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HUENEME ELEMENTARY SCHOOL DISTRICT

"Inspiring and empowering every student to thrive every day."

205 North Ventura Road *Port Hueneme, California 93041* *(805) 488-3588*

Regular Meeting **Monday, January 27, 2020**
FY 2019-2020

AGENDA OUTLINE

CALL TO ORDER AND OPEN SESSION: **6:00 P.M.**

LOCATION: **City of Port Hueneme Council Chambers**
250 N. Ventura Road
Port Hueneme, CA 93041

We welcome visitors to public meetings of the Governing Board and encourage suggestions and comments. Any person who wants to address the Board may do so under section 5, below. For our records and to aid in preparing minutes, speakers are asked, but not required, to fill out an oral communications form and give it to the recording secretary. Forms will be on a table as you enter the room. The presiding board member will call each speaker to the podium.

Pursuant to Education Code 35145.5, the Board cannot enter into formal discussion or make a decision on any matter not on the agenda. However, they may refer a topic to a later meeting or ask the Superintendent or staff to follow up.

Pursuant to Government Code 54954.1, any person with a disability who needs reasonable accommodations to participate may request assistance in advance of the meeting. Contact the Superintendent's secretary at the District Office, 205 North Ventura Road, Port Hueneme, California 93041 / Telephone: 805-488-3588, Ext. 100 / Confidential Fax: 805-986-8755

Documents for regular meetings customarily are available no later than the Thursday preceding a regularly scheduled Monday meeting. Meeting documents are also posted in the Board area of the District website.

1. 6:00 P.M. CALL TO ORDER AND FLAG SALUTE

2. ANNOUNCEMENTS

(1) This meeting will be audio-recorded.
(2) Spanish translation services are available.

3. ADOPTION OF THE REGULAR AGENDA

Pursuant to Government Code Section 54954.2, items may be added to the agenda if (1) an "emergency situation" exists as defined by Government Code 54956.5 (majority vote required); (2) the need to take action arose after posting of the agenda (two-thirds vote of the Board or a unanimous vote of those present if less than the full Board); or (3) an item from a posted meeting that occurred not more than five calendar days prior to the current meeting must be continued at this meeting in order for action to be taken.

It is recommended that the Governing Board adopt the agenda, as submitted, or consider any request from an individual board member to revise the proposed agenda before adoption.

Motion:_____ Second: _____ Vote: _____

4. PRESENTATIONS

4.1 *Art Haycox Elementary School*

5. COMMUNICATIONS

Education Code 54954.3 requires that every agenda for a regular meeting provide an opportunity for the public to directly address the Governing Board on any item of interest to the public before the Governing Board's consideration of the item.

5.1 Oral Communications

(1) General Speakers

(2) Hueneme Education Association

(3) California School Employees Association Chapter 273

5.2 Written Communications

6. APPROVAL OF BOARD MINUTES

If there is more than one set of minutes presented, the Board may approve multiple sets of minutes in a single motion or vote on each set of minutes in separate motions.

6.1 *It is recommended that the Governing Board approve the minutes of the regular meeting of December 16, 2019.*

Motion: _____ Second: _____ Vote: _____

7. ADOPTION OF THE CONSENT AGENDA

All matters on the Consent Agenda are considered by the Board to be routine and will be acted upon in a single motion. There will be no discussion of these items prior to the time the Board votes on the motion unless members of the Board, staff, or the public request that specific items be discussed and/or removed from the Consent Agenda.

Consideration to remove an item or transfer it from the Consent Agenda to the Action Agenda:

Item(s) Removed/Transferred: _____

Except for any item(s) removed upon majority agreement, it is recommended that the Governing Board use a single motion and vote regarding the following items on the Consent Agenda:

Motion:_____ Second: _____ Vote: _____

7.1 *Approval of Personnel Report*

7.2 Ratification of December 2019 Financial Reports:

(1) *Expenditures* (Commercial Payments and Payroll)

(2) *Purchase Orders and Checks*

(3) *Miscellaneous Income Report*

7.3 *Acceptance of Gifts to the District*

7.4 *Recommendation to Ratify Agreement with Atkinson, Andelson, Loya, Ruud, & Romo for Legal Services*

7.5 *Recommendation to Ratify Contract Extension with Balfour Beatty Construction, LLC, for Construction Management Services*

7.6 *Approval to Request Proposal Related to the E-Rate Program*

7.7 *Approve Change Order #01 for Restroom Project (HESD 18-19-13) at Julien Hathaway Elementary School*

7.8 *Approval of Notice of Completion for the Restroom Installation Project (HESD 18-19-13) at Julien Hathaway Elementary School*

8. HUMAN RESOURCES

8.1 *Quarterly Report on Williams Uniform Complaints*

For information only: The Williams quarterly report under the Williams Lawsuit Settlement is attached. The District did not receive any complaints for the period of October 1, 2019, through December 31, 2019.

8.2 *Early Retirement Incentive Program for Management and Confidential Employees*

It is recommended that the Governing Board approve an Early Retirement Incentive Program for management and confidential employees.

Motion:_____ Second: _____ Vote: _____

8.3 *Resolution B19-20-06: Final Resolution for Classified Layoff Reduction in Hours*

It is recommended that the Governing Board:

(1) adopt Resolution B19-20-06: Final Resolution for Classified Layoff Reduction in Hours due to the lack of funding for the following positions:

One (1) – 7.0-hr. Paraprofessional/Special Education
One (1) – 6.25-hr. Paraprofessional/Special Education

(2) authorize the Superintendent or designee to give appropriate notice to the employees in these positions as well as to any individual employees who, due to placement on the seniority list, may be laid off as a result of displacement by more senior employees in service areas which are eliminated or reduced.

Motion:_____ Second: _____ Vote: _____

8.4 *Public Hearing Regarding Initial (Sunshine) Bargaining Proposal for the 2019-20 Successor Collective Bargaining Agreement Presented by the California School Employees Association (CSEA) and its Hueneme Chapter #273 to the Hueneme Elementary School District*

Pursuant to Government Code Section 3547(a), the Governing Board of the Hueneme Elementary School District will hold this public hearing to receive input from the community regarding 2019-20 Successor Collective Bargaining Initial (Sunshine) Proposals submitted by the California School Employees Association (CSEA) and its Hueneme Chapter #273.

Hearing Opened:_____ Hearing Closed: _____

8.5 *Acceptance of Initial (Sunshine) Bargaining Proposal for 2019-2020 Successor Collective Bargaining Agreement Presented by California School Employees Association (CSEA) and its Hueneme Chapter #273 to the Hueneme Elementary School District*

It is recommended that the Governing Board accept the Initial Bargaining Proposal presented to the District by the California School Employees Association (CSEA) and its Hueneme Chapter #273 for the 2019-2020 Successor Collective Bargaining Agreement.

Motion:_____ Second: _____ Vote: _____

9. EDUCATIONAL SERVICES

9.1 *California Healthy Kids Survey (CHKS) - Results 2018/2019*

For information only.

9.2 *California School Dashboard*

For information only.

10. BUSINESS SERVICES

10.1 *Acceptance of the 2018-19 Audit Report*

It is recommended that the Governing Board accept the June 30, 2019 Audit Report.

Motion:_____ Second: _____ Vote: _____

10.2 *California Department of Education Request for Allowance of Attendance Due to Emergency Conditions*

It is recommended that the Governing Board approve the Request for Allowance of Attendance Due to Emergency Conditions – Form J-13A.

Motion:_____ Second: _____ Vote: _____

10.3 *Authorization to Publish Calls for Bids for Installation of Hollywood Beach School Portable Restroom (HESD #19-20-04)*

It is recommended that the Governing Board:

(1) authorize administrative staff to publish calls for bids for the installation of a portable restroom at Hollywood Beach School (HESD #19-20-04)

(2) direct the Superintendent or her designee to proceed with the bid process

Motion:_____ Second: _____ Vote: _____

10.4 *Authorization to Publish Calls for Bids for HVAC (Heating, Ventilation, and Air Conditioning), Electrical, and Fire Alarm Upgrades at Julien Hathaway School, Art Haycox School, and Fred Williams School*

It is recommended that the Governing Board:

(1) authorize administrative staff to publish calls for bids for HVAC, electrical, and fire alarm upgrades at Julien Hathaway School (HESD #19-20-05)

(2) authorize administrative staff to publish calls for bids for HVAC, electrical, and fire alarm upgrades at Art Haycox School (HESD #19-20-06)

(3) authorize administrative staff to publish calls for bids for HVAC, electrical, and fire alarm upgrades at Fred Williams School (HESD #19-20-07)

(4) direct the Superintendent or her designee to proceed with the bid process for all three projects

Motion:_____ Second: _____ Vote: _____

11. ACCOUNTABILITY AND POLICIES

11.1 *Approval of, and Authorization to Publish, New School Accountability Report Cards*

It is recommended that the Governing Board approve School Accountability Report Cards (SARCs) as presented for the district's nine elementary schools and two junior high schools, and authorize that they may be made available to the public by February 1, 2020.

Motion:_____ Second: _____ Vote: _____

11.2 *Acceptance and First Reading of Proposed Revisions to the District Policy Manual*

It is recommended that the Governing Board and administrative staff:

(1) accept for a first reading proposed revisions to various board policies; and

(2) provide input for additional modifications that may be needed before a second reading and recommendation for approval at the next regular board meeting.

Series 0000: Philosophy, Goals, Objectives and Comprehensive Plans
- BP 0460, Local Control and Accountability Plan
- BP 0520, Intervention for Underperforming Schools
- BP 0520.1, Comprehensive and Targeted Support and Improvement

Series 1000: Community Relations
- BP 1431, Waivers

Series 4000: Personnel
- BP 4119.22/4219.22/4319.22, Dress and Grooming

Series 5000: Students
- BP 5132, Dress and Grooming
- BP 5142, Safety

Series 7000: Facilities
- BP 7140, Architectural and Engineering Services

Series 9000: Bylaws of the Board
- BP 9323, Meeting Conduct

Motion:_____ Second: _____ Vote: _____

12. MONTHLY REPORTS & ADVANCED PLANNING

12.1 Trustees

12.2 Superintendent

12.3 Suggested Future Agenda Items

13. CLOSED SESSION

13.1 COLLECTIVE BARGAINING: LABOR NEGOTIATIONS
(Pursuant to Government Code 54957.6)
- Dr. Carlos Dominguez, Deputy Superintendent

13.2 PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE/COMPLAINT
(Pursuant to Government Code 54957)

13.3 CONFIDENTIAL STUDENT MATTER (Pursuant to Education Code Sections 35146, 48900, et seq. and 48912(b))

14. RECONVENE IN OPEN SESSION

14.1 *Submission of the Report of the Administrative Panel for Expulsion Case 19-20-06*

It is recommended that the Governing Board take action on Expulsion Case 19-20-06 to:

(1) accept the recommendations as delineated in the proposed expulsion order and immediately implement the terms of the stipulated expulsion; or

(2) deny the recommendations as delineated in the proposed expulsion order and direct that an administrative hearing be scheduled.

Motion:_____ Second: _____ Vote: _____

15. ADJOURNMENT

UPCOMING MEETINGS

- Regular Meeting at 6:00 P.M. on Monday, February 24, 2020, in Council Chambers, Port Hueneme City Hall, 250 North Ventura Road.

DISTRICT FRAUD HOTLINE

Acts of fraud against the Hueneme Elementary School District are expensive. In addition, the actions of perpetrators of fraud often create a hostile and/or fearful environment for others. Anyone who witnesses a fraudulent act against the District is encouraged to report it, using the District's Fraud Hotline. Reports may be called in to (805) 946-0171. All reports will be investigated. The reporter's identity will be kept confidential and, in fact, any person who reports a fraudulent act may choose to remain anonymous. *(Ref: Board Policy and Administrative Regulation 3400, rev. 08/13)*

ART HAYCOX ELEMENTARY BOARD PRESENTATION

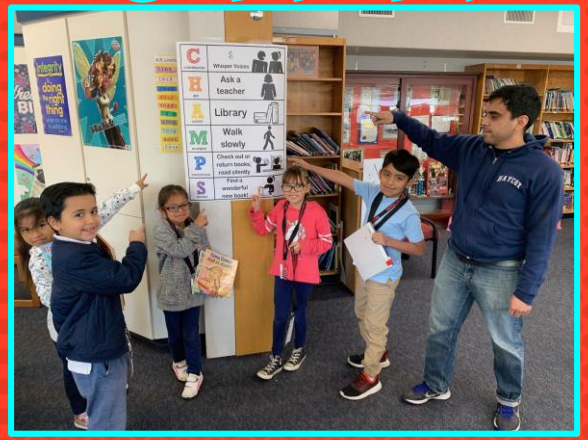
CHAMPS

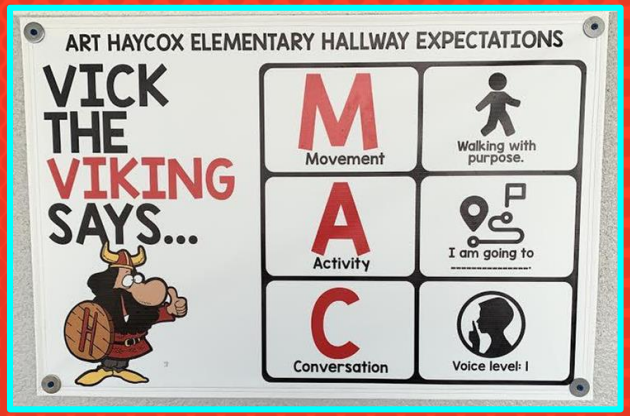
CAFETERIA

C
Quiet Conversation
H
Raise your hand
A
Eating lunch
M
Stay seated
P
Eat your lunch, keep your area clean
S
Great job!

C
Quiet Conversation
H
Raise your hand
A
Eating lunch
M
Stay seated
P
Eat your lunch, keep your area clean
S
Great job!

OTHER COMMON AREAS





CHAMPS @ HAYCOX

- CHAMPS PLAYGROUND ZONES
- CHAMPS VOICE LEVELS
- CHAMPS IN THE BATHROOMS
- CHAMPS IN THE LIBRARY
- CHAMPS IN THE CAFETERIA
- CHAMPS FOR LINEUP

PLAYGROUND

No Go Zone
HAYCOX PLAYGROUND ZONES
Track Field
Soccer Field
Soccer Field
STORAGE CONTAINER
Chill/Relax Zone
Shade - Pavilion
No Go Zone
Classrooms
Playground
Classrooms
Upper Grade Classrooms
Basketball Courts
Tether Ball
Hula Hoop/Jump Rope
Dodgeball

Intramural Sports

INTRAMURAL BASKETBALL

INTRAMURAL SOCCER

Music!!

BAND SCHOLARSHIP PROGRAM

THE PERCUSSIONATORS

HAYCOX ROCKSTARS

Coming Attractions

STUDENT COUNCIL

Thank
You!!!

HUENEME ELEMENTARY SCHOOL DISTRICT
MINUTES OF A REGULAR MEETING OF THE GOVERNING BOARD

Monday, December 16, 2019, 6:00 P.M.

PROPOSED

INTRODUCTORY INFORMATION

In accordance with Brown Act rules governing regulatory bodies, the Hueneme Elementary School District (HESD) posts agendas for regularly scheduled meetings of the Governing Board a minimum of 72 hours in advance. Agendas for special meetings (i.e., meetings not on the regular schedule called for a specific purpose) are posted a minimum of 24 hours in advance. Agendas are available for the public to view at all hours of every day through glass at the front of the District Office or on the District website.

This meeting was held in the Port of Hueneme Boardroom, Oxnard Harbor District, at 333 Ponoma Street in Port Hueneme, California. The agenda and full meeting packet were posted and made available to the public on December 12th.

ATTENDANCE

Trustees: At the 6:00 P.M. Call to Order, four trustees were present: Board President, Charles Weis, Ph.D.; Board Clerk, Darlene Bruno; and Members Siugen Constanza and Scott Swenson. Trustee Bexy Gomez arrived at 7:06 P.M.

Administrators and Others: Dr. Christine Walker (Superintendent); Dr. Carlos Dominguez (Assistant Superintendent-Human Resources); Helen Cosgrove (Assistant Superintendent-Educational Services); David Ragsdale (Assistant Superintendent-Technology & Strategic Operation); Jennifer Carr, Cathy Niss, David Castellano, and Raven Aipa (Senior Directors); and Cynthia Rojas, Executive Assistant to the Superintendent. A number of school administrators and other staff were also present.

CALL TO ORDER AND FLAG SALUTE – Item 1

Dr. Weis called the meeting to order at 6:00 P.M. and a student from Parkview Elementary School led the Pledge of Allegiance.

ANNOUNCEMENTS – Item 2

Dr. Weis announced that the meeting would be audio-recorded.

Ms. Constanza informed the audience that Spanish-speaking members of the community could ask for assistance from a district translator who was present.

ADOPTION OF THE REGULAR AGENDA – Item 3

Motion 036: Trustee Swenson motioned to adopt the agenda, as submitted. Trustee Bruno seconded and the motion passed upon a vote of 4 ayes and zero nays, with 1 absence (Gomez).

ANNUAL ORGANIZATIONAL TASKS – Item 4

4.1 Annual Organization of the Governing Board (Presented by Dr. Walker)

Motion 037: Trustee Weis motioned to elect Darlene Bruno to the position of President for a one-year term from December 2019 to December 2020. The motion was seconded when Ms. Bruno accepted the nomination. The motion passed upon a vote of 4 ayes and zero nays, with 1 absence (Gomez).

Motion 038: Trustee Bruno motioned to elect Siugen Constanza to the position of Clerk for a one-year term from December 2019 to December 2020. The motion was seconded when Ms. Constanza accepted the nomination. The motion passed upon a vote of 4 ayes and zero nays, with 1 absence (Gomez).

Motion 039: Trustee Weis motioned to elect Darlene Bruno to a one-year term (from December 2019 to December 2020) as the Representative to vote in election for members of the County Committee on School District Organization. The motion was seconded when Ms. Bruno accepted the nomination. The motion passed upon a vote of 4 ayes and zero nays, with 1 absence (Gomez)

Motion 040: Trustee Swenson motioned to elect Darlene Bruno to a two-year term from December 2019 to December 2021 as the District Collaborative Leadership Team representative. The motion was seconded when Ms. Bruno accepted the nomination. The motion passed upon a vote of 4 ayes and zero nays, with 1 absence (Gomez).

Pursuant to Board Bylaw 9122, the Superintendent will continue to serve as Secretary to the Board.

4.2 Adoption of the 2020 Board Calendar (Presented by Dr. Walker)

Motion 041: Trustee Swenson motioned to adopt the 2020 Board calendar as proposed. Trustee Bruno seconded and the motion passed upon a vote of 4 ayes and zero nays, with 1 absence (Gomez).

PRESENTATION – Item 5

5.1 Parkview Elementary School

Cara Comstock, Principal, along with Mirta Alcantar, Assistant Principal, presented on the student leadership council at Parkview Elementary. They spoke about the California Healthy Kids Survey and LCAP Goal 2, which is to increase the social emotional well-being of students and improve school climate. Students who are members of the leadership council were introduced and they shared information about some of the things the council has already accomplished, what it hopes to do for the community, and goals they have planned for the school.

6.1 Oral Communications

(1) General Speakers
Dr. Weis announced that there were no general speakers.

(2) California School Employees Association Chapter 273
Paul Robinson, CSEA President, thanked the Board and administration for all that they do. He shared that CSEA held their Christmas celebration at Blackstock JHS. He provided

PROPOSED

feedback on the CLT meeting and announced the budget meeting scheduled for the next day. Mr. Robinson concluded by wishing everyone a happy holiday.

(3) Hueneme Education Association
Luciano Ortiz, a district teacher, spoke on behalf of HEA. He shared that he is working with CTA and NEA on an initiative for tax fairness to put schools and communities first.

6.2 Written Communications

There were no written communications.

APPROVAL OF BOARD MINUTES – Item 7

7.1 It is recommended that the Governing Board approve the minutes of the regular meeting of November 25, 2019.

Motion 042: Trustee Swenson motioned to approve the minutes of the regular meeting of November 25, 2019. Trustee Constanza seconded and the motion passed upon a vote of 4 ayes and zero nays, with 1 absence (Gomez).

ADOPTION OF CONSENT AGENDA – Item 8

Motion 043: Trustee Bruno motioned to adopt the Consent Agenda as submitted. Trustee Constanza seconded and the motion passed upon a vote of 4 ayes and zero nays, with 1 absence (Gomez).

