authorization in partnership with Grand Canyon University.

Reduce Costs. To reduce costs the program has been streamlined. Administrator credentialing is very competitive and we have been able to reduce our charges from \$3,000 to \$2,500 per participant.

Relevancy. Programs are constantly revised, specifically the new LCAP Goals. This helps justify the districts expenses for the Educator Support program. Programs registration are provided online. Socio-emotional learning is a focus of the program. All are trained on the Dashboard with a focus on special population groups.

Ms. Ulrich asked about the accessibility for our schools. Are the teacher induction numbers steady? Yes, they are, all districts in the county have signed an MOU for services for the next three years.

Mr. Teasdale noted that the Induction programs are key to successful teachers. Where are the biggest challenges in the program with the reduction in expenses? Staffing – they would like to have more contact with inductees, but they have used technology to reach out to students and administrators. He understands that the personal contact is key to the quality and impact of what you do. Ms. Uebelhardt noted that every candidate is required to have 40 hours of face to face mentoring.

## DIFFERENTIATED ASSISTANCE

*Dr. Antonio Castro, Associate Superintendent, Educational Services*

*Dr. Jane Wagmeister, Executive Director, Curriculum & Instruction*

*Dr. Daryton Ramsey, Local District Support*

*Lisa Salas Brown, Director, Local District Support*

*Dr. Heidi Christensen, Director, Research & Evaluation*

*Emily Mostovoy-Luna, Assistant Superintendent, SELPA*

Dr. Castro introduced the Differentiated Assistance Team members. Each year there are student groups that are identified in the Dashboard as underperforming. Identified Districts receive support from the VCOE Differentiated Assistance Team to support student achievement in these districts. We look at Evaluation Rubrics – the California Dashboard. We review multiple measures on the Dashboard and identify where students are not being successful.

Dr. Christensen analyzes and presents the data that will assist the districts in identifying the bright spots and the areas of weakness. Her work is to accumulate the data in a more easily viewed format. Other sources of data included the California Healthy Kids Survey that address student engagement and their relationships with their teachers and schools. She pulls together this data over time and often see relationships with this information and the Dashboard.

Ms. Ulrich asked if this information is provided yearly. We are looking to provide the information to all districts regardless of their Differentiated Assistance status.

Mr. Teasdale asked how long the Dashboard has been in place. Two years. He asked if data has been used to identify schools that are succeeding in serving certain subpopulations and has a mechanism to share best practices been identified? Dr. Castro reported that data is reviewed and best practices are shared as part of the Inquiry and Implementation Network monthly meetings.

Mr. Collins noted that many parents are confused by the Dashboard. Is this being addressed? Dr. Flores noted that same happened with the API. Ms. Ulrich noted that this is a new way of reviewing data and hopefully over time, they will understand. Dr. Christensen noted that her office prepares a one page summary that it hopefully very clear for the districts to review. Ms. Ulrich noted that UC Berkeley is starting a Data Scientist major.

Dr. Ramsey noted that his role is to support the LEAs and schools in aligning their federal, school site, LCAP plans and link them for planning purposes. His role is to take the information from the dashboard and find how that information can be used for the various State and Federal accountability and strategic planning. Helping them understand how these processes are aligned; i.e. the LCAP and the LCAP Federal Addendum (Title I and Title III). This extended work goes beyond the Differentiated Assistance. In addition, we engage with other school districts beyond those that are in Differentiated Assistance, CSI and ATSI Schools. These programs and processes apply to all schools and school districts. Best practices are not only shared through the Inquiry and Implementation Network, but also what is working within the various student groups.

Dr. Flores asked if Charter Schools can receive these services. Charter Schools can receive services.

Ms. Ulrich asked if a single school is identified as needing Differentiated Assistance, does the district address the school? The Differentiated Assistance process only happens at the district level. The federal level focuses on a single school only. With each year of the dashboard will it be easier to be proactive as there is so much more data is available? In a sense yes. We are trying to help districts engage in pro-active monitoring. One thing that the dashboard does is allow districts to monitor improvement throughout the year.