The following reports were accepted and approved:

8.1 Approval of Personnel Report

8.2 Ratification of November 2019 Financial Reports:

(1) Expenditures (Commercial Payments and Payroll)
(2) Purchase Orders and Checks
(3) Miscellaneous Income Report

8.3 Certification of Authorized Signatures

HUMAN RESOURCES – Item 9

9.1 Resolution B19-20-03: Preliminary Resolution for Classified Layoff Reduction in Hours (Presented by Dr. Dominguez)

Motion 044: Trustee Bruno motioned to adopt Resolution B19-20-03: Preliminary Resolution for Classified Layoff Reduction in Hours due to the lack of funding for the following positions: One (1) – 7.0-hr. Paraprofessional/Special Education and One (1) – 6.25-hr. Paraprofessional/Special Education; and authorize the Superintendent or designee to give appropriate notice to the persons employed in these positions as well as to any individual employees who, due to placement on the seniority list, may be laid off as a result of displacement by more senior employees in service areas which are eliminated or reduced. Trustee Swenson seconded and the motion passed upon a vote of 4 ayes and zero nays, with 1 absence (Gomez).

PROPOSED

9.2 Approval of Request for Certificated Variable Term Waiver (Presented by Dr. Dominguez)

Motion 045: Trustee Swenson motioned to approve the Request for Certificated Variable Term Waiver for Shelbee Damianos and authorize the Superintendent or designee to forward the waiver request to the State Commission on Teacher Credentialing. Trustee Constanza seconded and the motion passed upon a vote of 4 ayes and zero nays, with 1 absence (Gomez).

9.3 Approval of Intent to Participate in the Classified School Employee Summer Assistance Program (CSESAP) (Presented by Dr. Dominguez)

Motion 046: Trustee Swenson motioned to approve the District's intent to participate in the Classified School Employee Summer Assistance Program (CSESAP). Trustee Bruno seconded and the motion passed upon a vote of 4 ayes and zero nays, with 1 absence (Gomez).

9.4 Early Retirement Incentive Agreement with Hueneme Education Association (Presented by Dr. Dominguez)

Motion 047: Trustee Swenson motioned to approve an Early Retirement Incentive Program with the Hueneme Education Association as submitted. Trustee Constanza seconded and the motion passed upon a vote of 4 ayes and zero nays, with 1 absence (Gomez).

BUSINESS SERVICES – Item 10

10.1 Approve Certification Based on the First Period Interim Financial Report for the Period ended October 31, 2019 and; Resolution B19-20-04: Revision of the 2019-20 Board Approved Budgets for the General Fund, Cafeteria Fund, Building Fund, Capital Facilities, and Bond Interest and Redemption Fund (Presented by Ms. Niss)

Motion 048: Trustee Swenson motioned to approve the certification of the District's 2019-20 First Period Interim Report and Resolution B19-20-04. Trustee Bruno seconded and the motion passed upon a vote of 4 ayes and zero nays, with 1 absence (Gomez).

10.2 Resolution B19-20-05: Adopt Funds Transfer Authorization and Agreement Between the District and MUFG Union Bank N.A. (Presented by Ms. Niss)

Motion 049: Trustee Swenson motioned to adopt the Funds Transfer Agreement Authorization for MUFG Union Bank N.A. and Resolution B19-20-05. Trustee Constanza seconded and the motion passed upon a vote of 4 ayes and zero nays, with 1 absence (Gomez).

10.3 Approve Change Order for Preschool Building Project (HESD 18-19-21) at Sunkist Elementary School (Presented by Mr. Ragsdale)

Motion 050: Trustee Swenson motioned to approve Change Order #1 from SBS Corporation for the Preschool Building Project (HESD #18-19-21) at Sunkist Elementary. Trustee Bruno seconded and the motion passed upon a vote of 4 ayes and zero nays, with 1 absence (Gomez).

POLICIES – Item 11

11.1 Second Reading and Approval of Proposed Revisions to the District Policy Manual (Presented by Dr. Walker)

PROPOSED

Motion 051: Trustee Swenson motioned to approve all policy revisions as submitted and authorize immediate dissemination and implementation. Trustee Constanza seconded and the motion passed upon a vote of 4 ayes and zero nays, with 1 absence.

The following policies were accepted for a first reading:

Series 1000: Community Relations
- BP 1112, Media Relations

Series 3000: Business and Noninstructional Operations
- BP 3551, Food Service Operations/Cafeteria Fund

Series 4000: Personnel
- BP 4119.24, Maintaining Appropriate Adult-Student Interaction

Series 6000: Instruction
- BP 6179, Supplemental Instruction

Series 9000: Bylaws of the Board
- BB 9321, Closed Session Purposes and Agendas
- BB 9321.1, Closed Session Actions and Reports

OTHER BOARD BUSINESS – Item 12

12.1 Superintendent Evaluation Timeline (Presented by Dr. Walker)

Regarding evaluations, Dr. Walker explained that the practice has been to conduct the Superintendent's mid-year evaluation in January and the final evaluation in June. However, she proposed moving the mid-year evaluation to September/October, and the final evaluation to the end of March. The Board had no problem with her suggestion and will hold the final evaluation in March.

MONTHLY REPORT & ADVANCED PLANNING – Item 13

13.1 Trustees

Mr. Swenson reported on the CSBA conference and talked about the LBGQT workshop that he attended.

Ms. Constanza reported on CSBA and the two workshops she attended on the Brown Act and the Youth of Cinema Project.

Ms. Bruno reported on CSBA and shared that the workshops and general sessions were amazing.

Dr. Weis reported on CSBA and the two workshops he attended on equity in policy and strategies for expanding dual language programs.

13.2 Superintendent

Dr. Walker commented on the workshops she attended at CSBA. She congratulated the Blackstock JHS Marching Band for taking first place at the Oxnard Christmas Parade. Also, she announced that the Blackstock Winter Concert is on Wednesday, December 18. Additionally, she shared that Rebecca Pariso, a Blackstock teacher, was selected to participate in the math curriculum and framework committee for the state of California. Dr. Walker concluded by announcing that winter break would begin on Friday and wishing everyone a happy holiday.

PROPOSED

13.3 Suggested Future Agenda Items

Mr. Swenson would like further analysis on dual language programs.

Dr. Weis would like an equity audit of the district's policies.

CLOSED SESSION – Item 14

At 7:05 P.M., all members of the Board convened in closed session with the Superintendent and Assistant Superintendents to discuss labor negotiations, employee discipline/dismissal/release/ complaint, and confidential student matters.

RECONVENE IN OPEN SESSION – Item 15

At 7:59 P.M. all members of the Board reconvened in open session.

15.1 Submission of the Report of the Administrative Panel for Expulsion Case 19-20-04

Motion 052: Trustee Swenson motioned to expel the named student and direct the Superintendent or her designee to notify the parents of this decision and provide them with a copy of the rehabilitation plan. Trustee Bruno seconded and the motion passed upon a unanimous vote of 5 ayes and zero nays.

15.2 Submission of the Report of the Administrative Panel for Expulsion Case 19-20-05

Motion 053: Trustee Swenson motioned to expel the named student and direct the Superintendent or her designee to notify the parents of this decision and provide them with a copy of the rehabilitation plan. Trustee Constanza seconded and the motion passed upon a unanimous vote of 5 ayes and zero nays.

ADJOURNMENT – Item 16

There being no further regular business before the Governing Board, Dr. Weis adjourned the meeting at 8:00 P.M.

_____
Christine Walker, Ed.D.
Secretary to the Governing Board

PROPOSED

Board member signatures appear on the following page.

By our signatures given below on this 27th day of January, 2020, the Governing Board of the Hueneme Elementary School District approves the foregoing Minutes of the Regular Meeting of December 16, 2019.

Darlene A. Bruno
President, Board of Trustees

Siugen Constanza
Clerk, Board of Trustees

Bexy I. Gomez
Member, Board of Trustees

Scott Swenson
Member, Board of Trustees

Charles Weis, Ph.D.
Member, Board of Trustees

PROPOSED

Parkview Student Council

Leaders in the Making

Why did we create Leadership Council?

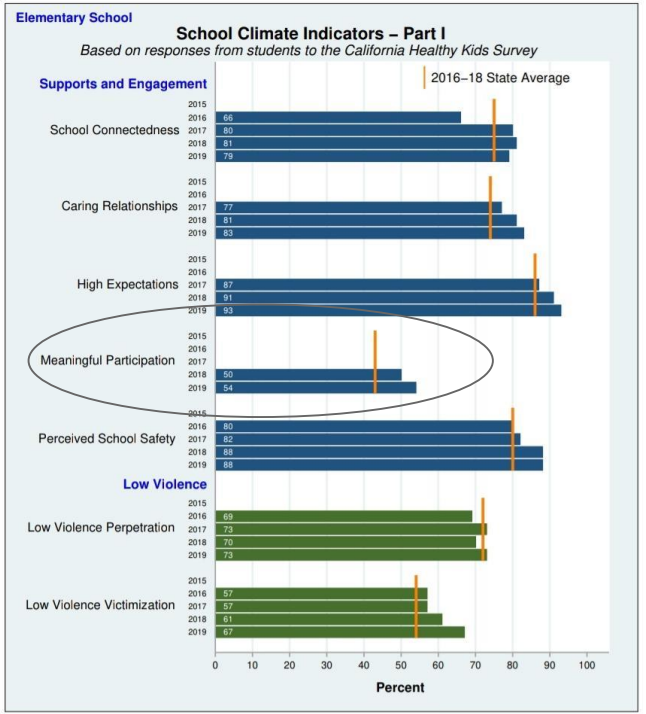
The California Healthy Kids Survey
CHKS

CalSCHLS WestEd

School Climate Report Card (Elementary)—2018-2019

District: Hueneme Elementary
School: Parkview Elementary
Response Rate: 54% (2016), 70% (2017), 81% (2018), 89% (2019)

Date Prepared: 26 Jun 2019



LCAP Goal 2

Increase the social emotional wellbeing of students and improve school climate.

Who are we...?

We are future leaders!

We are students from Parkview who want to make our school a better place.

Members:Chole, Brianna, Alessandro, Alexander, Kaily, Kassidy, Troy, Robert, Annette, Maya, Kathya, Kaleo, Melissa, Julia, Jimena, Kyleah, Joshua.

What we have done

We sold friendship turkey grams so that we could raise money for our student council shirts.

We raised the amount of $291.51

Our goal is to build a strong school community while also helping and giving back to others.

What we plan to do for the community

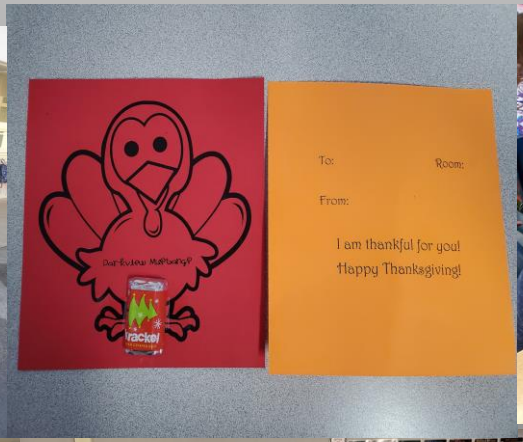
Some ideas that we have planned to help the community are first Winter Warmth where Parkview Mustangs donate warm clothing to families in need. Another idea we have is having a trash cleanup to help our environment/community. Our last idea is to do a canned food drive for families in need.

Things we plan to do for parkview

One of the ideas we plan to do for our school is have a fruit stand at recess so students can have a healthy snack to keep them energized. We also plan to help at upcoming events like Back to School Night, Literacy Night, Winter Wonderland, Math Night, Career Day and Open House.

We plan to lead a Kindness week in January where we will be in charge of activities encouraging teamwork and kindness between students.

Mustangs working hard for a better school



Thank you for listening

Thanks for listening to our presentation about Parkview Student Council.

HUENEME ELEMENTARY SCHOOL DISTRICT

BOARD AGENDA ITEM: APPROVAL OF PERSONNEL REPORT

BOARD MEETING DATE: December 16, 2019

FROM: Jennifer A. Carr, Senior Director of Personnel Services
Dr. Carlos Dominguez, Deputy Superintendent
Dr. Christine Walker, Superintendent

STAFF COMMENT

RECOMMENDATION

It is recommended that the Governing Board approve personnel actions in employee categories that are listed below. Identification of specific employees affected by the actions will be shared confidentially with the Governing Board and certain members of management in advance of the meeting.

BACKGROUND

(1) Certificated Management Services
Change of Assignment

(2) Certificated Services
Employment
Resignation

(3) Classified Services
Employment
Change of Classification/Location and/or Hours
Resignation
Retirement

Employee's Name	Effective Date	Personnel Action
CHANGE OF ASSIGNMENT: Certificated Management Services		
Haines, Heidi	01-06-20	Principal, E.O. Green Junior High School to Principal on Special Assignment
Melgoza-Vasquez, Irma	01-06-20	Assistant Principal, Blackstock Junior High School to Interim Principal, E.O. Green Junior High School
Pelayo, Isabel	01-06-20	Assistant Principal, Larsen School to Assistant Principal, Blackstock Junior High School
Valdez, Jose	01-06-20	Assistant Principal, Hathaway School to Assistant Principal, Hathaway (.40-FTE) and Larsen (.60-FTE)
EMPLOYMENT: Certificated Services		
Cohn, Marilyn	12-10-19	Substitute Teacher
Coria, Rica	11-21-19	Substitute Teacher
Lara, Jessica	11-12-19	Substitute Teacher
Nava, Rosalinda	12-09-19	Substitute Teacher
Orozco, Maria	12-02-19	Substitute Teacher
Robles, Betsy	10-25-19	Substitute Teacher
Ryan, Matthew	11-15-19	Substitute Teacher
RESIGNATION: Certificated Services		
Lucarelli, Ysobella	12-31-19	Teacher, Temporary, E.O. Green Junior High School, resigning

Employee's Name	Effective Date	Personnel Action
EMPLOYMENT: Classified Services		
Arroyo, Lysette	11-19-19	3.50-hr. Paraprofessional/Special Education, Larsen School, new position
Guerrero Pantoja, Elizabeth	12-02-19	2.91-hr. Paraprofessional/Physically Handicapped, Hathaway School, new position
Mora, Carina	10-08-19	Substitute Paraprofessional, After School Program, Districtwide
Ramirez Lopez, Kennya	11-22-19	Substitute Paraprofessional/Physically Handicapped, Districtwide
Rodriguez Cervantes, Estela	10-30-19	Substitute Bilingual Paraprofessional, Districtwide
Tellez, Perla	10-09-19	Substitute Office Clerk, Districtwide
CHANGE OF CLASSIFICATION, LOCATION AND/OR HOURS: Classified Services		
Arredondo, Maria	12-03-19	5.50-hr. Food Service Worker I to 6.0-hr. Food Service Worker I, Haycox School, increase in hours
Flores, Catalina	12-02-19	5.0-hr. Food Service Worker I to 5.50-hr. Food Service Worker I, Williams School, increase in hours
Flores Jr., Jose	12-16-19	8.0-hr. Custodian, Haycox School to 8.0-hr. Head Custodian, Haycox School, replacing Paul Robinson who transferred
Garcia, Carmen	12-02-19	7.0-hr. Paraprofessional/Special Education, Parkview School to 7.0-hr. Paraprofessional/Special Education Hathaway School, involuntary transfer for the good of the District
Gomez, Guadalupe	12-02-19	5.50-hr. Food Service Worker I to 6.0-hr. Food Service Worker I, Haycox School, increase in hours
Gonzalez, Iliana	12-02-19	3.50-hr. Paraprofessional/Special Education to 5.70-hr. Paraprofessional/Special Education, Hathaway Pre-school, increase in hours

Employee's Name	Effective Date	Personnel Action
Lopez, Carmen	12-02-19	6.0-hr. Food Service Worker I to 6.50-hr. Food Service Worker I, Blackstock Junior High School, increase in hours
Miggantz, Alia	12-09-19	3.0-hr. Food Service Worker I, Parkview School to 3.50-hr. Food Service Worker I, Hathaway School, involuntary transfer, increase in hours
Salcedo, Yolanda	12-02-19	6.0-hr. Food Service Worker I to 6.50-hr. Food Service Worker I, Blackstock Junior High School, increase in hours
Sanchez, Javier	12-09-19	4.0-hr. Mini Bus Driver to 5.0-hr. Mini Bus Driver, F.O.T., replacing Guadalupe Lopez who transferred
Silva, Mariela	12-02-19	5.0-hr. Food Service Worker I, Hathaway School to 6.0-hr. Food Service Worker I, Hueneme School, replacing Blanca Madrigal who transferred
Ursua, Cecile	12-02-19	6.0-hr. Food Service Worker I, Parkview School to 8.0-hr. Food Service Worker II, Haycox School, replacing Martha Ramirez who resigned
Venegas, Hilda	12-02-19	6.0-hr. Food Service Worker I to 6.50-hr. Food Service Worker I, Blackstock Junior High School, increase in hours

RESIGNATION: Classified Services

Gutierrez, Krystal	12-20-19	3.75-hr. Bilingual Paraprofessional, Sunkist School, resigning
Reveles, Lenny	11-15-19	.85-hr. Campus Assistant, Hueneme School, resigning
Suarez, Maria	11-22-19	3.35-hr. Campus Assistant, E.O. Green Junior High School, resigning

RETIREMENT: Classified Services

Murillo, Jose	12-20-19	8.0-hr. Head Custodian, Bard School, retiring

HUENEME ELEMENTARY SCHOOL DISTRICT

BOARD AGENDA ITEM:	RATIFICATION OF EXPENDITURE REPORTS FOR NOVEMBER 2019
BOARD MEETING DATE:	December 16, 2019
FROM:	Cathy Niss, Chief Business Official Dr. Christine Walker, Superintendent

STAFF COMMENT

RECOMMENDATION

It is recommended that the Governing Board ratify the attached Expenditure Reports for November 2019, as follows:

(1) Commercial Payments
(2) Payroll

COMMERCIAL PAYMENT REGISTER

November 2019

ISSUE DATE	CHECK NUMBERS	TOTAL AMOUNT	Unrestricted 010 FUND	Cafeteria 130 FUND	Measure T 215 FUND	Dev. Fees 250 FUND	Bond Int. 510 FUND	ASB/USB 951-952-953 FUND	*Accrued Sales Taxes*
November 5, 2019	5002042838-5002042857	$ 385,600.91	$ 102,930.68	$ 3,300.00	$ 269,114.23			$ 10,256.00	*$ 0.14*
November 7, 2019	5002042858-5002042876	$ 211,238.98	$ 34,586.98	$ 381.25	$ 175,449.77		$ 535.00	$ 285.98	*$ 169.62*
November 12, 2019	5002042877-5002042896	$ 64,529.75	$ 57,559.75		$ 6,970.00				*$ 45.03*
November 14, 2019	5002042897-5002042911	$ 37,764.43	$ 23,152.39			$ 14,612.04			*$ 55.49*
November 18, 2019	5002042912-5002042933	$ 322,040.68	$ 65,061.09	$ 256,979.59					*$ 221.42*
November 20, 2019	5002042934-5002042972	$ 95,145.37	$ 67,754.23		$ 26,495.00			$ 896.14	*$ 35.45*
November 25, 2019	5002042973-5002043014	$ 116,518.05	$ 112,127.00	$ 1,770.00				$ 2,621.05	*$ 223.83*
TOTAL PAYMENTS		**$ 1,232,838.17**	**$ 463,172.12**	**$ 262,430.84**	**$ 478,029.00**	**$ 14,612.04**	**$ 535.00**	**$ 14,059.17**	***$ 750.98***

PAYROLL SUMMARY - NOV 2019

ISSUE DATE	GROSS EARNINGS	FRINGE BENEFITS	TOTAL PAYROLL	010 FUND General	130 FUND Cafeteria
11/8/2019	$2,408.70	-$39.46	$2,369.24	$2,369.24	$0.00
11/27/2019	$5,717,486.51	$2,197,697.92	$7,915,184.43	$7,635,432.24	$279,752.19
			$0.00		
			$0.00		
			$0.00		
Total	**$5,719,895.21**	**$2,197,658.46**	**$7,917,553.67**	**$7,637,801.48**	**$279,752.19**

HUENEME ELEMENTARY SCHOOL DISTRICT

BOARD AGENDA ITEM:	RATIFICATION OF PURCHASE ORDERS AND CHECKS FOR NOVEMBER 2019
BOARD MEETING DATE:	December 16, 2019
FROM:	Cathy Niss, Chief Business Official Dr. Christine Walker, Superintendent

STAFF COMMENT

RECOMMENDATION

It is recommended that the Governing Board ratify purchase orders and checks generated in November 2019.

BACKGROUND

The monthly purchase order listing is a summary of all purchase orders issued in one calendar month. It is provided to the Governing Board for ratification of district purchases. The purchase order numbering system is described below:

1. B20-0000……."B" series purchase orders are for "blanket" orders issued to vendors used on a monthly basis.
2. H20-0000……."H" series purchase orders are for "Hueneme Elementary School District" regularly issued orders.

For the period of November 1-30, 2019, purchase orders totaled **$1,228,134.27,** and $9,446.25 in change notices. The attached report reflects November 2019 totals by site:

00/01	District wide	18	Hathaway
02	Educational Services	18N	Neighborhood for Learning
03	Pupil Support Services	20	Haycox
04	Migrant Education	22	Hueneme
05	Educational Media Center	24	Larsen
08	Food Service	26	Parkview
09	Summer School	28	Sunkist
10	Bard	30	Williams
12	Beach	34	Print Shop
14	Blackstock	99	After School Program
16	E.O. Green	FOT	Facilities, Operations and Transportation

These numerical listings provide an internal system of checks and balances in the Business Office.

Reimbursement/direct pay orders are listed in the second part of the attached reports. Checks issued between November 1 and November 30, 2019 totaled **$1,232,838.17.**

Includes 11/01/2019 - 11/30/2019

PO Number	Vendor Name	Site	Description	Fund Object	Account Amount
B20-00200	City of Oxnard ATTN: City Corp s	99	DO/ASES/City Corps Blkt	010-5100	673,832.00
				010-5800	168,458.00
H20-00045	Lakeshore Store #038	20	Haycox/New classroom	250-4300	5,408.62
				250-4400	2,396.00
H20-00046	Lakeshore Store #038	20	Haycox/New classroom	250-4300	5,409.42
				250-4400	1,398.00
H20-00678	Office Depot School Division	01	Stores	010-9320	11,131.22
H20-00679	Office Depot School Division	01	Stores	010-9320	6,084.08
H20-00817	Staples Technology Solution	10	Bard/RM-17/Printer	010-4300	325.16
H20-00848	Cal West Visuals	14	Blackstock/ASES/Technology	010-4300	953.74
				010-4400	2,175.00
H20-00849	CDW-G (Vernon Hills)	14	Blackstock/ASES/Technology	010-4300	48.93
H20-00850	Blick Art Materials	18	Hathaway/LCFF/ supplies	010-4300	120.97
H20-00851	Gold Coast Glass Inc	01	Larsen/Vandalism Service	010-4300	108.75
				010-5600	115.00
H20-00852	Scholastic Magazines	12	Beach/GF/Mat'lsSupplies Instructional	010-4300	1,349.85
H20-00853	Insect Lore	28	Sunksit/LCFF/Supplies	010-4300	195.68
H20-00854	Demco Inc	28	Sunkist/LCFF/Library Supplies	010-4300	66.89
H20-00855	School Specialty	28	Sunkist/LCFF/Supplies	010-4300	292.91
H20-00856	School Outfitters	30	Williams/LCFF/Supplies	010-4300	244.53
H20-00857	Staples Advantage	28	Sunkist/LCFF/Supplies	010-4300	226.71
H20-00858	School Specialty	30	Williams/LCFF/Supplies	010-4300	148.38
H20-00859	MOXI, The Wolf Museum of Explo ration & Innovation	12	Beach/USB/field trip	953-5800	341.00
H20-00861	Office Depot School Division	99	ASES/ Supplies	010-4300	545.36
H20-00862	Pearson Education	02	Ed Services/LCFF/textbooks	010-4100	446.15
H20-00863	Lego Education	14	Blackstock/LCFF/Title 1/Supplies	010-4300	11,081.30
H20-00864	Presentation Systems South	34	Print Shop/Supplies	010-4300	1,695.85
H20-00865	Grainger Industrial Supply	01	District/Safety Supplies	010-4300	562.24
H20-00866	Medic First Aid	01	District/Safety Supplies	010-4300	333.00
H20-00867	Sphero, Inc.	14	Blackstock/LCFF-Title 1/Supplies	010-4300	6,851.25
H20-00868	Hodge Products	14	Blackstock/GF/PE Control Key	010-4300	54.27
H20-00869	Gopher Sport	14	Blackstock/GF/PE Supplies	010-4300	675.16
H20-00870	Gopher Sport	14	Blackstock/GF/PE Supplies	010-4300	237.08
H20-00871	Tri County Office Furniture	08	Food Service/Furniture	130-4300	240.00
H20-00872	Tech-Wall Inc	08	Food Service/Furniture	130-4300	880.00
H20-00873	Jordano's	08	Food Services/HYCX/NonCapEquip	130-4400	4,119.19
H20-00874	Jordano's	08	Food Services/HATH/NonCapEquip	130-4400	4,607.41
H20-00875	Finish Line Paving Inc.	01	F.O.T./Prof. Services	010-5600	6,475.00
H20-00876	Western State Roofing, Inc.	01	F.O.T./Prof. Services	010-5600	8,800.00
H20-00877	Sigurdson Sales & Service	34	Print shop/Paper Cutters	010-4400	4,644.64

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

Includes 11/01/2019 - 11/30/2019

PO Number	Vendor Name	Site	Description	Fund Object	Account Amount
H20-00878	Lakeshore Store #038	16	4-6 Week Workload Reduction/Nelson,Julia	010-4300	211.55
H20-00879	School Specialty	16	4-6 Week Workload Reduction/Nelson,Julia	010-4300	80.82
H20-00880	Office Depot School Division	16	4-6 Week Workload Reduction/Nelson, Julia	010-4300	109.37
H20-00881	Lakeshore Store #038	16	4-6 Week Workload Reduction/Ashley Lerner 6th	010-4300	342.71
H20-00882	Office Depot School Division	16	4-6 Week Workload Reduction/Ashley Lerner 6th	010-4300	200.21
H20-00883	Barnes Charter	14	ASB/Barnes Charter-CADA	951-5812	792.86
H20-00884	FCG Enviromental	FOT	FOT/Service Claims	010-5800	3,727.50
H20-00885	Empire Cleaning Supply	01	Stores	010-9320	13,021.94
H20-00886	Document Tracking Services LLC	01	District/Professional Services	010-5800	4,750.00
H20-00887	School Services of California	01	Agreement for Services 2020 Calendar Year	010-5800	3,900.00
H20-00888	Sunrise Physical Therapy Ser	01	District/Safety	010-4300	317.10
H20-00889	Window Products Mgmt DBA Arjay s Window Fashions	01	DO/Lobby	010-5800	2,973.50
H20-00890	Jordano's	08	Food Service/Supplies	130-4300	866.59
H20-00891	Threadedink	18	Hathaway/Gen Fund/t-shirts	010-4300	162.04
H20-00892	AK Construction and Roofing	16	Green/Service	215-6100	26,495.00
H20-00893	Kelly Paper Store	01	Stores	010-9320	6,966.25
H20-00894	Office Depot School Division	01	Stores	010-9320	4,815.45
H20-00895	LA County Office of Education Attn ASM	06	Title 1/ Fed. Prog. Meeting	010-5200	1,650.00
H20-00896	The Abundant Table	20	Haycox/USB/Field Trip admission	953-5800	252.00
H20-00897	Camlox Industries DBA Western Graphix	30	Williams/General/Service	010-5600	205.00
H20-00898	Santa Barbara Zoo	22	Hueneme/Field Trip/USB	953-5800	439.00
H20-00899	Dell Computer Corp	14	Blackstock/Theft	010-4400	1,004.32
H20-00900	MOXI, The Wolf Museum of Explo ration & Innovation	12	Beach/USB/ FieldTrip	953-5800	645.00
H20-00901	Electricraft, Inc.	20	Haycox/Service	215-6200	8,878.00
H20-00902	Empire Cleaning Supply	01	Stores	010-9320	8,996.63
H20-00903	Oriental Trading Co Inc	28	Sunkist/USB/Supplies	953-4300	397.67
H20-00904	Cal West Visuals	14	Blackstock/Theft	010-4400	5,317.88
				010-5800	864.00
H20-00905	Medical Billing Technologies	01	District/Service	010-5800	1,950.00
H20-00906	Santa Barbara Zoo	28	Sunkist/USB/Field Trip	953-5800	205.54
H20-00907	Elite Screen Printing & Embroi dery	28	Sunkist/USB/Supplies	953-4300	2,186.05
H20-00908	Mad Science of Los Angeles	12	Beach/GF/Assembly	010-5800	651.00
H20-00909	Div of the State Architect	20	Haycox/HVAC Upgrades	215-6200	25,847.52
H20-00910	Div of the State Architect	30	Williams/HVAC Upgrades	215-6200	29,164.56
H20-00911	Div of the State Architect	18	Hathaway/HVAC Upgrades	215-6200	25,997.80

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Includes 11/01/2019 - 11/30/2019

PO Number	Vendor Name	Site	Description	Fund Object	Account Amount
H20-00912	Success By Design Inc.	12	Beach/GF/HBS Agendas (2019/2020)	010-4300	835.18
H20-00913	Janelle Publications Inc	26	Parkview/Title1/Speech	010-4300	152.25
H20-00914	Barnes & Noble Inc #2054 Acco unt #6121495	26	Parkview/Title1/Books for Classroom	010-4200	1,627.13
H20-00915	NR Development Inc.	14	Blackstock/Service	215-6200	13,800.00
H20-00916	MOXI, The Wolf Museum of Explo ration & Innovation	20	Haycox/USB/Field Trip	953-5800	250.00
H20-00917	MOXI, The Wolf Museum of Explo ration & Innovation	20	Haycox/USB/Field Trip	953-5800	270.00
H20-00918	MOXI, The Wolf Museum of Explo ration & Innovation	20	Haycox/USB/Field Trip	953-5800	320.00
H20-00919	VCSCA Julie Marquez, Treasurer	02	Ed. Services/LCFF/Registration Counselors	010-5200	1,200.00
H20-00920	Empire Cleaning Supply	01	Stores	010-9320	14,396.54
H20-00921	Office Depot School Division	01	stores	010-9320	1,468.13
H20-00922	Lakeshore Store #038	20	Haycox/LCFF/Instructional Materials and Supplies	010-4300	585.58
H20-00923	Dell Computer Corp	20	Haycox/LCFF/Instructional/Sup p/Equip	010-4400	2,151.62
H20-00924	Durham School Services	26	Parkview/LCFF/Field Trip	010-5812	452.57
H20-00925	Quill Corporation	26	Parkview/LCFF/Paper	010-4300	504.34
H20-00926	Heinemann Library	18	Hathaway/LCFF/materials	010-4300	380.63
H20-00927	City of Oxnard Rec & Community Svcs	99	ASES/ Hath/ Basketball	010-5800	300.00
H20-00928	Stenhouse Publishers	02	Ed Services/LCFF/Spplies	010-4200	543.75
H20-00929	Commline Inc.	22	Hueneme/Supply	010-4300	259.19
H20-00930	Carnitas El Brother Mexican G rill	99	ASES/ Food/ Pl	010-4300	214.36
H20-00931	Gopher Sport	99	ASES/ SPARK/ Larsen	010-4300	1,625.81
H20-00932	Office Depot School Division	99	ASES/ Supplies/ Larsen	010-4300	188.03
H20-00933	Staples Advantage	22	Hueneme/GATE/LCFF/Supply	010-4300	107.28
H20-00934	Lakeshore Store #038	22	Hueneme/LCFF/Supply	010-4300	44.40
H20-00935	Barnes & Noble Inc #2054 Acco unt #6121495	14	Blackstock/LCFF/Insructor books	010-4300	807.45
H20-00936	Fun and Function	22	Hueneme/LCFF/Supply	010-4300	109.54
H20-00937	City of Oxnard Rec & Community Svcs	99	ASES/ Hathaway/ Basketball	010-5800	600.00
H20-00938	The Shopper Inc	16	Campus Supervisor Safety Vests,LCFF Supplies Admin	010-4300	350.18
H20-00939	PeeBee & Jay's	99	ASES/DO/PL	010-4300	71.61
H20-00940	VCOE-SELPA	02	Ed. Services/LCFF/NCPI	010-5200	30.00
H20-00941	Woodburn Press Ltd	28	Sunkist/LCFF/Supplies	010-4300	90.26
H20-00942	Staples Advantage	28	Sunkist/LCFF/Supplies	010-4300	70.71
H20-00943	School Specialty	12	Beach/LCFF Art 1/Supplies Instructional	010-4300	397.80

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

Includes 11/01/2019 - 11/30/2019

PO Number	Vendor Name	Site	Description	Fund Object	Account Amount
H20-00944	Apple Inc	01	Tech/Green-Theft	010-4300	7,738.89
				010-4400	7,716.88
H20-00945	Office Depot School Division	99	ASES/DO/ Supplies	010-4300	97.41
H20-00946	Gopher Sport	99	ASES/EOG/Supplies	010-4300	293.08
H20-00947	Dell Computer Corp	28	Sunkist/LCFF/Tech Supplies	010-4300	43.49
H20-00948	VCOE-SELPA	02	Ed. Services/LCFF/Registration	010-5200	40.00
H20-00949	Laguna Clay Company	12	Beach/LCFF Art 1/Matl'sSupplies Instructional	010-4300	207.17
H20-00950	Mad Science of Los Angeles	12	Beach/LCFF Goal3 Action1/Assembly	010-5800	1,448.00
H20-00951	Southwinds Transportation	99	ASES/ Field Trip	010-5812	1,130.00
H20-00952	Quill Corporation	26	Parkview/LCFF/Paper	010-4300	243.51
H20-00953	Uline	26	Parkview/LCFF/Restroom Supplies	010-4300	160.95
H20-00954	Kagan Publishing & Pro Devel (Training Events)	99	ASES/ Supplies	010-4300	530.70
H20-00955	Panera Bread Company Panera Br ead LLC	99	ASES/PL/ Refreshements	010-4300	644.83
H20-00956	School Specialty	14	ASES	010-4300	671.17
H20-00957	City of Oxnard Rec & Community Svcs	99	ASES/ BLK/ Basketball	010-5800	600.00
H20-00958	Blick Art Materials	16	Rebecca Briggs,4-6 Weeks Workload Reduction	010-4300	190.51
H20-00960	MOXI, The Wolf Museum of Explo ration & Innovation	06	Ashley Lerner 6 grade/Julia Nelson 6 grade	010-5800	489.38
H20-00961	City of Oxnard Rec & Community Svcs	16	Green/ASB/Registration Fees/Boys Basketball	952-5800	900.00
H20-00962	Active Learning LLC	16	Green/Textbook	010-4100	11,662.09
H20-00963	Active Learning LLC	14	Blackstock/Textbook	010-4100	13,100.26
H20-00964	Ventura County School Boards Attn: Efrain Cazares	01	District/Board, 2018-19 Membership Dues	010-5300	200.00
H20-00965	VCOE	01	District/H.R.	010-5200	600.00
H20-00966	Dave Bang Associates Inc	FOT	FOT/Sunkist/Supplies	010-4300	3,565.13
				010-4400	1,718.61
H20-00967	Aswell Trophy	01	District/Professional Services	010-4300	86.20
H20-00968	Ventura County Star	01	District/Prof Services	010-5800	733.24
H20-00969	Island Packers Cruises	16	Island Packers/Trisha Navarro/Olivia Strohman	010-5800	1,650.83
H20-00970	County Of Ventura Office of Di strict Attorney	FOT	FOT/Service/Fees	010-5800	1,159.12
H20-00972	Performances To Grow On	12	Beach/GF/School Assemblies	010-5800	2,400.00
H20-00973	Building Block Entertainment	18	Hathaway/Gen Fund/ Assembly	010-5800	895.00
H20-00974	Durham School Services	26	Parkview/GF/Field Trp	010-5812	423.31
H20-00975	Tabbara Corporation	FOT	FOT/Service/AHERA Reinspection 2019	010-5800	2,850.00

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

Includes 11/01/2019 - 11/30/2019

PO Number	Vendor Name	Site	Description	Fund Object	Account Amount
H20-00976	Images of Inc.	08	Food Service/Professional Services	130-4300	2,276.57
			Total Number of POs **132**	**Total**	**1,228,134.27**

PO Changes

	New PO Amount	Fund/ Object	Description	Change Amount
B20-00052	2,700.00	010-4300	General Fund/Materials and Supplies	2,000.00
H19-01442	13,430.00	215-6200	Measure T Building Fund/Buildings and Improvement (	7,480.00
H19-01446	19,210.00	215-6200	Measure T Building Fund/Buildings and Improvement (	1,190.00-
H20-00242	71,444.83	010-4300	General Fund/Materials and Supplies	487.94
H20-00242	71,444.83	010-4400	General Fund/Non-Capitalized Equipment	288.90
			Total PO H20-00242	**776.84**
H20-00796	1,296.30	010-4300	General Fund/Materials and Supplies	379.41
			Total PO Changes	**9,446.25**

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

Checks Dated 11/01/2019 through 11/30/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
5002042838	11/05/2019	Barnes Charter	951-5812		10,256.00
5002042839	11/05/2019	Bodagger Builders	215-6200		25,556.90
5002042840	11/05/2019	Carnitas El Brother Mexican Grill	010-4300		203.63
5002042841	11/05/2019	City Of Oxnard	010-5502		21,587.86
5002042842	11/05/2019	E.J.Harrison & Sons Inc.	010-5501		10,205.92
5002042843	11/05/2019	Food Safety Systems	130-5800		3,300.00
5002042844	11/05/2019	Hensons Music Store	010-4300	11.94	
			Unpaid Tax	.14-	11.80
5002042845	11/05/2019	Jive Communications Inc	010-5903		49,324.21
5002042846	11/05/2019	Mobile Mini Inc	010-5699		251.11
5002042847	11/05/2019	Panorama Education	010-5800		9,650.00
5002042848	11/05/2019	PeeBee & Jay's	010-4300		376.48
5002042849	11/05/2019	Restorative Justice Resource	010-5800		7,500.00
5002042850	11/05/2019	SBS Corporation	215-6200		243,557.33
5002042851	11/05/2019	Shred-It USA	010-5800		248.64
5002042852	11/05/2019	So Ca Edison Co	010-5506		105.90
5002042853	11/05/2019	So Ca Gas Company	010-5507		1,327.77
5002042854	11/05/2019	Sprigeo Inc.	010-5800		1,390.00
5002042855	11/05/2019	United Parcel Service	010-5900		274.35
5002042856	11/05/2019	VCOE	010-5200		435.00
5002042857	11/05/2019	Verizon Business	010-5900		38.01
5002042858	11/07/2019	Alcantar, Mirta	010-4300		230.32
5002042859	11/07/2019	Aldridge, Karin L	010-4300		268.41
5002042860	11/07/2019	Hottendorf, Tabitha	010-4300		57.88
5002042861	11/07/2019	Cortez, Arturo C	010-4300		9.99
5002042862	11/07/2019	Nabors, Danna K	010-4200	44.85	
			010-4300	19.52	64.37
5002042863	11/07/2019	AK Construction and Roofing	215-6200		118,245.00
5002042864	11/07/2019	Amazon Capital Service	010-4300	1,483.15	
			Unpaid Tax	18.59-	1,464.56
5002042865	11/07/2019	Assistance League School	010-5800		20,700.00
5002042866	11/07/2019	Castle Air Inc	130-5600		381.25
5002042867	11/07/2019	County Of Ventura Environmental Health Division	010-5800		2,666.66
5002042868	11/07/2019	Elite Modular Leasing & Sales	215-6200		57,204.77
5002042869	11/07/2019	Gold Coast Glass Inc	010-4300	116.50	
			010-5600	115.00	
			Unpaid Tax	8.75-	222.75
5002042870	11/07/2019	Lifetouch NSS Accts. Receivable	953-5800		285.98
5002042871	11/07/2019	Live Scan Ventura	010-5800		340.00
5002042872	11/07/2019	Oxnard Hose	010-4300	111.09	
			Unpaid Tax	1.27-	109.82
5002042873	11/07/2019	Quinn Company	010-5600		192.28
5002042874	11/07/2019	Scholastic/Weekly Reader	010-4300		6,631.99
5002042875	11/07/2019	Stamp Fulfillment Services	010-5900	1,768.96	
			Unpaid Tax	141.01-	1,627.95
5002042876	11/07/2019	Union Bank Trust Dept-Fees	510-7434		535.00