Mr. Teasdale asked to what extent staff sees the various metrix redundant for different accountability agencies – State, federal, etc.? The State has done a good job of limiting redundancy in metrix and data. The processes – school level, district level, State level and federal program monitoring of Title I and Title III – used to be very different. Now they have been brought into the State and Federal LCAP with the same metrix.

Mr. Teasdale asked how the dashboard reaches down to the classroom. Is there an alignment from district to schools to the classrooms? The dashboard template is used at the school site level planning. The LCAP support this effort. Technology is there but more work is needed.

Mr. Teasdale noted there is often a difference between efforts for compliance and efforts for excellence. We are trying to make sure districts are not having to make a choice. Compliance is the floor of the efforts – one component of reaching towards excellence.

Ms. Mostovoy explains the role of Special Education in the LCAP and differentiated Assistance. DA has opened the conversation of continuous improvement for all students. This has led to in-depth conversations about how to support students with disabilities in academic achievement. Performance Indicator Review (PIR) is a yearly review activity for all districts. Three of the indicators are aligned to the Dashboard. This has led districts to set Goals and Actions to support students with disabilities in reaching positive student outcomes.

Mr. Teasdale asked if 3 of the 9 dashboard indicators will increase.

Ms. Mostovoy noted that the other indicators, least restrictive environment, preschool, are aligned in a sense. All indicators connect to support student success.

Dr. Wagmeister indicated that her role is to develop the root cause analysis of why we believe the problem exists. When we meet with the district, we first meet with the cabinet and ask how they would like the meetings to continue and who should attend. Usually 20-45 stakeholders – teachers, counselors, site administrators, district administrators, parents, nurse, special educators.

Student achievement goes beyond the academic. Want to hear from everyone about their hopes and fears for the process. The API system was often seen as a punitive measure. Hopes are usually for excellence.

Root Cause Analysis Process. What are the whys of the problem of practice? For 3 of 5 districts, students with disabilities are not succeeding at the rate that all the other students are, often in mathematics. We caution against going directly to a solution. Why is the problem persisting? A fish diagram is utilized to chart possible five main whys of the problem is persisting. Don't have access to the core, our teachers, parents, don't believe these students can achieve; students don't feel connected to the school – do they feel wanted?; collaboration – the special education teacher does not collaborate with the general education teachers; students are also English learners and the linguistic demands are an issue. If they could do one thing tomorrow, or long term; what might that be? Then the extended work begins ... what might they want from the partnership of support. Determine next steps.

There are currently five districts in Differentiated Assistance in the following eligibility areas.

Oxnard Union High School District – English Learners  
Oxnard Elementary – African American; Homeless  
Ojai Unified – Students with Disabilities  
Simi Valley – Students with Disabilities  
Santa Paula – Students with Disabilities

Hueneme, Fillmore were in Differentiated Assistance last year but exited.

Dr. Flores and Mr. Teasdale noted that the districts are approached as a way of finding the solution. Is there a return loop? A pattern that can be shared? What we have found is that there are more supports and the districts are taking advantage of that – restorative justice is an example. Complementary trainings are provided.

Mr. Collins indicated his appreciation of this process but what happens in a school like Triton School. Can a parent compare information from these schools by using the Dashboard? Triton and many VCOE-operated schools are part of the DASS which includes alternative matrixes and therefore not compare on the Dashboard. Also because the programs we operated often have a very low number of students, the comparison is hard to draw.

Ms. Brown noted that a key component is stakeholder engagement and how to message to parents and the community. The alternative dashboard is geared towards providing information for all even for students with special needs.

Mr. Castro noted that a summary report will be presented in June and will provide an overview of what has been accomplished this year.

Mr. Teasdale asked about the budget for Differentiated Assistance. Ms. Key noted that the office receives a fixed amount of funds to provide these DA services. The budget is developed with staff being paid for first, and if there are residual funds, the team determines what other resources can be purchased to support the work i.e. a software program that would assist in extrapolating data.