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Checks Dated 11/01/2019 through 11/30/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
5002042877	11/12/2019	A-Z Bus Sales	010-4300	772.11	
			010-5600	650.00	1,422.11
5002042878	11/12/2019	Ahern Rental	010-5699		617.54
5002042879	11/12/2019	Airgas West	010-5699		46.15
5002042880	11/12/2019	All Phase Electric	010-4300	24.10	
			Unpaid Tax	.22-	23.88
5002042881	11/12/2019	Wilivaldo Izazaga DBA ALWI Pest Control	010-5500		1,200.00
5002042882	11/12/2019	Balfour Beatty	010-5800		14,370.00
5002042883	11/12/2019	Cal School & Sport	010-4300		834.33
5002042884	11/12/2019	Castle Air Inc	010-5600		28,521.50
5002042885	11/12/2019	Coastal Pipco	010-4300	808.15	
			Unpaid Tax	7.44-	800.71
5002042886	11/12/2019	CustomLanyard.net	010-4300	190.86	
			Unpaid Tax	15.36-	175.50
5002042887	11/12/2019	John Hancock Life Insurance Co Attn Billing & Income	010-3901		2,400.00
5002042888	11/12/2019	KENCO Construction Services	215-6200		6,970.00
5002042889	11/12/2019	Lito Galang DBA Lito's Auto Repair	010-5600	458.25	
			Unpaid Tax	1.43-	456.82
5002042890	11/12/2019	Port Hueneme Marine Supply Co	010-4300	1,176.15	
			Unpaid Tax	10.81-	1,165.34
5002042891	11/12/2019	ReadyRefresh by Nestle	010-4300		1,506.82
5002042892	11/12/2019	Salinas and Sons Rooter Servi	010-5600	1,752.19	
			Unpaid Tax	.13-	1,752.06
5002042893	11/12/2019	Southland Sod	010-4300	473.06	
			Unpaid Tax	6.52-	466.54
5002042894	11/12/2019	Superior Sanitary Supplies	010-4300		351.48
5002042895	11/12/2019	Traffic Technologies	010-4300	339.30	
			Unpaid Tax	3.12-	336.18
5002042896	11/12/2019	Uline	010-4400		1,112.79
5002042897	11/14/2019	Airgas West	010-4300	116.29	
			Unpaid Tax	1.07-	115.22
5002042898	11/14/2019	All Phase Electric	010-4300	543.74	
			Unpaid Tax	4.99-	538.75
5002042899	11/14/2019	Apple Inc	010-4300		4,306.50
5002042900	11/14/2019	Cal Coast Machinery	010-5600	1,157.28	
			Unpaid Tax	5.21-	1,152.07
5002042901	11/14/2019	Audrey Walzer DBA Camarillo Yoga Center	010-5800		2,750.00
5002042902	11/14/2019	Carrot-Top	010-4300		253.19
5002042903	11/14/2019	CDW-G (Chicago)	010-4300	167.46	
			010-4400	1,086.41	1,253.87
5002042904	11/14/2019	Daniels Tire Service	010-5600	385.78	
			Unpaid Tax	7.73-	378.05
5002042905	11/14/2019	FCG Enviromental	010-5800		3,727.50
5002042906	11/14/2019	Lakeshore Learning Materials	010-4300	1,153.79	
			010-4400	555.64	

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Checks Dated 11/01/2019 through 11/30/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
5002042906	11/14/2019	Lakeshore Learning Materials	250-4300	10,818.04	
			250-4400	3,794.00	16,321.47
5002042907	11/14/2019	Quill Corporation	010-4300		108.71
5002042908	11/14/2019	Silvas Oil Company Inc	010-4300		4,155.80
5002042909	11/14/2019	Sunrise Physical Therapy Ser	010-4300	317.10	
			Unpaid Tax	2.84-	314.26
5002042910	11/14/2019	The Traffic Safety	010-4300	1,713.42	
			Unpaid Tax	26.95-	1,686.47
5002042911	11/14/2019	Ventura County Auto Suppy	010-4300	709.27	
			Unpaid Tax	6.70-	702.57
5002042912	11/18/2019	Advantage Telecom	010-5800		75.67
5002042913	11/18/2019	Window Products Mgmt DBA Arjays Window Fashions	010-5800		2,973.50
5002042914	11/18/2019	AutoZone Stores, Inc.	010-4300	10.59	
			Unpaid Tax	.10-	10.49
5002042915	11/18/2019	Barnes & Noble Inc	010-4200	37.70	
			010-4300	237.79	
			Unpaid Tax	2.53-	272.96
5002042916	11/18/2019	The Berry Man Inc	130-9321		25,847.27
5002042917	11/18/2019	California Wood Recycling	010-5501		74.98
5002042918	11/18/2019	Channel Isl Beach Community Services District	010-5502		3,112.66
5002042919	11/18/2019	City Of Oxnard	010-5502		284.85
5002042920	11/18/2019	City Of Pt Hueneme Attn Finance Dept.	010-5502		30,774.75
5002042921	11/18/2019	Document Tracking Services LLC	010-5800		4,750.00
5002042922	11/18/2019	Driftwood Dairy Inc.	130-9321		50,619.14
5002042923	11/18/2019	Gold Star Foods	130-5600	435.10	
			130-9321	74,105.96	74,541.06
5002042924	11/18/2019	Standard Plumbing Supply Co	010-4300	300.57	
			Unpaid Tax	2.66-	297.91
5002042925	11/18/2019	HERC Rentals, Inc.	010-5699		491.49
5002042926	11/18/2019	Jordano's	130-4300	866.59	
			130-4400	8,726.60	
			130-9321	68,573.35	
			Unpaid Tax	80.24-	78,086.30
5002042927	11/18/2019	MJP Technologies	010-4400		450.00
5002042928	11/18/2019	Oxnard Pipe & Supply	010-4300	9,809.14	
			010-4400	8,404.51	
			Unpaid Tax	135.89-	18,077.76
5002042929	11/18/2019	P & R Paper Supply Inc.	130-9329		20,476.32
5002042930	11/18/2019	Southwest School & Office	010-9320		600.84
5002042931	11/18/2019	Tri County Bread Service	130-9321		7,409.50
5002042932	11/18/2019	Ventura Steel Inc.	010-4300		1,028.23
5002042933	11/18/2019	VocabularySpellingCity.com	010-5800		1,785.00
5002042934	11/20/2019	Dana Young	010-5800		1,017.00
5002042935	11/20/2019	Granado, Maria	010-4300		146.88
5002042936	11/20/2019	Ontiveros, Audrey	951-4300		103.28

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 11/01/2019 through 11/30/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
5002042937	11/20/2019	Rodriguez, Cristina	010-4300		106.13
5002042938	11/20/2019	Walker, Christine	010-5800		236.38
5002042939	11/20/2019	Perez-Garcia, Leticia	010-4300		53.53
5002042940	11/20/2019	Serrano, Jose L	010-4300	80.00	
			010-5900	17.50	97.50
5002042941	11/20/2019	Aldridge, Karin L	010-4300		83.07
5002042942	11/20/2019	Magallanes, Kathryn	010-4300		152.72
5002042943	11/20/2019	Torres, Maria N	010-4300		252.13
5002042944	11/20/2019	Alvarez-Rice, Alma L	010-5800		23.89
5002042945	11/20/2019	Pulido, Eunice	010-4300		8.46
5002042946	11/20/2019	Vargas, Yarai Y	010-4300		43.40
5002042947	11/20/2019	Cuevas, Giovanna I	010-4300		57.95
5002042948	11/20/2019	Verardo, Megan	010-4300		147.77
5002042949	11/20/2019	AK Construction and Roofing	215-6100		26,495.00
5002042950	11/20/2019	Art Trek	010-5800		21,000.00
5002042951	11/20/2019	Atkinson, Andelson, Loya Ruud and Romo	010-5815		294.00
5002042952	11/20/2019	Barnes Charter	951-5812		792.86
5002042953	11/20/2019	Bay Alarm	010-5800		380.00
5002042954	11/20/2019	Coastal Pipco	010-4300	2,687.23	
			Unpaid Tax	24.64-	2,662.59
5002042955	11/20/2019	Crowder Backflow Services Inc	010-5600		98.00
5002042956	11/20/2019	Demco Inc	010-4300		258.38
5002042957	11/20/2019	Diamond A Equipment	010-4300	117.76	
			Unpaid Tax	1.09-	116.67
5002042958	11/20/2019	Dugmore & Duncan Of California	010-4300		20,663.00
5002042959	11/20/2019	Dunn-Edwards Corp	010-4300	172.24	
			Unpaid Tax	1.58-	170.66
5002042960	11/20/2019	Economy Lighting & Electric	010-5600		1,523.12
5002042961	11/20/2019	Empire Cleaning Supply	010-4300		896.54
5002042962	11/20/2019	Foundation Building Materials	010-4300	885.86	
			Unpaid Tax	8.14-	877.72
5002042963	11/20/2019	MCI Comm Service	010-5903		36.52
5002042964	11/20/2019	Mobile Mini Inc	010-5699		664.77
5002042965	11/20/2019	n2y LLC	010-5800		7,722.10
5002042966	11/20/2019	ReadyRefresh by Nestle	010-4300		113.16
5002042967	11/20/2019	School Outfitters	010-4300		347.11
5002042968	11/20/2019	Sinclair Sanitary Supply Inc	010-4300	2,831.32	
			010-4400	641.57	
			010-5600	500.00	3,972.89
5002042969	11/20/2019	Urban Graphics and Printing	010-5600		244.69
5002042970	11/20/2019	Los Angeles Truck Centers, LLC	010-4300	31.71	
			010-5600	1,768.28	1,799.99
5002042971	11/20/2019	Venco Electric Inc	010-5600		1,447.50
5002042972	11/20/2019	Verizon Business	010-5900		38.01
5002042973	11/25/2019	All City Mgmt Services, Inc.	010-5800		1,530.00

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 11/01/2019 through 11/30/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
5002042974	11/25/2019	American Express Attn Payment Processing	010-4200	21.70	
			010-4300	2,194.61	
			010-5200	414.60	
			010-5211	536.60	
			010-5218	70.00	
			010-5300	605.00	
			010-5800	228.00	
			130-5200	650.00	
			Unpaid Tax	.44-	4,720.07
5002042975	11/25/2019	Ana Chavez	010-4300		275.84
5002042976	11/25/2019	AT&T Mobility	010-5909		346.43
5002042977	11/25/2019	CDW-G (Chicago)	010-4300		185.96
5002042978	11/25/2019	City Of Oxnard	010-5502		30,059.03
5002042979	11/25/2019	City Of Pt Hueneme Attn Finance Dept.	010-5800		13,920.00
5002042980	11/25/2019	CMH Centers for Family Health	010-5800		395.00
5002042981	11/25/2019	County Of Ventura Environmental Health Division	010-5800		1,159.12
5002042982	11/25/2019	CustomInk.com	951-4300	2,000.11	
			Unpaid Tax	27.06-	1,973.05
5002042983	11/25/2019	City Of Oxnard/Treasurer Del Norte Regional Recycling	010-5501		194.46
5002042984	11/25/2019	Free Spirit	010-4200	296.74	
			010-4300	161.54	458.28
5002042985	11/25/2019	Frontier Communications	010-5903		1,384.14
5002042986	11/25/2019	General Binding Corp ACCO Brands USA LLC	010-4300	610.50	
			Unpaid Tax	6.60-	603.90
5002042987	11/25/2019	Gopher Sport NW5634	010-4300	1,026.48	
			Unpaid Tax	28.91-	997.57
5002042988	11/25/2019	Grainger	010-4300	64.26	
			Unpaid Tax	.30-	63.96
5002042989	11/25/2019	Harbor Freight Tools	010-4300	378.74	
			Unpaid Tax	7.76-	370.98
5002042990	11/25/2019	Heinemann Library	010-4300	8,489.98	
			010-5800	10,200.00	
			Unpaid Tax	56.52-	18,633.46
5002042991	11/25/2019	Integrated Fire & Safety	010-5600		1,811.25
5002042992	11/25/2019	Intermountain Lock & Security	010-4300		4.62
5002042993	11/25/2019	Island Packers Cruises	010-5800		304.00
5002042994	11/25/2019	Kwang Sung Lee DBA K & S Lawnmower	010-4300	745.46	
			010-4400	1,291.88	
			010-5600	488.14	
			Unpaid Tax	20.01-	2,505.47
5002042995	11/25/2019	Oxnard Pipe & Supply	010-4300	3,203.09	
			010-4400	1,696.50	

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Checks Dated 11/01/2019 through 11/30/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
5002042995	11/25/2019	Oxnard Pipe & Supply	010-6400	2,047.26	
			Unpaid Tax	61.39-	6,885.46
5002042996	11/25/2019	Pacificom	010-5600		180.00
5002042997	11/25/2019	SchoolLife	010-4300		945.31
5002042998	11/25/2019	School Outfitters	010-4300		456.46
5002042999	11/25/2019	Silvas Oil Company Inc	010-4300		3,616.89
5002043000	11/25/2019	So Ca Edison Co	010-5506		112.35
5002043001	11/25/2019	So Ca Gas Company	010-4300	18.73	
			010-5507	2,282.81	2,301.54
5002043002	11/25/2019	Southland Sod	010-4300	536.14	
			Unpaid Tax	7.39-	528.75
5002043003	11/25/2019	Teachers Curriculum Institute	010-4100		10,783.50
5002043004	11/25/2019	Tech-Wall Inc	130-4300		880.00
5002043005	11/25/2019	Underwood Farm Market LLC DBA Tierra Rejada	953-5800		336.00
5002043006	11/25/2019	Time Warner Cable	010-5903		2,969.40
5002043007	11/25/2019	Traffic Technologies	010-4300	809.40	
			Unpaid Tax	7.45-	801.95
5002043008	11/25/2019	Tri County Office Furniture	130-4300		240.00
5002043009	11/25/2019	Turf Star Inc	010-4300		262.40
5002043010	11/25/2019	U.S. Bank Corporate Payment Systems	010-4200	163.50	
			010-4300	1,745.49	1,908.99
5002043011	11/25/2019	Uline	010-4300	99.49	
			010-4400	592.97	692.46
5002043012	11/25/2019	Underwood Farm Market LLC	953-5800		312.00
5002043013	11/25/2019	Ventura County School Boards Attn: Efrain Cazares	010-5300		200.00
5002043014	11/25/2019	Western Exterminator	010-5500		208.00
		Total Number of Checks	**177**		**1,232,838.17**

Fund Recap

Fund	Description	Check Count	Expensed Amount
010	General Fund	153	463,815.80
130	Cafeteria Fund	11	262,511.08
215	Measure T Building Fund	6	478,029.00
250	Capital Facilities Fund	1	14,612.04
510	Bond Interest and Redemption F	1	535.00
951	Blackstock ASB Fund	4	13,152.25
953	Unorganized Student Body/Eleme	3	933.98
	Total Number of Checks	**177**	1,233,589.15
	Less Unpaid Tax Liability		750.98-
	Net (Check Amount)		**1,232,838.17**

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

HUENEME ELEMENTARY SCHOOL DISTRICT

BOARD AGENDA ITEM: REPORT OF MISCELLANEOUS INCOME FOR NOVEMBER 2019

BOARD MEETING DATE: December 16, 2019

FROM: Cathy Niss, Chief Business Official
Dr. Christine Walker, Superintendent

STAFF COMMENT

RECOMMENDATION

For information only

BACKGROUND

The monthly miscellaneous income report is a summary of funds received in the district office and transmitted to the Ventura County Office of Education for deposit into the various funds of the district at the County Treasury.

The November report reflects the receipt of $583,523.85 as follows:

	Description	Amount
	General Fund	$439,418.91
	Cafeteria Fund	$109,359.02
	Measure T Bldg. Fund	$309.97
	Developer Fee Fund	$3,965.26
	Student Funds	$30,470.69
	Totals	$583,523.85

COUNTY - County Account

Receipt Id	Receipt Status	Customer	Batch Id	Receipt Type	Receipt Date	Customer Reference #	Invoice #	Loc	Deposit Id	Comment	Receipt Amount
DP20-0000438	Posted	(701405) Ventura County Schools	1263	Check	11/01/19	15339			CR118937	W/C - J. RAMIREZ 09/27/19-1	1,464.30
(007266)	010- 2200- 0000- 0- 0000- 8210- 000- 540- 0000- 0					1,464.30					
DP20-0000439	Posted	(701405) Ventura County Schools	1263	Check	11/01/19	15296			CR118937	W/C - J. RAMIREZ 09/20/19-(	313.78
(007266)	010- 2200- 0000- 0- 0000- 8210- 000- 540- 0000- 0					313.78					
DP20-0000440	Posted	(701405) Ventura County Schools	1263	Check	11/01/19	15396			CR118937	W/C - D. SALAS 09/28/19-10/	1,384.68
(007266)	010- 2200- 0000- 0- 0000- 8210- 000- 540- 0000- 0					1,384.68					
DP20-0000441	Posted	(701405) Ventura County Schools	1263	Check	11/01/19	15338			CR118937	W/C - J. COLVIN 09/27/19-10	1,785.06
(007293)	010- 2200- 8150- 0- 0000- 8110- 000- 530- 0000- 0					1,785.06					
DP20-0000442	Posted	(701405) Ventura County Schools	1263	Check	11/01/19	14782			CR118937	W/C - N. CUEVA 09/18/19-10/	2,502.76
(027042)	010- 1100- 0000- 0- 1110- 1000- 240- 100- 0000- 0					2,502.76					
DP20-0000443	Posted	(701405) Ventura County Schools	1263	Check	11/01/19	15611			CR118937	W/C - N. CUEVA 10/02/19-10/	2,502.76
(027042)	010- 1100- 0000- 0- 1110- 1000- 240- 100- 0000- 0					2,502.76					
DP20-0000444	Posted	(701405) Ventura County Schools	1263	Check	11/01/19	14977			CR118937	W/C - K. BOWEN 08/31/19-10	4,373.56
(007293)	010- 2200- 8150- 0- 0000- 8110- 000- 530- 0000- 0					4,373.56					
DP20-0000445	Posted	(701405) Ventura County Schools	1263	Check	11/01/19	14733			CR118937	W/C - G. LEE 09/10/19-09/10/	89.68
(007266)	010- 2200- 0000- 0- 0000- 8210- 000- 540- 0000- 0					89.68					
DP20-0000446	Posted	(701405) Ventura County Schools	1263	Check	11/01/19	14774			CR118937	W/C - G. BAUTISTA 08/23/19	283.53
(007266)	010- 2200- 0000- 0- 0000- 8210- 000- 540- 0000- 0					283.53					
DP20-0000447	Posted	(701405) Ventura County Schools	1263	Check	11/01/19	15014			CR118937	W/C - G. BAUTISTIA 09/24/19	1,223.14
(007266)	010- 2200- 0000- 0- 0000- 8210- 000- 540- 0000- 0					1,223.14					
DP20-0000448	Posted	(000159) Betty Angulo	1263	Check	11/01/19	153	AR20-00006		CR118937	JUL-SEP 2019	136.00
(022204)	010- 9537- - - - - - - -					136.00					
DP20-0000449	Posted	(000090) Lynn Graves	1263	Check	11/01/19	380	AR19-00383		CR118937	JAN-MAR 2019	136.00
(026167)	010- 9200- - - - - - - -					136.00					
(022204)	010- 9537- - - - - - - -					.00					
DP20-0000450	Posted	(700289) Maria Lopez	1263	Check	11/01/19	2648	AR20-00343		CR118937	OCT - DEC 2019	136.00
(022204)	010- 9537- - - - - - - -					136.00					
DP20-0000451	Posted	(712518) Susan Burres	1263	Check	11/01/19	1017	AR20-00086	01	CR118937	JUL-SEP 2019	136.00
(022204)	010- 9537- - - - - - - -					136.00					
DP20-0000452	Posted	(712136) Regino Medina	1263	Check	11/01/19	3940	AR20-00242		CR118937	OCT - DEC 2019	136.00
(022204)	010- 9537- - - - - - - -					136.00					
DP20-0000453	Posted	(711130) Claudine Medina	1263	Check	11/01/19	3940	AR20-00274	01	CR118937	OCT - DEC 2019	136.00
(022204)	010- 9537- - - - - - - -					136.00					

* On Hold

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COUNTY - County Account

Receipt Id	Receipt Status	Customer	Batch Id	Receipt Type	Receipt Date	Customer Reference #	Invoice #	Loc	Deposit Id	Comment	Receipt Amount
DP20-0000454	Posted	(711130) Claudine Medina	1263	Check	11/01/19	3941	AR20-00274	01	CR118937	OCT - DEC 2019	193.00
(022204) 010- 9537- - - - - - - - -						193.00					
DP20-0000455	Posted	(710412) Linda Gonzales	1263	Check	11/01/19	2428	AR20-00335		CR118937	OCT - DEC 2019	136.00
(022204) 010- 9537- - - - - - - - -						136.00					
DP20-0000456	Posted	(702637) Lynne Porter	1263	Check	11/01/19	4651	AR20-00301	01	CR118937	OCT - DEC 2019	68.00
(022204) 010- 9537- - - - - - - - -						68.00					
DP20-0000457	Posted	(000159) Betty Angulo	1263	Check	11/01/19	145	AR20-00266		CR118937	OCT - DEC 2019	136.00
(022204) 010- 9537- - - - - - - - -						136.00					
DP20-0000458	Posted	(005585) Patricia Humphries	1263	Check	11/01/19	3505	AR20-00316	01	CR118937	OCT - DEC 2019	504.00
(022204) 010- 9537- - - - - - - - -						504.00					
DP20-0000459	Posted	(005463) Carlo Logan	1263	Check	11/01/19	8041	AR20-00186	01	CR118937	OCT - DEC 2019	61.00
(022204) 010- 9537- - - - - - - - -						61.00					
DP20-0000460	Posted	(000093) Ruth Ayala	1263	Check	11/01/19	104	AR20-00082	01	CR118937	JUL - SEP 2019	255.00
(022204) 010- 9537- - - - - - - - -						255.00					
DP20-0000461	Posted	(711776) Sally Keevy	1263	Check	11/01/19	971	AR20-00137	01	CR118937	JUL-SEP 2019	408.00
(022204) 010- 9537- - - - - - - - -						408.00					
DP20-0000462	Posted	(711582) Kathleen Fuller	1263	Check	11/01/19	8546	AR20-00238	01	CR118937	OCT-DEC 2019	2,319.00
(022204) 010- 9537- - - - - - - - -						2,319.00					
DP20-0000463	Posted	(703123) Rosanne Mesa	1263	Check	11/01/19	638803155	AR20-00270		CR118937	OCT - DEC 2019	321.50
(022204) 010- 9537- - - - - - - - -						321.50					
DP20-0000464	Posted	(713339) Dennis Held	1263	Check	11/01/19	4168	AR20-00314	00	CR118937	OCT - DEC 2019	504.00
(022204) 010- 9537- - - - - - - - -						504.00					
DP20-0000465	Posted	(713059) Victoria Martinez	1263	Check	11/01/19	1868	AR20-00345	01	CR118937	OCT - DEC 2019	136.00
(022204) 010- 9537- - - - - - - - -						136.00					
DP20-0000466	Posted	(710606) Bernabe Simon	1263	Check	11/01/19	0009407584	AR20-00281	01	CR118937	OCT - DEC 2019	185.00
(022204) 010- 9537- - - - - - - - -						185.00					
DP20-0000467	Posted	(700861) Kaye Zeitzmann	1263	Check	11/01/19	6196	AR20-00286	01	CR118937	OCT - DEC 2019	177.00
(022204) 010- 9537- - - - - - - - -						177.00					
DP20-0000468	Posted	(701220) Elaine B. Simmons	1263	Check	11/01/19	3036	AR20-00306	01	CR118937	OCT - DEC 2019	68.00
(022204) 010- 9537- - - - - - - - -						68.00					
DP20-0000469	Posted	(712642) Olivia Owens	1263	Check	11/01/19	2489	AR20-00276	01	CR118937	OCT - DEC 2019	408.00
(022204) 010- 9537- - - - - - - - -						408.00					

* On Hold

COUNTY - County Account

Receipt Id	Receipt Status	Customer	Batch Id	Receipt Type	Receipt Date	Customer Reference #	Invoice #	Loc	Deposit Id	Comment	Receipt Amount
DP20-0000470	Posted	(000163) Donna Guetter	1263	Check	11/01/19	4230	AR20-00374	01	CR118937	OCT-DEC 2019	408.03
(022204) 010-9537- - - - - - - -						408.03					
DP20-0000471	Posted	(703358) Donna Montgomery	1263	Check	11/01/19	9086	AR20-00295		CR118937	OCT - DEC 2019	136.00
(022204) 010-9537- - - - - - - -						136.00					
DP20-0000472	Posted	(711605) Rosie Garcia	1263	Check	11/01/19	9232	AR20-00334	01	CR118937	OCT - DEC 2019	136.00
(022204) 010-9537- - - - - - - -						136.00					
DP20-0000473	Posted	(711617) Dolores Stallings	1263	Check	11/01/19	8507	AR20-00282	01	CR118937	OCT - DEC 2019	756.00
(022204) 010-9537- - - - - - - -						756.00					
DP20-0000474	Posted	(711597) Vi Escobedo	1263	Check	11/01/19	0069437109	AR20-00203	01	CR118937	OCT-DEC 2019	518.00
(022204) 010-9537- - - - - - - -						518.00					
DP20-0000475	Posted	(710570) Hilda Valenzuela	1263	Check	11/01/19	0069500114	AR20-00284		CR118937	OCT - DEC 2019	185.00
(022204) 010-9537- - - - - - - -						185.00					
DP20-0000476	Posted	(005349) Shirley Brown	1263	Check	11/01/19	0069775189	AR20-00227		CR118937	OCT-DEC 2019	68.00
(022204) 010-9537- - - - - - - -						68.00					
DP20-0000477	Posted	(002603) Delores Walker	1263	Check	11/01/19	0037008245	AR20-00352	01	CR118937	OCT - DEC 2019	1,469.00
(022204) 010-9537- - - - - - - -						1,469.00					
DP20-0000478	Posted	(000151) Patricia Griffin	1263	Check	11/01/19	17361	AR20-00311		CR118937	OCT - DEC 2019	185.00
(022204) 010-9537- - - - - - - -						185.00					
DP20-0000479	Posted	(712362) Continuing Development,	1263	Check	11/01/19	1119205	AR20-00185	01	CR118937	Pre-School Classroom Leases	300.00
(011131) 010-8650-0000-0-0000-0000-000-000-0000-0						300.00					
DP20-0000480	Posted	SA RECYCLING	1263	Check	11/01/19	26514883			CR118937	TIN RECYCLING 10/04/19	2.86
(011136) 010-8699-0000-0-0000-0000-000-000-0000-0						2.86					
DP20-0000481	Posted	MOBILE MINI	1263	Check	11/01/19	00765313			CR118937	REFUND OVERPAYMENT 03	65.67
(031728) 010-5699-0000-0-0000-2700-000-100-0000-0						65.67					
DP20-0000482	Posted	(713146) CAP of San Luis Obispo (	1263	Check	11/01/19	303230	AR20-00375		CR118937	QUARTERLY RENT - FACILI	1,320.00
(011131) 010-8650-0000-0-0000-0000-000-000-0000-0						1,320.00					
DP20-0000483	Posted	THE ADECCO GROUP	1263	Check	11/01/19	3003236			CR118937	REFUND CREDIT BALANCE	561.65
(016967) 010-5800-6500-0-5770-1111-000-310-0000-0						561.65					
DP20-0000484	Posted	(700326) Kern Co Supt of Schools	1263	Check	11/01/19	44614491			CR118937	MAA REIMBURSEMENT 17/1	54,564.69
(032274) 010-8290-0000-0-0000-0000-000-000-0200-0						54,564.69					
DP20-0000485	Posted	(711709) First Five Ventura County	1263	Check	11/01/19	012080			CR118937	NFL Q4 FY18/19	16,678.34
(019624) 010-9211-7811-0- - - - - -						16,678.34					

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COUNTY - County Account

Receipt Id	Receipt Status	Customer	Batch Id	Receipt Type	Receipt Date	Customer Reference #	Invoice #	Loc	Deposit Id	Comment	Receipt Amount
DP20-0000486	Posted	(711709) First Five Ventura County	1263	Check	11/01/19	012080			CR118937	SKST PRESCHOOL SEPT 2(	116,132.02
(019624)	010- 9211- 7811- 0- - - - - -					116,132.02					
DP20-0000487	Posted	(000170) Univ of CA, Riverside	1263	Check	11/01/19	1256427	AR20-00195	01	CR118937	Karen Stevens 09/20/19	142.01
(011136)	010- 8699- 0000- 0- 0000- 0000- 000- 000- 0000- 0					142.01					
DP20-0000488	Posted	(711111) Child Development Resou	1264	Check	11/01/19	684138	AR20-00196	01	CR118937	PRE K - MEALS AUG 2019	2,173.36
(041744)	130- 8634- 5310- 0- 0000- 0000- 100- 000- 2500- 0					458.40					
(041748)	130- 8634- 5310- 0- 0000- 0000- 180- 000- 2500- 0					576.00					
(041751)	130- 8634- 5310- 0- 0000- 0000- 240- 000- 2500- 0					569.48					
(041752)	130- 8634- 5310- 0- 0000- 0000- 260- 000- 2500- 0					569.48					
DP20-0000489	Posted	(000167) Interface Children and Fa	1264	Check	11/01/19	23736	AR20-00017		CR118937	OCT 2019/20 Facility Usage -	1,000.00
(011131)	010- 8650- 0000- 0- 0000- 0000- 000- 000- 0000- 0					1,000.00					
DP20-0000490	Posted	(712260) County of Ventura/Restitu	1264	Check	11/01/19	1001911619			CR118937	VANDALISM RESTITUTION -	50.00
(011137)	010- 8699- 0000- 0- 0000- 0000- 000- 000- 0170- 0					50.00					
DP20-0000491	Posted	QUICKSCAN	1264	Check	11/01/19	17-669047931			CR118937	RECORD/FILING FEE	15.00
(011136)	010- 8699- 0000- 0- 0000- 0000- 000- 000- 0000- 0					15.00					
DP20-0000492	Posted	(700877) Evangeline Urias	1264	Check	11/01/19	2245	AR20-00283	01	CR118937	OCT - DEC 2019	136.00
(022204)	010- 9537- - - - - - - -					136.00					
DP20-0000493	Posted	GERALDO PINEDA LOPEZ	1264	Check	11/01/19	103			CR118937	DEV FEES - 4420 HIGHLANI	1,739.22
(011703)	250- 8681- 9010- 0- 0000- 0000- 000- 000- 0000- 0					1,739.22					
DP20-0000494	Posted	CYNTHIA AROSTEGUY	1264	Check	11/01/19	292			CR118937	DEV FEES - 108 SANTA CRI	2,226.04
(011703)	250- 8681- 9010- 0- 0000- 0000- 000- 000- 0000- 0					2,226.04					
DP20-0000495	Posted	(712716) Mixteco/Indigena Commu	1264	Check	11/01/19	2289			CR118937	FAC USE APP 10/22/19 LARS	20.00
(011131)	010- 8650- 0000- 0- 0000- 0000- 000- 000- 0000- 0					20.00					
DP20-0000496	Posted	(712716) Mixteco/Indigena Commu	1264	Check	11/01/19	2290			CR118937	FAC USE APP 11/19/19 BSTI	20.00
(011131)	010- 8650- 0000- 0- 0000- 0000- 000- 000- 0000- 0					20.00					
DP20-0000497	Posted	(712000) Harborwalk Owner's Assc	1264	Check	11/01/19	017849			CR118937	FAC USE APP 03/14/20 BEA(	20.00
(011131)	010- 8650- 0000- 0- 0000- 0000- 000- 000- 0000- 0					20.00					
DP20-0000498	Posted	(711689) Neighborhood Services	1264	Cash	11/01/19	09/09/19			CR118937	FAC USE APP 09/25/19 12/1	15.00
(011131)	010- 8650- 0000- 0- 0000- 0000- 000- 000- 0000- 0					15.00					
DP20-0000499	Posted	(711689) Neighborhood Services	1264	Cash	11/01/19	10/10/19			CR118937	FAC USE APP 11/20/19 SKS	20.00
(011131)	010- 8650- 0000- 0- 0000- 0000- 000- 000- 0000- 0					20.00					
DP20-0000500	Posted	(711689) Neighborhood Services	1264	Cash	11/01/19	10/10/19			CR118937	FAC USE APP 11/14/19 EOG	20.00
(011131)	010- 8650- 0000- 0- 0000- 0000- 000- 000- 0000- 0					20.00					

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COUNTY - County Account

Receipt Id	Receipt Status	Customer	Batch Id	Receipt Type	Receipt Date	Customer Reference #	Invoice #	Loc	Deposit Id	Comment	Receipt Amount
DP20-0000501	Posted	(711340) Williams Elementary Scho	1264	Cash	11/01/19	10/08/19			CR118937	FIELD TRIP FUNDRAISER	60.00
(011152)	010- 8699- 0000- 0- 0000- 0000- 300- 000- D000- 0					60.00					
DP20-0000502	Posted	(711333) E.O. Green Jr High Schoo	1264	Cash	11/01/19	10/16/19			CR118937	DONATIONS - OUTDOOR SC	6,072.00
(026523)	010- 8699- 0000- 0- 0000- 0000- 160- 000- 9970- 0					6,072.00					
DP20-0000503	Posted	(711330) Bard Elementary School	1264	Cash	11/01/19	10/17/19			CR118937	DONATIONS - IN-N-OUT FUN	1,750.00
(011141)	010- 8699- 0000- 0- 0000- 0000- 100- 000- D000- 0					1,750.00					
DP20-0000504	Posted	(711762) Blackstock Jr High ASB	1265	Electronic Fı	11/07/19	1022-1410			CR117590	ASB XFR - SEP 2019	25,499.84
(021087)	951- 5800- 0960- 0- 0000- 0000- 140- 000- 0000- 0					87.56-					
(021094)	951- 8639- 0960- 0- 0000- 0000- 140- 000- 0000- 0					10,141.00					
(021095)	951- 8639- 0961- 0- 0000- 0000- 140- 000- 0000- 0					271.40					
(021002)	951- 8639- 0969- 0- 0000- 0000- 140- 000- 0000- 0					270.00					
(021044)	951- 8639- 0975- 0- 0000- 0000- 140- 000- 0000- 0					14,905.00					
DP20-0000505	Posted	(711763) E.O. Green ASB	1265	Electronic Fı	11/07/19	1162-1410			CR117590	ASB XFR - AUG/SEP 2019	3,376.85
(020451)	952- 5800- 0960- 0- 0000- 0000- 160- 000- 0000- 0					33.15-					
(026613)	952- 8639- 0975- 0- 0000- 0000- 160- 000- 0000- 0					3,410.00					
DP20-0000506	Posted	(711764) Hueneme School District	1265	Electronic Fı	11/07/19	1402-1410			CR117590	USB XFR - SEP 2019	1,594.00
(020052)	953- 8639- 0926- 0- 0000- 0000- 260- 000- 0000- 0					294.00					
(020042)	953- 8699- 0920- 0- 0000- 0000- 200- 000- 0000- 0					210.00					
(020043)	953- 8699- 0922- 0- 0000- 0000- 220- 000- 0000- 0					290.00					
(020044)	953- 8699- 0926- 0- 0000- 0000- 260- 000- 0000- 0					650.00					
(020046)	953- 8699- 0930- 0- 0000- 0000- 300- 000- 0000- 0					150.00					
DP20-0000507	Posted	(004675) Cynthia Carpenter	1266	Check	11/02/19	5054	AR20-00288	01	CR118937	OCT - DEC 2019	54.00
(022204)	010- 9537- - - - - - - - -					54.00					
DP20-0000508	Posted	(003144) Ross Carpenter	1266	Check	11/02/19	5054	AR20-00332	01	CR118937	OCT - DEC 2019	408.00
(022204)	010- 9537- - - - - - - - -					408.00					
DP20-0000509	Posted	(000146) Lori Anaya	1266	Check	11/02/19	39201312	AR20-00246		CR118937	OCT - DEC 2019	204.00
(022204)	010- 9537- - - - - - - - -					204.00					
DP20-0000510	Posted	(703144) Linda Lowe	1266	Check	11/02/19	5924	AR20-00321	01	CR118937	OCT - DEC 2019	204.00
(022204)	010- 9537- - - - - - - - -					204.00					
DP20-0000511	Posted	(000153) Arlene Modell	1266	Check	11/02/19	2252	AR20-00324		CR118937	OCT - DEC 2019	408.00
(022204)	010- 9537- - - - - - - - -					408.00					
DP20-0000512	Posted	(003011) Rose Messina	1266	Check	11/02/19	1907	AR20-00323	01	CR118937	OCT - DEC 2019	27.00
(022204)	010- 9537- - - - - - - - -					27.00					

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COUNTY - County Account

Receipt Id	Receipt Status	Customer	Batch Id	Receipt Type	Receipt Date	Customer Reference #	Invoice #	Loc	Deposit Id	Comment	Receipt Amount
DP20-0000513	Posted	(000155) Colleen Potuzak	1266	Check	11/02/19	8625	AR20-00258		CR118937	OCT - DEC 2019	408.00
(022204) 010- 9537- - - - - - - - -						408.00					
DP20-0000514	Posted	(712664) Nancy Bernier	1266	Check	11/02/19	1809	AR20-00329	01	CR118937	OCT - DEC 2019	27.00
(022204) 010- 9537- - - - - - - - -						27.00					
DP20-0000515	Posted	(702191) Paula Hackney-Smith	1266	Check	11/02/19	7047	AR20-00312		CR118937	OCT - DEC 2019	408.00
(022204) 010- 9537- - - - - - - - -						408.00					
DP20-0000516	Posted	(004375) Melinda Sharp	1266	Check	11/02/19	5460	AR20-00204	01	CR118937	OCT - DEC 2019	1,330.00
(022204) 010- 9537- - - - - - - - -						1,330.00					
DP20-0000517	Posted	(710963) Jim Vargeson	1266	Check	11/02/19	6082	AR20-00350	01	CR118937	OCT - DEC 2019	27.00
(022204) 010- 9537- - - - - - - - -						27.00					
DP20-0000518	Posted	(711597) Vi Escobedo	1266	Check	11/02/19	73887979	AR20-00203	01	CR118937	OCT-DEC 2019	6.00
(022204) 010- 9537- - - - - - - - -						6.00					
DP20-0000519	Posted	(710694) Cliff Morgan	1266	Check	11/02/19	1362	AR20-00296	01	CR118937	OCT - DEC 2019	193.00
(022204) 010- 9537- - - - - - - - -						193.00					
DP20-0000520	Posted	(000134) Susan Parsons	1266	Check	11/02/19	548	AR20-00243		CR118937	OCT - DEC 2019	408.00
(022204) 010- 9537- - - - - - - - -						408.00					
DP20-0000521	Posted	(000130) Dorothy Schwarze	1266	Check	11/02/19	6803	AR20-00260	01	CR118937	OCT - DEC 2019	408.00
(022204) 010- 9537- - - - - - - - -						408.00					
DP20-0000522	Posted	(000120) Annalyn Parvin	1266	Check	11/02/19	10926	AR20-00292	01	CR118937	OCT - DEC 2019	204.00
(022204) 010- 9537- - - - - - - - -						204.00					
DP20-0000523	Posted	(000180) Diane Mortimer	1266	Check	11/02/19	5020	AR20-00368		CR118937	OCT-DEC 2019	204.00
(022204) 010- 9537- - - - - - - - -						204.00					
DP20-0000524	Posted	(000171) Sophia Cormack	1266	Check	11/02/19	7997	AR20-00359		CR118937	OCT-DEC 2019	204.00
(022204) 010- 9537- - - - - - - - -						204.00					
DP20-0000525	Posted	(000095) Sylvia Gonzalez-Juarez	1266	Check	11/02/19	4990	AR20-00251	01	CR118937	OCT - DEC 2019	408.00
(022204) 010- 9537- - - - - - - - -						408.00					
DP20-0000526	Posted	(000129) Marian Meier	1266	Check	11/02/19	2220	AR20-00257	01	CR118937	OCT - DEC 2019	1,150.80
(022204) 010- 9537- - - - - - - - -						1,150.80					
DP20-0000527	Posted	(702336) Sharon Fraser	1266	Check	11/02/19	17527	AR20-00237	01	CR118937	OCT-DEC 2019	27.00
(022204) 010- 9537- - - - - - - - -						27.00					
DP20-0000528	Posted	(701841) Bruce Fraser	1266	Check	11/02/19	17527	AR20-00236	01	CR118937	OCT-DEC 2019	27.00
(022204) 010- 9537- - - - - - - - -						27.00					

* On Hold

Selection Sorted by Receipt Id, Filtered by (Org = 602, Starting Receipt Date = 11/1/2019, Ending Receipt Date = 11/30/2019, User Created = N, On Hold? = Y, No Invoice = Y, Accounts? = Y, Recap = O, Sort/Group =)