Ms. Key provided an overview of this first portion of the proposed 2019-20 VCOE budget. Assumptions include: COLA only on Special Education programs, the County Office is in hold-harmless status which means we are no longer funded for categorical programs and no longer receives any additional funds – or approximately \$20 million. This leads to the challenge of finding ways to fund the services we provide.

Expenditures include the projected increase of the STRS and PERS rates; a 2% increase to all salary schedules for staff; and step and column increases.

Charter School Support. The program supports the 5 VCBE authorized schools; but all 11 Charter Schools in the County receive support. The change in the revenue is relative to the change in revenue generated by increased enrollment.

Comprehensive Health and Prevention. Supports all schools and nurses; a lot of professional development is provided.

County Board of Education. Supported by the LCFF. Changes include health benefit costs. Mr. Teasdale asked in the \$181,500 in services include legal fees, BoardDocs, Gamut Services, and annual dues to various educational organizations.

Curriculum and Instruction. The reduction in revenue is due to movement of staff salaries from LCFF funding to the Differentiated Assistance program. Increases in salary are due to the 2% raise and step and column increases.

Mr. Teasdale asked how employees are reacting to the new health care options. The newest plan options are still rich in benefits. The initial reaction is positive.

Differentiated Assistance. This work began with the implementation of LCFF but funding is new in 2018-19. The work is still being developed at both the State and local levels. Revenue received is based on local school districts. Services are provided to charter schools, but revenue received does not include a calculation for charter schools.



Mr. Teasdale asked if the \$1.3 million is linked to the districts needing Differentiated Assistance? There is a base funding amount, plus funding for the number of school districts in differentiated assistance. The funding is a rolling three year average. We are in the second year of funding. Charter school support is a big concern as there are now more charter schools than school districts – in Los Angeles County there are 80 school districts but 372 charter schools. Mr. Teasdale asked what percentage of Ventura County students attend charter schools? Ms. Key will provide this information at a later date.

Early Childhood Programs. Funding is supported by multiple grants and local funding.

Educator Support and Effectiveness. This program used to be a state funded categorical receiving \$3.5 million. The program has transitioned to fee for service.

Expanded Learning Services. This program is afterschool programs. There is a grant included. We are the regionalized overseer, coordinating multiple LEAs.

Hearing Conservation. In 2018-19, we will be investing in new equipment, software and computers for this program.

Library and Learning Resources Display Center. A service available to all educators.

Scholarships and Donations. Scholarships are on a reimbursement basis. The budget is an estimate until the books close each year.

Mr. Teasdale asked about a drop in revenue. Will that mean less money given out next year? There is no steady stream of scholarships and donations available. The sources are donations to individual schools or to this organization.

Student Competitions. There is no change to this budget.

Mr. Collins asked if we are having trouble locating nurses countywide. Dr. Castro noted that there is no shortage of nurses but more a question of what professionals the districts will provide to meet the needs.

The Board thanked staff for the information and for their responses to questions. This item was presented for information only.

**M. BOARD MEMBER COMMENTS**

None.

**N. FUTURE AGENDA ITEMS**

1. Charter School Annual Programmatic Audits:  
River Oaks Academy – April 22, 2019
2. Options for Increasing Funding for Education – *Rob Collins*
3. Report from Subcommittee on Ventura County Board of Education Goals and Objectives Review Process – April, 2019

**O. FUTURE MEETINGS**

Date: Monday, April 22, 2019  
Time: 6:00 p.m.  
Location: 5100 Adolfo Road, Board Room, Camarillo  
Purpose: Regular Meeting of the Board

Date: Friday, May 10, 2019 (*Budget Study Session*)  
Time: 8:00 a.m.  
Location: 5100 Adolfo Road, Board Room, Camarillo  
Purpose: Regular Meeting of the Board

Date: ***Tuesday, May 28, 2019***  
Time: 6:00 p.m.  
Location: 5100 Adolfo Road, Board Room, Camarillo  
Purpose: Regular Meeting of the Board

**P. ADJOURNMENT**

Dr. Flores adjourned the meeting at 9:56 a.m.

***Minutes Approved by Board Action on 05/10/19.***

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