COUNTY - County Account

Receipt Id	Receipt Status	Customer	Batch Id	Receipt Type	Receipt Date	Customer Reference #	Invoice #	Loc	Deposit Id	Comment	Receipt Amount
DP20-0000529	Posted	(000162) Patricia Arriaga	1266	Check	11/02/19	2731	AR20-00326		CR118937	OCT - DEC 2019	261.00
(022204) 010- 9537- - - - - - - - -						261.00					
DP20-0000530	Posted	(710446) Donna Buckmaster	1266	Check	11/02/19	7830	AR20-00330		CR118937	OCT - DEC 2019	408.00
(022204) 010- 9537- - - - - - - - -						408.00					
DP20-0000531	Posted	(000176) Lorice Lambert	1266	Check	11/02/19	6370	AR20-00364		CR118937	OCT - DEC 2019	381.00
(022204) 010- 9537- - - - - - - - -						381.00					
DP20-0000532	Posted	(711613) Sharon Meyer	1266	Check	11/02/19	1001	AR20-00265	01	CR118937	OCT-DEC 2019	68.00
(022204) 010- 9537- - - - - - - - -						68.00					
DP20-0000533	Posted	(000131) Elizabeth Stafford	1266	Check	11/02/19	6330	AR20-00261	01	CR118937	OCT - DEC 2019	204.00
(022204) 010- 9537- - - - - - - - -						204.00					
DP20-0000534	Posted	(000127) Mary Ellen Alvarado	1266	Check	11/02/19	6428	AR20-00245	01	CR118937	OCT - DEC 2019	408.00
(022204) 010- 9537- - - - - - - - -						408.00					
DP20-0000535	Posted	(702193) Julia Garvey	1266	Check	11/02/19	5768	AR20-00239		CR118937	OCT - DEC 2019	408.00
(022204) 010- 9537- - - - - - - - -						408.00					
DP20-0000536	Posted	(711524) Dennis Recker	1266	Check	11/02/19	3647	AR20-00200	01	CR118937	OCT-DEC 2019	136.00
(022204) 010- 9537- - - - - - - - -						136.00					
DP20-0000537	Posted	(005383) Shirley Anderson	1266	Check	11/02/19	2059	AR20-00219	01	CR118937	OCT-DEC 2019	177.00
(022204) 010- 9537- - - - - - - - -						177.00					
DP20-0000538	Posted	(711594) Elna Ranson	1266	Check	11/02/19	5011	AR20-00066	01	CR118937	July 1, 2019 - September 30, 2	68.00
(022204) 010- 9537- - - - - - - - -						68.00					
DP20-0000539	Posted	(711594) Elna Ranson	1266	Check	11/02/19	5011	AR20-00278	01	CR118937	OCT - DEC 2019	136.00
(022204) 010- 9537- - - - - - - - -						136.00					
DP20-0000540	Posted	(711577) Marlene Blanchard	1266	Check	11/02/19	9505	AR20-00223	01	CR118937	OCT-DEC 2019	204.00
(022204) 010- 9537- - - - - - - - -						204.00					
DP20-0000541	Posted	(711572) Barbara Baldwin	1266	Check	11/02/19	5190	AR20-00328	01	CR118937	OCT - DEC 2019	783.00
(022204) 010- 9537- - - - - - - - -						783.00					
DP20-0000542	Posted	(711776) Sally Keevy	1266	Check	11/02/19	975	AR20-00240	01	CR118937	OCT-DEC 2019	408.00
(022204) 010- 9537- - - - - - - - -						408.00					
DP20-0000543	Posted	(701625) Dennis Powers	1266	Check	11/02/19	1881	AR20-00294		CR118937	OCT- DEC 2019	408.00
(022204) 010- 9537- - - - - - - - -						408.00					
DP20-0000544	Posted	(004264) Corine Otero Reeber	1266	Check	11/02/19	1607	AR20-00302	01	CR118937	OCT - DEC 2019	2,319.00
(022204) 010- 9537- - - - - - - - -						2,319.00					

* On Hold

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COUNTY - County Account

Receipt Id	Receipt Status	Customer	Batch Id	Receipt Type	Receipt Date	Customer Reference #	Invoice #	Loc	Deposit Id	Comment	Receipt Amount
DP20-0000545	Posted	(711709) First Five Ventura County	1266	Check	11/02/19	12112			CR118937	NFL Q4 FY18/19	4,823.72
(038272)	010- 8699- 7811- 0- 0000- 0000- 000- 000- 0000- 0					4,823.72					
DP20-0000546	Posted	(702762) Larsen School PTA	1266	Check	11/02/19	1828			CR118937	REPLACE 1823 - EDGEWOC	971.06
(011149)	010- 8699- 0000- 0- 0000- 0000- 240- 000- D000- 0					971.06					
DP20-0000547	Posted	GANNETT (VTA STAR)	1266	Check	11/02/19	2172363			CR118937	REFUND OVERPAYMENT BI	309.97
(050929)	215- 6200- 0000- 0- 0000- 8500- 280- 640- T661- 0					309.97					
DP20-0000548	Posted	(701503) State Of California	1266	Check	11/02/19	39-859961			CR118937	HEALTH CARE DEPOSIT 10/	375.40
(011099)	010- 8290- 5640- 0- 0000- 0000- 000- 000- 0000- 0					375.40					
DP20-0000549	Posted	(701503) State Of California	1266	Check	11/02/19	62-731660	AR20-00209		CR118937	FED MEAL REIMB AUG 2019	94,926.43
(041700)	130- 8220- 5310- 0- 0000- 0000- 100- 000- 0000- 0					5,683.63					
(041701)	130- 8220- 5310- 0- 0000- 0000- 120- 000- 0000- 0					604.34					
(041702)	130- 8220- 5310- 0- 0000- 0000- 140- 000- 0000- 0					18,988.68					
(041703)	130- 8220- 5310- 0- 0000- 0000- 160- 000- 0000- 0					18,685.46					
(041704)	130- 8220- 5310- 0- 0000- 0000- 180- 000- 0000- 0					5,573.04					
(041705)	130- 8220- 5310- 0- 0000- 0000- 200- 000- 0000- 0					13,242.90					
(041706)	130- 8220- 5310- 0- 0000- 0000- 220- 000- 0000- 0					2,771.44					
(041707)	130- 8220- 5310- 0- 0000- 0000- 240- 000- 0000- 0					8,136.93					
(041708)	130- 8220- 5310- 0- 0000- 0000- 260- 000- 0000- 0					7,090.20					
(041709)	130- 8220- 5310- 0- 0000- 0000- 280- 000- 0000- 0					5,984.40					
(041710)	130- 8220- 5310- 0- 0000- 0000- 300- 000- 0000- 0					8,165.41					
DP20-0000550	Posted	(701503) State Of California	1266	Check	11/02/19	62-709741	AR20-00208		CR118937	STATE MEAL REIMB AUG 2(	7,311.78
(041711)	130- 8520- 5310- 0- 0000- 0000- 100- 000- 0000- 0					404.65					
(041712)	130- 8520- 5310- 0- 0000- 0000- 120- 000- 0000- 0					40.09					
(041713)	130- 8520- 5310- 0- 0000- 0000- 140- 000- 0000- 0					1,583.14					
(041714)	130- 8520- 5310- 0- 0000- 0000- 160- 000- 0000- 0					1,526.90					
(041715)	130- 8520- 5310- 0- 0000- 0000- 180- 000- 0000- 0					395.84					
(041716)	130- 8520- 5310- 0- 0000- 0000- 200- 000- 0000- 0					1,076.31					
(041717)	130- 8520- 5310- 0- 0000- 0000- 220- 000- 0000- 0					182.89					
(041718)	130- 8520- 5310- 0- 0000- 0000- 240- 000- 0000- 0					593.65					
(041719)	130- 8520- 5310- 0- 0000- 0000- 260- 000- 0000- 0					511.96					
(041720)	130- 8520- 5310- 0- 0000- 0000- 280- 000- 0000- 0					420.06					
(041721)	130- 8520- 5310- 0- 0000- 0000- 300- 000- 0000- 0					576.29					
DP20-0000551	Posted	(000164) California Teachers Asso	1266	Check	11/02/19	01073965	AR20-00212		CR118937	Release time - Ortiz 10/08/19	142.01
(032460)	010- 8699- 0000- 0- 0000- 0000- 000- 000- HEA0- 0					142.01					
DP20-0000552	Posted	VTA CO COMMUNITY FOUNDATI	1266	Check	11/02/19	34842			CR118937	TESSIE BACH DONATION 2(	21,122.00
(011138)	010- 8699- 0000- 0- 0000- 0000- 000- 000- 0190- 0					21,122.00					

* On Hold

COUNTY - County Account

Receipt Id	Receipt Status	Customer	Batch Id	Receipt Type	Receipt Date	Customer Reference #	Invoice #	Loc	Deposit Id	Comment	Receipt Amount
DP20-0000553	Posted	(701405) Ventura County Schools	1266	Check	11/02/19	16071			CR118937	W/C - N. CUEVA 10/16/19-10/	893.84
(027042)	010-1100-0000-0-1110-1000-240-100-0000-0					893.84					
DP20-0000554	Posted	(701405) Ventura County Schools	1266	Check	11/02/19	15830			CR118937	W/C - G. BAUTISTA 10/08/19	1,323.14
(007266)	010-2200-0000-0-0000-8210-000-540-0000-0					1,323.14					
DP20-0000555	Posted	(701405) Ventura County Schools	1266	Check	11/02/19	15990			CR118937	W/C - J. COLVIN 10/11/19-10	1,785.06
(007293)	010-2200-8150-0-0000-8110-000-530-0000-0					1,785.06					
DP20-0000556	Posted	(711340) Williams Elementary Sch	1267	Cash	11/02/19	10/28/19			CR118937	DONATIONS - CAR SHOW	2,110.00
(011152)	010-8699-0000-0-0000-0000-300-000-D000-0					2,110.00					
DP20-0000557	Posted	(711333) E.O. Green Jr High Schoo	1267	Cash	11/02/19	10/18/19			CR118937	DONATIONS - GREEN GEAF	1,140.00
(011144)	010-8699-0000-0-0000-0000-160-000-D000-0					1,140.00					
DP20-0000558	Posted	(711334) Hathaway Elementary Sc	1267	Cash	11/02/19	10/25/19			CR118937	DONATIONS - TSHIRT SALE	70.00
(011145)	010-8699-0000-0-0000-0000-180-000-D000-0					70.00					
DP20-0000559	Posted	(700289) Maria Lopez	1268	Check	11/07/19	2669	AR20-00343		CR118937	OCT - DEC 2019	136.00
(022204)	010-9537- - - - - - - -					136.00					
DP20-0000560	Posted	(000159) Betty Angulo	1268	Check	11/07/19	159	AR20-00266		CR118937	OCT - DEC 2019	136.00
(022204)	010-9537- - - - - - - -					136.00					
DP20-0000561	Posted	(700632) Barbara Pontinen	1268	Check	11/07/19	4513	AR20-00300	01	CR118937	OCT - DEC 2019	177.00
(022204)	010-9537- - - - - - - -					177.00					
DP20-0000562	Posted	(700323) Linda Nahrstedt	1268	Check	11/07/19	663	AR20-00297		CR118937	OCT - DEC 2019	408.00
(022204)	010-9537- - - - - - - -					408.00					
DP20-0000563	Posted	(000156) Marcia Saklad	1268	Check	11/07/19	5755	AR20-00304	01	CR118937	OCT - DEC 2019	555.00
(022204)	010-9537- - - - - - - -					555.00					
DP20-0000564	Posted	(004061) Deborah DeSmeth	1268	Check	11/07/19	127	AR20-00289	01	CR118937	OCT - DEC 2019	354.00
(022204)	010-9537- - - - - - - -					354.00					
DP20-0000565	Posted	(005567) Carolyn Zimring	1268	Check	11/07/19	2446	AR20-00356		CR118937	OCT - DEC 2019	1,512.00
(022204)	010-9537- - - - - - - -					1,512.00					
DP20-0000566	Posted	(000099) Pamela Ross	1268	Check	11/07/19	2954	AR20-00259		CR118937	OCT - DEC 2019	204.00
(022204)	010-9537- - - - - - - -					204.00					
DP20-0000567	Posted	(000175) Lydia Hernandez	1268	Check	11/07/19	532	AR20-00363	00	CR118937	OCT - DEC 2019	553.00
(022204)	010-9537- - - - - - - -					553.00					
DP20-0000568	Posted	(711605) Rosie Garcia	1268	Check	11/07/19	9255	AR20-00334	01	CR118937	OCT - DEC 2019	136.00
(022204)	010-9537- - - - - - - -					136.00					

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COUNTY - County Account

Receipt Id	Receipt Status	Customer	Batch Id	Receipt Type	Receipt Date	Customer Reference #	Invoice #	Loc	Deposit Id	Comment	Receipt Amount
DP20-0000569	Posted	(711670) Manuel Arroyo	1268	Check	11/07/19	924616778	AR20-00192	01	CR118937	OCT-DEC 2019	1,546.00
(022204) 010- 9537- - - - - - - - -						1,546.00					
DP20-0000570	Posted	(712781) Alice Arroyo	1268	Check	11/07/19	924616777	AR20-00191	01	CR118937	OCT-DEC 2019	1,546.00
(022204) 010- 9537- - - - - - - - -						1,546.00					
DP20-0000571	Posted	(000142) Carmen Salcedo	1268	Check	11/07/19	108	AR20-00272		CR118937	OCT - DEC 2019	408.00
(022204) 010- 9537- - - - - - - - -						408.00					
DP20-0000572	Posted	(000154) Nicolas Montanez	1268	Check	11/07/19	843	AR20-00271		CR118937	OCT - DEC 2019	408.00
(022204) 010- 9537- - - - - - - - -						408.00					
DP20-0000573	Posted	(700099) Leann Wren	1268	Check	11/07/19	9277	AR20-00353	01	CR118937	OCT - DEC 2019	408.00
(022204) 010- 9537- - - - - - - - -						408.00					
DP20-0000574	Posted	(711673) Nancy Howison	1268	Check	11/07/19	7744	AR20-00315	01	CR118937	OCT - DEC 2019	27.00
(022204) 010- 9537- - - - - - - - -						27.00					
DP20-0000575	Posted	(003901) Linda Krahenbuhl	1268	Check	11/07/19	3955	AR20-00319	01	CR118937	OCT - DEC 2019	408.00
(022204) 010- 9537- - - - - - - - -						408.00					
DP20-0000576	Posted	(711828) Sharon Stewart	1268	Check	11/07/19	465	AR20-00309	01	CR118937	OCT - DEC 2019	177.00
(022204) 010- 9537- - - - - - - - -						177.00					
DP20-0000577	Posted	(000096) Lauren Gonzalez	1268	Check	11/07/19	6435	AR20-00252		CR118937	OCT - DEC 2019	204.00
(022204) 010- 9537- - - - - - - - -						204.00					
DP20-0000578	Posted	(000436) Carol Davis	1268	Check	11/07/19	10995	AR20-00333	01	CR118937	OCT - DEC 2019	54.00
(022204) 010- 9537- - - - - - - - -						54.00					
DP20-0000579	Posted	(000436) Carol Davis	1268	Check	11/07/19	10995	AR20-00378	01	CR118937	JAN - MAR 2020	54.00
(022204) 010- 9537- - - - - - - - -						54.00					
DP20-0000580	Posted	(000436) Carol Davis	1268	Check	11/07/19	10995	AR20-00379	01	CR118937	APR - JUN 2020	54.00
(022204) 010- 9537- - - - - - - - -						54.00					
DP20-0000581	Posted	(000436) Carol Davis	1268	Check	11/07/19	10995			CR118937	FY21 Q1 INSURANCE JUL-S	54.00
(022204) 010- 9537- - - - - - - - -						54.00					
DP20-0000582	Posted	(712183) Rick Uelmen	1268	Check	11/07/19	5886	AR20-00348	01	CR118937	OCT - DEC 2019	2,319.00
(022204) 010- 9537- - - - - - - - -						2,319.00					
DP20-0000583	Posted	(000161) Sandra Fletcher	1268	Check	11/07/19	3703	AR20-00267	01	CR118937	OCT - DEC 2019	177.00
(022204) 010- 9537- - - - - - - - -						177.00					
DP20-0000584	Posted	(710606) Bernabe Simon	1268	Check	11/07/19	6579603731	AR20-00281	01	CR118937	OCT - DEC 2019	185.00
(022204) 010- 9537- - - - - - - - -						185.00					

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COUNTY - County Account

Receipt Id	Receipt Status	Customer	Batch Id	Receipt Type	Receipt Date	Customer Reference #	Invoice #	Loc	Deposit Id	Comment	Receipt Amount
DP20-0000585	Posted	(710368) Jan Comstock	1268	Check	11/07/19	3547	AR20-00233	01	CR118937	OCT-DEC 2019	204.00
(022204)	010- 9537-	- - - - - - -				204.00					
DP20-0000586	Posted	(712518) Susan Burres	1268	Check	11/07/19	1047	AR20-00331	01	CR118937	OCT - DEC 2019	136.00
(022204)	010- 9537-	- - - - - - -				136.00					
DP20-0000587	Posted	(000163) Donna Guetter	1268	Check	11/07/19	4248	AR20-00374	01	CR118937	OCT-DEC 2019	408.03
(022204)	010- 9537-	- - - - - - -				408.03					
DP20-0000588	Posted	(000179) Estela Macias	1268	Check	11/07/19	756	AR20-00367		CR118937	OCT - DEC 2019	555.00
(022204)	010- 9537-	- - - - - - -				555.00					
DP20-0000589	Posted	(000144) Donald Pinedo	1268	Check	11/07/19	1035	AR20-00244		CR118937	OCT - DEC 2019	408.00
(022204)	010- 9537-	- - - - - - -				408.00					
DP20-0000590	Posted	(701588) Linda Bell	1268	Check	11/07/19	3296	AR20-00222		CR118937	OCT-DEC 2019	204.00
(022204)	010- 9537-	- - - - - - -				204.00					
DP20-0000591	Posted	(711623) Carol Yung	1268	Check	11/07/19	7553	AR20-00355	01	CR118937	OCT - DEC 2019	177.00
(022204)	010- 9537-	- - - - - - -				177.00					
DP20-0000592	Posted	(003845) Geraldine Troutman	1268	Check	11/07/19	8957	AR20-00347	01	CR118937	OCT - DEC 2019	204.00
(022204)	010- 9537-	- - - - - - -				204.00					
DP20-0000593	Posted	(703369) Elisa Taylor-Goodwin	1268	Check	11/07/19	2067	AR20-00346		CR118937	OCT - DEC 2019	354.00
(022204)	010- 9537-	- - - - - - -				354.00					
DP20-0000594	Posted	(711733) Allen Krahenbuhl	1268	Check	11/07/19	3953	AR20-00341		CR118937	OCT - DEC 2019	2,115.00
(022204)	010- 9537-	- - - - - - -				2,115.00					
DP20-0000595	Posted	(700575) Joseph Legacy	1268	Check	11/07/19	75338966	AR20-00320		CR118937	OCT - DEC 2019	204.00
(022204)	010- 9537-	- - - - - - -				204.00					
DP20-0000596	Posted	(701556) Jean McDermott	1268	Check	11/07/19	6144	AR20-00322		CR118937	OCT - DEC 2019	204.00
(022204)	010- 9537-	- - - - - - -				204.00					
DP20-0000597	Posted	(700101) Jo Ann Borchard	1268	Check	11/07/19	4251	AR20-00224	01	CR118937	OCT-DEC 2019	633.00
(022204)	010- 9537-	- - - - - - -				633.00					
DP20-0000598	Posted	(711613) Sharon Meyer	1268	Check	11/07/19	1005	AR20-00265	01	CR118937	OCT-DEC 2019	68.00
(022204)	010- 9537-	- - - - - - -				68.00					
DP20-0000599	Posted	(701535) Sandy Case	1268	Check	11/07/19	312	AR20-00231	01	CR118937	OCT-DEC 2019	408.00
(022204)	010- 9537-	- - - - - - -				408.00					
DP20-0000600	Posted	(710412) Linda Gonzales	1268	Check	11/07/19	2441	AR20-00335		CR118937	OCT-DEC 2019	136.00
(022204)	010- 9537-	- - - - - - -				136.00					

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COUNTY - County Account

Receipt Id	Receipt Status	Customer	Batch Id	Receipt Type	Receipt Date	Customer Reference #	Invoice #	Loc	Deposit Id	Comment	Receipt Amount
DP20-0000601	Posted	(000178) Olga Lendo	1268	Check	11/07/19	1778	AR20-00366	01	CR118937	OCT - DEC 2019	204.00
(022204) 010- 9537- - - - - - - - -						204.00					
DP20-0000602	Posted	(712929) Lorenzo Ramirez	1268	Check	11/07/19	4574	AR20-00216		CR118937	OCT - DEC 2019	261.00
(022204) 010- 9537- - - - - - - - -						261.00					
DP20-0000603	Posted	(004727) Barbara Kendall-Wood	1268	Check	11/07/19	3389	AR20-00254		CR118937	OCT - DEC 2019	776.00
(022204) 010- 9537- - - - - - - - -						776.00					
DP20-0000604	Posted	(700583) Mary Ann Cryer	1268	Check	11/07/19	5538	AR20-00248		CR118937	OCT - DEC 2019	408.00
(022204) 010- 9537- - - - - - - - -						408.00					
DP20-0000605	Posted	(711130) Claudine Medina	1268	Check	11/07/19	3948	AR20-00274	01	CR118937	OCT - DEC 2019	193.00
(022204) 010- 9537- - - - - - - - -						193.00					
DP20-0000606	Posted	(711130) Claudine Medina	1268	Check	11/07/19	3947	AR20-00274	01	CR118937	OCT - DEC 2019	136.00
(022204) 010- 9537- - - - - - - - -						136.00					
DP20-0000607	Posted	(712136) Regino Medina	1268	Check	11/07/19	3947	AR20-00242		CR118937	OCT - DEC 2019	136.00
(022204) 010- 9537- - - - - - - - -						136.00					
DP20-0000608	Posted	(000126) Gloria Valdez	1268	Check	11/07/19	126234125	AR20-00349	01	CR118937	OCT - DEC 2019	231.00
(022204) 010- 9537- - - - - - - - -						231.00					
DP20-0000609	Posted	(702637) Lynne Porter	1268	Check	11/07/19	8711	AR20-00301	01	CR118937	OCT - DEC 2019	68.00
(022204) 010- 9537- - - - - - - - -						68.00					
DP20-0000610	Posted	(711611) Darlyne Schott	1268	Check	11/07/19	2530	AR20-00305	01	CR118937	OCT - DEC 2019	204.00
(022204) 010- 9537- - - - - - - - -						204.00					
DP20-0000611	Posted	(711597) Vi Escobedo	1268	Check	11/07/19	76551214	AR20-00203	01	CR118937	OCT-DEC 2019	705.00
(022204) 010- 9537- - - - - - - - -						705.00					
DP20-0000612	Posted	(004899) Patrick Newton	1268	Check	11/07/19	76308403	AR20-00194		CR118937	OCT-DEC 2019	934.00
(022204) 010- 9537- - - - - - - - -						934.00					
DP20-0000613	Posted	(004488) Gloria Froyen	1268	Check	11/07/19	76898091	AR20-00201	01	CR118937	OCT-DEC 2019	136.00
(022204) 010- 9537- - - - - - - - -						136.00					
DP20-0000614	Posted	(711604) Richard Froyen	1268	Check	11/07/19	76898090	AR20-00202	01	CR118937	OCT-DEC 2019	136.00
(022204) 010- 9537- - - - - - - - -						136.00					
DP20-0000615	Posted	(711609) Franziska Jeffreys	1268	Check	11/07/19	1478	AR20-00337	01	CR118937	OCT - DEC 2019	354.00
(022204) 010- 9537- - - - - - - - -						354.00					
DP20-0000616	Posted	(000121) Magdalena Landeros	1268	Check	11/07/19	150	AR20-00291		CR118937	OCT - DEC 2019	3,999.00
(022204) 010- 9537- - - - - - - - -						3,999.00					

* On Hold

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COUNTY - County Account

Receipt Id	Receipt Status	Customer	Batch Id	Receipt Type	Receipt Date	Customer Reference #	Invoice #	Loc	Deposit Id	Comment	Receipt Amount
DP20-0000617	Posted	(713059) Victoria Martinez	1268	Check	11/07/19	1880	AR20-00345	01	CR118937	OCT - DEC 2019	136.00
(022204)	010- 9537-	- - - - - - -				136.00					
DP20-0000618	Posted	(710414) Donna Jimenez	1268	Check	11/07/19	17108	AR20-00338	01	CR118937	OCT - DEC 2019	185.00
(022204)	010- 9537-	- - - - - - -				185.00					
DP20-0000619	Posted	(713338) Marsha Brumana	1268	Check	11/07/19	2105	AR20-00228		CR118937	OCT-DEC 2019	136.00
(022204)	010- 9537-	- - - - - - -				136.00					
DP20-0000620	Posted	(711904) Mermaid Girls Softball Le	1268	Check	11/07/19	2314			CR118937	2020 FACILITY FEES - EOG	3,200.00
(011131)	010- 8650- 0000- 0- 0000- 0000- 000- 000- 0000- 0					3,200.00					
DP20-0000621	Posted	(711904) Mermaid Girls Softball Le	1268	Check	11/07/19	2318			CR118937	2020 KEY DEPOSIT	100.00
(011131)	010- 8650- 0000- 0- 0000- 0000- 000- 000- 0000- 0					100.00					
DP20-0000622	Posted	RECYCLE INTL	1268	Check	11/07/19	5847			CR118937	EWASTE RECYCLE 10/23/19	260.00
(011136)	010- 8699- 0000- 0- 0000- 0000- 000- 000- 0000- 0					260.00					
DP20-0000623	Posted	(701097) Chereda Hamilton	1268	Check	11/07/19	8680	AR20-00313	01	CR118937	OCT - DEC 2019	408.00
(022204)	010- 9537-	- - - - - - -				408.00					
DP20-0000624	Posted	(713797) Rosanna Kissinger	1268	Check	11/07/19	1496	AR20-00340		CR118937	OCT - DEC 2019	408.00
(022204)	010- 9537-	- - - - - - -				408.00					
DP20-0000625	Posted	(711624) Carol Gottlieb	1268	Check	11/07/19	7987	AR20-00310	01	CR118937	OCT - DEC 2019	54.00
(022204)	010- 9537-	- - - - - - -				54.00					
DP20-0000626	Posted	(004839) Cheryl Engel	1268	Check	11/07/19	9259	AR20-00235	01	CR118937	OCT-DEC 2019	408.00
(022204)	010- 9537-	- - - - - - -				408.00					
DP20-0000627	Posted	(713339) Dennis Held	1268	Check	11/07/19	4199	AR20-00130	00	CR118937	JUL-SEP 2019	2.00
(022204)	010- 9537-	- - - - - - -				2.00					
DP20-0000628	Posted	(713339) Dennis Held	1268	Check	11/07/19	4199	AR20-00314	00	CR118937	OCT - DEC 2019	504.00
(022204)	010- 9537-	- - - - - - -				504.00					
DP20-0000629	Posted	(000177) Michele Laubacher	1268	Check	11/07/19	1077	AR20-00365	01	CR118937	OCT-DEC 2019	408.00
(022204)	010- 9537-	- - - - - - -				408.00					
DP20-0000630	Posted	(000028) Richard Calzada	1268	Check	11/07/19	2413	AR20-00230		CR118937	OCT-DEC 2019	177.00
(022204)	010- 9537-	- - - - - - -				177.00					
DP20-0000631	Posted	(703123) Rosanne Mesa	1268	Check	11/07/19	643166557	AR20-00270		CR118937	OCT - DEC 2019	321.50
(022204)	010- 9537-	- - - - - - -				321.50					
DP20-0000632	Posted	(700326) Kern Co Supt of Schools	1268	Check	11/07/19	44622319			CR118937	MAA REIMBURSEMENT 17/1	54,225.94
(032274)	010- 8290- 0000- 0- 0000- 0000- 000- 000- 0200- 0					54,225.94					

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COUNTY - County Account

Receipt Id	Receipt Status	Customer	Batch Id	Receipt Type	Receipt Date	Customer Reference #	Invoice #	Loc	Deposit Id	Comment	Receipt Amount
DP20-0000633	Posted	(701503) State Of California	1268	Check	11/07/19	39-879368			CR118937	HEALTH CARE DEPOSIT 10/	5,664.73
(011099)	010- 8290- 5640- 0- 0000- 0000- 000- 000- 0000- 0					5,664.73					
DP20-0000634	Posted	(711111) Child Development Resou	1268	Check	11/07/19	684379	AR20-00180		CR118937	FACILITY USE Q1 2019/20 S	2,010.00
(011131)	010- 8650- 0000- 0- 0000- 0000- 000- 000- 0000- 0					2,010.00					
DP20-0000635	Posted	(000167) Interface Children and Fa	1268	Check	11/07/19	23985	AR20-00017		CR118937	2019/20 Facility Usage - Hath	1,000.00
(011131)	010- 8650- 0000- 0- 0000- 0000- 000- 000- 0000- 0					1,000.00					
DP20-0000636	Posted	(710114) California Teachers Asso	1268	Check	11/07/19	01074388	AR20-00211		CR118937	Release time - Ortiz 10/04/19	142.01
(032460)	010- 8699- 0000- 0- 0000- 0000- 000- 000- HEA0- 0					142.01					
DP20-0000637	Posted	(711111) Child Development Resou	1268	Check	11/07/19	684366			CR118937	FAC RENT SKST 2019-20	1.00
(011131)	010- 8650- 0000- 0- 0000- 0000- 000- 000- 0000- 0					1.00					
DP20-0000638	Posted	(712362) Continuing Development,	1268	Check	11/07/19	1120113	AR20-00185	01	CR118937	Pre-School Classroom Leases	300.00
(011131)	010- 8650- 0000- 0- 0000- 0000- 000- 000- 0000- 0					300.00					
DP20-0000639	Posted	(702406) Ruben Rosario	1268	Check	11/07/19	642711534	AR20-00199	01	CR118937	OCT-DEC 2019	136.00
(022204)	010- 9537- - - - - - - -					136.00					
DP20-0000640	Posted	DIAMOND ASSETS LLC	1271	Check	11/07/19	27338			CR118937	BILL 7047 AND 9317	67,406.65
(051238)	010- 8699- 0000- 0- 0000- 0000- 000- 000- SURP- 0					67,406.65					
DP20-0000641	Posted	(000174) Evangelina Fajardo	1268	Cash	11/07/19		AR20-00362		CR118937	OCT- DEC 2019	408.00
(022204)	010- 9537- - - - - - - -					408.00					
DP20-0000642	Posted	(711333) E.O. Green Jr High Scho	1268	Cash	11/07/19	10/29/19			CR118937	LOST ID CARDS	195.00
(011144)	010- 8699- 0000- 0- 0000- 0000- 160- 000- D000- 0					195.00					
DP20-0000643	Posted	(702177) Hueneme SD (Cafe)	1270	Check	11/20/19	1580			CR118785	Cafe sales - SEP 2019	4,947.45
(041722)	130- 8634- 5310- 0- 0000- 0000- 100- 000- 0000- 0					556.45					
(041723)	130- 8634- 5310- 0- 0000- 0000- 120- 000- 0000- 0					1,287.45					
(041724)	130- 8634- 5310- 0- 0000- 0000- 140- 000- 0000- 0					118.20					
(041725)	130- 8634- 5310- 0- 0000- 0000- 160- 000- 0000- 0					826.70					
(041726)	130- 8634- 5310- 0- 0000- 0000- 180- 000- 0000- 0					52.00					
(041727)	130- 8634- 5310- 0- 0000- 0000- 200- 000- 0000- 0					384.00					
(041728)	130- 8634- 5310- 0- 0000- 0000- 220- 000- 0000- 0					831.50					
(041729)	130- 8634- 5310- 0- 0000- 0000- 240- 000- 0000- 0					51.00					
(041730)	130- 8634- 5310- 0- 0000- 0000- 260- 000- 0000- 0					370.55					
(041731)	130- 8634- 5310- 0- 0000- 0000- 280- 000- 0000- 0					119.50					
(041732)	130- 8634- 5310- 0- 0000- 0000- 300- 000- 0000- 0					350.10					

Total for Hueneme Elementary School District **583,523.85**

* On Hold

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COUNTY - County Account

Receipt Id	Receipt Status	Customer	Batch Id	Receipt Type	Receipt Date	Customer Reference #	Invoice #	Loc	Deposit Id	Comment	Receipt Amount
		Fund-Object Recap									
		010-1100 Teachers' Salaries									5,899.36
		010-2200 Classified Support Salaries									14,025.93
		010-5699 RENTS & LEASES									65.67
		010-5800 Professnl/Consult Serv & Opera									561.65
		010-8290 All Other Federal Revenue									114,830.76
		010-8650 Leases and Rentals									9,346.00
		010-8699 All Other Local Revenue									106,474.32
		010-9200 Accounts Receivable									136.00
		010-9211 Account Receivable									132,810.36
		010-9537 Retiree Benefits Liability									55,268.86
		Fund 010 - General Fund									**439,418.91**
		130-8220 Child Nutrition Programs									94,926.43
		130-8520 Child Nutrition Programs									7,311.78
		130-8634 Food Services Sales									7,120.81
		Fund 130 - Cafeteria Fund									**109,359.02**
		215-6200 Buildings and Improvement of B									309.97
		Fund 215 - Measure T Building Fund									**309.97**
		250-8681 Mitigation/Developer Fees									3,965.26
		Fund 250 - Capital Facilities Fund									**3,965.26**
		951-5800 Professnl/Consult Serv & Opera									87.56-
		951-8639 All Other Sales									25,587.40
		Fund 951 - Blackstock ASB Fund									**25,499.84**
		952-5800 Professnl/Consult Serv & Opera									33.15-
		952-8639 All Other Sales									3,410.00
		Fund 952 - Green ASB Fund									**3,376.85**

* On Hold

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COUNTY - County Account

Receipt Id	Receipt Status	Customer	Batch Id	Receipt Type	Receipt Date	Customer Reference #	Invoice #	Loc	Deposit Id	Comment	Receipt Amount

Fund-Object Recap

953-8639	All Other Sales	294.00
953-8699	All Other Local Revenue	1,300.00
	Fund 953 - Unorganized Student Body/Eleme	**1,594.00**
	Total for Hueneme Elementary School District	**583,523.85**

Org Recap

Hueneme Elementary School District

$ - Cash	11,860.00
C - Check	541,193.16
E - Electronic Funds Xfer	30,470.69
Total Receipts	**583,523.85**
Report Total	**583,523.85**

* On Hold

Selection Sorted by Receipt Id, Filtered by (Org = 602, Starting Receipt Date = 11/1/2019, Ending Receipt Date = 11/30/2019, User Created = N, On Hold? = Y, No Invoice = Y, Accounts? = Y, Recap = O, Sort/Group =)

HUENEME ELEMENTARY SCHOOL DISTRICT

BOARD AGENDA ITEM:	ANNUAL CERTIFICATION OF AUTHORIZED SIGNATURES
BOARD MEETING DATE:	December 16, 2019
FROM:	Cathy Niss, Chief Business Official Dr. Christine Walker, Superintendent

STAFF COMMENT

RECOMMENDATION:

It is recommended that the Governing Board authorize signatures for Board members and district administrators as listed on the Authorizations form, Parts 1 and 2, to be valid for the period from December 16, 2019, through December 14, 2020, or the date of the December 2020 meeting.

BACKGROUND:

Board Bylaw 9100 requires that signatures be authorized at the District's annual organizational meeting.

Members of the Governing Board, and the Superintendent, will sign Part 1.

Education Code Sections 41632, 42633, and 44843 require that the District authorize agents for approval of orders, checks, contracts, and various reports for each fiscal year. Once the agents are declared, their signatures must be placed on file at the Ventura County Office of Education in order for orders on the funds of the District to be approved. Annual authorization statements and/or agents are also required for various programs, e.g., Federal Impact Aid, State School Building Lease Purchase Program, etc.

Part 2 of the Authorizations form is for district agents authorized to sign checks, orders for salary payment, notices of employment, contracts, etc. Included is detailed information about what items each person is authorized to sign.

The signed Certification of Signatures, Parts 1 and 2, will be forwarded to the Ventura County Office of Education. A copy will be kept on file in the District's Business Office.

HUENEME ELEMENTARY SCHOOL DISTRICT

CERTIFICATION OF SIGNATURES

I, Christine Walker, Secretary to the Board of Education of the Hueneme Elementary School District of Ventura County, California, certify that the signatures shown below are the verified signatures of the members of the Governing Board of the above-named school district (Part 1). Verified signatures of the person or persons authorized to sign orders drawn on the funds of the school district, Notices of Employment, Contracts, etc., appear in Part 2. These certifications are made in accordance with the provisions of Education Code Sections indicated.* If those authorized to sign orders shown in Part 2 are unable to do so, the law requires the signatures of the majority of the Governing Board.

These approved signatures will be considered valid for the period of December 16, 2019 to December 14, 2020 or the date of the December 2020 meeting.

Date of Board Action: December 16, 2019 Signature: _____

Christine Walker, Ed.D.
Superintendent/Secretary of the Board

PART I

Signatures of Members of the Board:

Signature: _____ Signature: _____
Print/Type: _____ Print/Type: _____
President of the Board of Education **Member of the Board of Education**

Signature: _____ Signature: _____
Print/Type: _____ Print/Type: _____
Clerk of the Board of Education **Member of the Board of Education**

Signature: _____
Print/Type: _____
Member of the Board of Education

*K-12 Districts
42632
42633

HUENEME ELEMENTARY SCHOOL DISTRICT
CERTIFICATION OF SIGNATURES

I, Christine Walker, Secretary to the Board of Education of the Hueneme Elementary School District of Ventura County, California, certify that the signatures shown below, in Part 2 of the Certification of Signatures form, are the verified signatures of employees of the District authorized to sign orders drawn on the funds of the District, Notices of Employment, Contracts, etc. These certifications are made in accordance with the provisions of Education Code Sections indicated.* If those authorized to sign orders shown in Part 2 are unable to do so, the law requires the signatures of the majority of the Governing Board.

These approved signatures will be considered valid for the period of December 16, 2019 to December 14, 2020 or the date of the December 2020 meeting.

Date of Board Action: December 16, 2019 Signature: _____

Secretary of the Board

PART 2

Signatures of Personnel and/or Members of the Governing Board authorized to Sign Checks, Orders for Salary Payment, Notices of Employment, Contracts, etc. Please list after each name all items that a person is authorized to sign.

Signature: _____
Print/Type: Christine Walker
Title: Superintendent and Secretary to the Board
Authorized to Sign: Please see the attached list

Signature: _____
Print/Type: Carlos Dominguez
Title: Deputy Superintendent
Authorized to Sign: Please see the attached list

Signature: _____
Print/Type: Helen Cosgrove
Title: Assistant Superintendent, Educational Services
Authorized to Sign: Please see the attached list

Signature: _____
Print/Type: David Ragsdale
Title: Assistant Superintendent, Technology & Strategic Operations
Authorized to Sign: Please see the attached list

Signature: _____
Print/Type: Jennifer Carr
Title: Senior Director of Personnel
Authorized to Sign: Please see the attached list

Signature: _____
Print/Type: Joe Hiton
Title: Senior Director, Facilities, Operations & Transportation
Authorized to Sign: Please see the attached list

Signature: _____
Print/Type: Cathy Niss
Title: Chief Business Official
Authorized to Sign: Please see the attached list

Signature: _____
Print/Type: Laura Porras
Title: Purchasing Technician
Authorized to Sign: Please see the attached list

HUENEME ELEMENTARY SCHOOL DISTRICT

SIGNATURE AUTHORIZATIONS

Authorized Agents, Federal and State Applications:
Christine Walker, Superintendent; Carlos Dominguez, Deputy Superintendent; Helen Cosgrove, Assistant Superintendent, Educational Services; David Ragsdale, Assistant Superintendent, Technology & Strategic Operations; and Cathy Niss, Chief Business Official, are authorized for federal and state applications made in the name of the District, and they are directed to submit all necessary reports required by the federal and state government.

Authorized Agents, Federal Impact Aid:
Christine Walker, Superintendent and Cathy Niss, Chief Business Official, are authorized to sign all documents pertaining to Federal Impact Aid.

Authorization of Civil Rights Coordinator:
Christine Walker, Superintendent, and Carlos Dominguez, Deputy Superintendent, are authorized as Civil Rights Coordinators.

Authorized Representative to the Ventura County Schools Self-Funding Authority (VCSSFA):
Christine Walker, Superintendent, is authorized as representative to the Board of Directors of the VCSSFA.

Authorized Alternative Representative to the Ventura County Schools Self-Funding Authority (VCSSFA):
Cathy Niss, Chief Business Official, is authorized as alternative representative to the Board of Directors of the VCSSFA.

Authorized Representative for State Allocation Board School Facilities Program and the State School Building Lease-Purchase Program (Chapter 22, Part 10, Education Code):
The signatures of Christine Walker, Superintendent; David Ragsdale, Assistant Superintendent, Technology & Strategic Operations; and Cathy Niss, Chief Business Official, are authorized to file applications, contracts, agreements and change orders approved by the Governing Board, and to act as District liaison between the State Allocation Board and the District.

Authorization of California Environmental Quality Act (CEQA) Officer:
Christine Walker, Superintendent, is authorized as CEQA Officer for the District.

Authorized Agents to Acquire Surplus Property:
David Ragsdale, Assistant Superintendent, Technology & Strategic Operations; Cathy Niss, Chief Business Official; Joe Hiton, Senior Director of Facilities, Operations and Transportation; and Laura Porras, Purchasing Technician, are authorized agents to acquire surplus property.

Authorized Agents, State Office of Emergency Services:
Christine Walker, Superintendent, and Cathy Niss, Chief Business Official, are authorized agents to provide the State Office of Emergency Services with support for all matters pertaining to state disaster assistance.

Authorized Agents, District Payroll and Commercial Checks:
Christine Walker, Superintendent, and Cathy Niss, Chief Business Official, are authorized agents to sign all payroll and commercial checks.

Authorized Agents, Budget Transfers:
Christine Walker, Superintendent, and Cathy Niss, Chief Business Official, are authorized agents to approve budget transfers.

Authorized to Sign Employment Contracts:
The Governing Board is authorized to sign payroll contracts for certificated personnel. Christine Walker, Superintendent, and Carlos Dominguez, Deputy Superintendent, are authorized to sign payroll contracts for non-certificated personnel.

Authorized to Sign Reports, Budgets, and all Documents Requiring Signature of the Secretary or Clerk of the Governing Board:
The Governing Board and Christine Walker, Superintendent, are authorized to sign all reports and documents requiring the signature of the secretary or clerk of the Governing Board.

Authorization to Sign Contracts after Board Approval:
Christine Walker, Superintendent; David Ragsdale, Assistant Superintendent, Technology & Strategic Operations; and Cathy Niss, Chief Business Official, are authorized to sign contracts after Board approval.

Authorization to Sign Contracts for Personal Services:
Christine Walker, Superintendent; David Ragsdale, Assistant Superintendent, Technology & Strategic Operations; and Cathy Niss, Chief Business Official, are authorized to sign contracts for personal services.

Authorization to Sign Purchase Orders:
Christine Walker, Superintendent; David Ragsdale, Assistant Superintendent, Technology & Strategic Operations; and Cathy Niss, Chief Business Official, are authorized to sign purchase orders.

Authorized to Sign Cafeteria Reports:
Christine Walker, Superintendent, and Cathy Niss, Chief Business Official, are authorized to sign cafeteria reports.

Authorization to Purchase Equipment:
Christine Walker, Superintendent; David Ragsdale, Assistant Superintendent, Technology & Strategic Operations; and Cathy Niss, Chief Business Official, are authorized to purchase equipment.

Authorized Signatures for County Forms:
The following persons are authorized to sign necessary county forms, which include the following:

1. Loyalty Oaths
    a. Carlos Dominguez, Deputy Superintendent
    b. Jennifer A. Carr, Senior Director of Personnel Services

2. Intrafund Transfers
    a. Christine Walker, Superintendent
    b. Cathy Niss, Chief Business Official

3. Collection Reports
    a. Christine Walker, Superintendent
    b. Cathy Niss, Chief Business Official

4. Interfund Transfers Approved by Board
    a. Christine Walker, Superintendent
    b. Cathy Niss, Chief Business Official

5. Payroll and Commercial Checks
    a. Cathy Niss, Director of Finance

6. Retirement and Separation Forms for Certificated and Non-Certificated Personnel and Pay Adjustment Forms
    a. Carlos Dominguez, Deputy Superintendent
    b. Jennifer A. Carr, Senior Director of Personnel Services
    c. Cathy Niss, Chief Business Official

7. Attendance Reports
    a. Christine Walker, Superintendent
    b. Cathy Niss, Chief Business Official

Authorized to Sign Checks on Revolving Cash Fund Account:
Christine Walker, Superintendent, and Cathy Niss, Chief Business Official, are authorized to sign checks on the revolving cash account.

Authorized to Sign Checks on Cafeteria Account:
Christine Walker, Superintendent, and Cathy Niss, Chief Business Official, are authorized to sign checks on the cafeteria account.

Authorized to Sign Checks on the Clearing Account:
Christine Walker, Superintendent, and Cathy Niss, Chief Business Official, are authorized to sign checks on the clearing account.

Authorized to Sign Checks on Unorganized Student Body Accounts:
Christine Walker, Superintendent, and Cathy Niss, Chief Business Official, are authorized to sign checks on unorganized student body accounts.

Authorization for Ventura County Office of Education (VCOE) to Transfer Funds:
The VCOE is authorized to transfer funds upon completion of purchase orders issued to the VCOE.

Authorized Management Directors and Alternates to Gold Coast Joint Benefits Trust:
Management Directors: Carlos Dominguez, Deputy Superintendent; and Cathy Niss, Chief Business Official

Alternates: David Ragsdale, Assistant Superintendent, Technology & Strategic Operations, and Jennifer A. Carr, Senior Director of Personnel Services

Authorized Custodian of Records:
Christine Walker, Superintendent, and Carlos Dominguez, Deputy Superintendent, are authorized as the District Custodians of Records

Authorization to Sign Documents Related to the E-Rate Program:
Christine Walker, Superintendent; David Ragsdale, Chief Technology Officer; and Cathy Niss, Chief Business Official

HUENEME ELEMENTARY SCHOOL DISTRICT

BOARD AGENDA ITEM: APPROVAL OF PERSONNEL REPORT

BOARD MEETING DATE: January 27, 2020

FROM: Jennifer A. Carr, Senior Director of Personnel Services
Dr. Carlos Dominguez, Deputy Superintendent
Dr. Christine Walker, Superintendent

STAFF COMMENT

RECOMMENDATION

It is recommended that the Governing Board approve personnel actions in employee categories that are listed below. Identification of specific employees affected by the actions will be shared confidentially with the Governing Board and certain members of management in advance of the meeting.

BACKGROUND

(1) Certificated Services
- Change of Assignment
- Employment
- Resignation
- Unpaid Administrative Leave of Absence

(2) Classified Services
- Employment
- Change of Classification/Location and/or Hours
- Resignation
- Unpaid Personal Child Rearing Leave of Absence
- Unpaid Personal Leave of Absence

Employee's Name	Effective Date	Personnel Action
CHANGE OF ASSIGNMENT: Certificated Services		
Gray, Deborah	02-03-20	1.0-FTE, Speech Teacher, Hathaway Pre-school to 0.80-FTE, Speech Teacher, Hathaway Pre-school
EMPLOYMENT: Certificated Services		
Damianos, Shelbee	01-06-20	Speech Therapist, Probationary 0
Hayes, Maureen	01-07-20	Substitute Teacher
Malotte, Tricia	02-03-20	Psychologist, Probationary 1
Soto, Marissa	02-03-20	Speech Therapist, Probationary 1
RESIGNATION: Certificated Services		
Johnson, Amanda	06-19-20	Teacher, Parkview School, resigning
UNPAID ADMINISTRATIVE LEAVE OF ABSENCE: Certificated Services		
Donovan, Maria	12-31-19	Teacher, Hathaway School, placed on an Unpaid Administrative Leave of Absence
EMPLOYMENT: Classified Services		
Dominguez, Maribel	01-15-20	3.50-hr. Paraprofessional/Special Education, Haycox School, replacing Linda Hernandez Quintana who resigned
Gali, Juliet	11-22-19	Substitute Paraprofessional/Special Ed, Districtwide

Employee's Name	Effective Date	Personnel Action
Gonzalez, Maritza	12-16-19	3.50-hr. Paraprofessional/Special Education, Parkview School, replacing Roberto Barrera Sanchez who transferred
Hernandez, Lydia	01-07-20	Substitute Translator, Districtwide
Huapaya, Brenda	11-17-19	Substitute Paraprofessional/Special Education, Districtwide
Perez, Rosalinda	12-12-19	Substitute Bilingual Paraprofessional, Districtwide
Santiago, Elena	12-16-19	2.80-hr. Campus Assistant, Bard School, replacing Miriam Acosta Pelangka who transferred
Tapia, Sonia	11-15-19	Substitute Paraprofessional/Physically Handicapped, Districtwide
Tapia, Talina	12-16-19	3.25-hr. Paraprofessional/Physically Handicapped, Williams School, new position

CHANGE OF CLASSIFICATION, LOCATION AND/OR HOURS: Classified Services

Araujo, Nicolas	01-02-20	8.0-hr. Head Custodian, Parkview School to 8.0-hr. Head Custodian, Bard School, replacing Jose Murillo who retired
Carlson, D'Yannah	01-07-20	3.75-hr. Paraprofessional/Physically Handicapped, Haycox School to 3.75-hr. Paraprofessional/Physically Handicapped, E.O. Green Junior High School, for the good of the District
Diaz, Juan	01-07-20	2.90-hr. Paraprofessional/Physically Handicapped, Haycox School to 2.90-hr. Paraprofessional/Physically Handicapped, Hueneme School, for the good of the District
Galaviz, Maria	01-20-20	6.0-hr. Food Service Worker I, Blackstock Junior High School to 7.0-hr. Food Servic Worker II, Bard School, replacing Maria Perez who transferred
Morales, Karina	01-15-20	3.50-hr. Paraprofessional/Special Education, Larsen School to 3.75-hr. Bilingual Paraprofessional, Sunkist School, replacing Krystal Gutierrez who resigned

Employee's Name	Effective Date	Personnel Action
Padilla, Steven	01-07-20	3.50-hr. Paraprofessional/Special Education, Blackstock Junior High School to 3.50-hr. Paraprofessional/Special Education, Parkview School, replacing Carmen Garcia who transferred
Smith, Charlissa	01-07-20	4.0-hr. Food Service Worker I, Hollywood Beach School to 5.50-hr. Food Service Worker I, Parkview School, replacing Cecile Ursua who transferred
Vega, Guadalupe	01-07-20	6.0-hr. Food Service Worker I, Hathaway School to 6.0-hr. Food Service Worker I, Haycox School, replacing Guadalupe Paz who is on a 39-month re-employment list
RESIGNATION: Classified Services		
Ruiz, Yahaira	01-10-20	3.0-hr. Bilingual Paraprofessional, Williams School, resigning
RETIREMENT: Classified Services		
Flores, Jose Sr.	12-30-19	8.0-hr. Custodian, Haycox School, retiring
REQUEST FOR UNPAID CHILD REARING LEAVE OF ABSENCE: Classified Services		
Miramontes, Lisa	01-07-20 thru 06-26-20	3.50-hr. Health Clerk, Parkview School, requesting unpaid child rearing leave of absence pursuant to C.S.E.A. agreement
REQUEST UNPAID PERSONAL LEAVE OF ABSENCE: Classified Services		
Robles, Gisel	10-21-19 thru 04-17-20	3.50-hr. Bilingual Paraprofessional, Williams School, requesting unpaid personal leave of absence pursuant to C.S.E.A. agreement
Sanchez, Javier	01-07-20 thru 04-03-20	5.0-hr. Mini Bus Driver, F.O.T., requesting unpaid personal leave of absence pursuant to C.S.E.A. agreement

HUENEME ELEMENTARY SCHOOL DISTRICT

BOARD AGENDA ITEM:	RATIFICATION OF EXPENDITURE REPORTS FOR DECEMBER 2019
BOARD MEETING DATE:	January 27, 2020
FROM:	Cathy Niss, Chief Business Official Dr. Christine Walker, Superintendent

STAFF COMMENT

RECOMMENDATION

It is recommended that the Governing Board ratify the attached Expenditure Reports for December 2019, as follows:

(1) Commercial Payments
(2) Payroll

COMMERCIAL PAYMENT REGISTER

December 2019

ISSUE DATE	CHECK NUMBERS	TOTAL AMOUNT	Unrestricted 010 FUND	Cafeteria 130 FUND	Measure T 215/216 FUND	Dev. Fees 250 FUND	Bond Int. 510 FUND	ASB/USB 951-952-953 FUND	*Accrued Sales Taxes*
December 2, 2019	5002043015-5002043066	$ 298,963.76	$ 260,368.01	$ 658.22	$ 35,487.25	$ 1,259.97		$ 1,190.31	*$ 199.60*
December 5, 2019	5002043067-5002043132	$ 170,675.79	$ 155,651.15	$ 3,516.64	$ 9,220.00			$ 2,288.00	*$ 1,629.83*
December 10, 2019	5002043133-5002043193	$ 646,495.48	$ 222,655.70		$ 415,195.50			$ 8,644.28	*$ 745.82*
December 11, 2019	5002043194-5002043203	$ 23,920.58	$ 9,194.99	$ 5,865.59	$ 8,479.00			$ 381.00	*$ 6.69*
December 16, 2019	5002043204-5002043232	$ 665,580.93	$ 231,468.88	$ 120.00	$ 426,662.23			$ 7,329.82	*$ 122.18*
December 17, 2019	5002043233-5002043255	$ 121,309.41	$ 116,026.07	$ 4,983.34				$ 300.00	*$ 101.35*
December 19, 2019	5002043256-5002043287	$ 48,102.31	$ 44,088.38	$ 1,141.73				$ 2,872.20	*$ 142.40*
December 20, 2019	5002043288-5002043303	$ 98,068.55	$ 5,682.37	$ 92,386.18					*$ 37.35*
December 26, 2019	5002043304-5002043308	$ 437,774.09	$ 436,944.14					$ 829.95	*$ 39.07*
TOTAL PAYMENTS		**$ 2,510,890.90**	**$ 1,482,079.69**	**$ 108,671.70**	**$ 895,043.98**	**$ 1,259.97**	**$ -**	**$ 23,835.56**	***$ 3,024.29***

PAYROLL SUMMARY - DEC 2019

ISSUE DATE	GROSS EARNINGS	FRINGE BENEFITS	TOTAL PAYROLL	010 FUND General	130 FUND Cafeteria
12/3/2019	$10,293.44	$1,611.69	$11,905.13	$11,905.13	$0.00
12/6/2019	$10,234.00	$682.89	$10,916.89	$10,916.89	$0.00
12/30/19	$5,638,357.51	$2,193,012.26	$7,831,369.77	$7,556,406.54	$274,963.23
			$0.00		
			$0.00		
Total	**$5,658,884.95**	**$2,195,306.84**	**$7,854,191.79**	**$7,579,228.56**	**$274,963.23**

HUENEME ELEMENTARY SCHOOL DISTRICT

BOARD AGENDA ITEM: RATIFICATION OF PURCHASE ORDERS AND CHECKS FOR DECEMBER 2019

BOARD MEETING DATE: January 27, 2020

FROM: Cathy Niss, Chief Business Official
Dr. Christine Walker, Superintendent

STAFF COMMENT

RECOMMENDATION

It is recommended that the Governing Board ratify purchase orders and checks generated in December 2019.

BACKGROUND

The monthly purchase order listing is a summary of all purchase orders issued in one calendar month. It is provided to the Governing Board for ratification of district purchases. The purchase order numbering system is described below:

1. B20-0000……..“B” series purchase orders are for “blanket” orders issued to vendors used on a monthly basis.

2. H20-0000……..“H” series purchase orders are for “Hueneme Elementary School District” regularly issued orders.

For the period of December 1-31, 2019, purchase orders totaled **$436,987.46** and $53,565.62 in change notices. The attached report reflects December 2019 totals by site:

00/01	District wide	18	Hathaway
02	Educational Services	18N	Neighborhood for Learning
03	Pupil Support Services	20	Haycox
04	Migrant Education	22	Hueneme
05	Educational Media Center	24	Larsen
08	Food Service	26	Parkview
09	Summer School	28	Sunkist
10	Bard	30	Williams
12	Beach	34	Print Shop
14	Blackstock	99	After School Program
16	E.O. Green	FOT	Facilities, Operations and Transportation

These numerical listings provide an internal system of checks and balances in the Business Office.

Reimbursement/direct pay orders are listed in the second part of the attached reports. Checks issued between December 1 and December 31, 2019 totaled **$2,510,890.90.**

Includes 12/01/2019 - 12/31/2019

PO Number	Vendor Name	Site	Description	Fund Object	Account Amount
B20-00201	Franklin Truck Parts Inc	FOT	FOT/Supplies	010-4300	2,000.00
B20-00202	VCOE	02	Ed. Services/Foster Transportation	010-5800	5,000.00
H20-00492	Gold Coast Transit	02	Ed. Services/Homeless/Transportation	010-5800	540.00
H20-00548	Alpha Solutions Inc.	26	PKVW/LCFF/ASES/Projector	010-4300	11,484.66
				010-4400	3,531.22
				010-5800	7,955.42
H20-00775	Office Depot School Division	01	Fot/supplies	010-4300	2,484.39
H20-00959	Ventura County Arts Council	24	Larsen/ ART2/ Preforming Arts Classes	010-5800	9,350.00
H20-00977	Office Depot School Division	26	Parkview/LCFF/Classroom Supplies	010-4300	353.83
H20-00978	Heinemann Library	18	Hathaway/LCFF/materials	010-4300	330.60
H20-00979	Commline Inc.	30	Williams/LCFF/Service	010-5600	162.69
H20-00980	Carnitas El Brother Mexican G rill	02	Ed. Servics/Title III/Supplies	010-4300	48.87
H20-00981	Kagan Publishing & Pro Devel (Training Events)	99	ASES/ Supplies	010-4200	530.20
H20-00982	Boomerang Project	02	Ed. Services/SEL/Training	010-5200	4,990.00
H20-00983	Carnitas El Brother Mexican G rill	01	Ed. Services/LCFF/Prof. Dev.	010-4300	570.18
H20-00984	Staples Advantage	30	Williams/LCFF/Supplies	010-4300	352.54
H20-00985	Uline	26	Parkview/LCFF/Custodial Supplies	010-4300	106.58
H20-00986	Musician's Friend	26	Parkview/LCFF/Instruments	010-4300	76.07
H20-00987	Office Depot School Division	26	Parkview/LCFF/Materials	010-4300	174.03
H20-00988	Pacific Learning	02	Ed Services/LCFF/supplies	010-4300	972.45
H20-00989	Really Good Stuff	26	Parkview/LCFF/Workload Reduction	010-4300	352.10
H20-00990	Carnitas El Brother Mexican G rill	02	Ed. Servics/MTSS/Supplies	010-4300	146.62
H20-00991	Shaw HR Consulting	01	District/Prof Services/HR	010-5800	510.00
H20-00992	Heinemann Library	02	Ed Services/LCFF/supplies	010-4100	1,060.31
H20-00993	VCOE	02	Ed Services/LCFF/Registration	010-5200	150.00
H20-00994	FLISA ATTN Finance Dept	01	Board/FLISA Conference Registration	010-5211	160.00
				010-5218	160.00
H20-00995	Lakeshore Store #038	18	Hathaway/LCFF/supplies	010-4300	207.71
H20-00996	Success By Design Inc.	22	Hueneme/ LCFF/ Supplies	010-4300	27.72
H20-00997	City of Oxnard Rec & Community Svcs	16	Green/ASB/Registration Fees/Girls Basketball	952-5800	300.00
H20-00998	Demco Inc	22	Hueneme/LCFF/Supply	010-4300	149.16
H20-00999	Office Depot School Division	16	GF Mat'ls Sup/Office/Maria Guerrero	010-4300	434.61
H20-01000	Central Restaurant Products	08	Food Service/Supplies	130-4300	1,673.53
H20-01001	Staples Advantage	22	Hueneme/Vandalized	010-4300	32.39
				010-4400	538.73
H20-01002	Apple Inc	01	Parkview/Supplies	010-4400	21,295.64

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

ESCAPE ONLINE

Includes 12/01/2019 - 12/31/2019

PO Number	Vendor Name	Site	Description	Fund Object	Account Amount
H20-01003	Learning Resources	28	Sunkist/LCFF/Supplies	010-4300	684.83
H20-01004	Grainger Industrial Supply	01	District / Safety Supplies	010-4300	3,352.00
H20-01005	AED Superstore	01	District / Safety Supplies	010-4400	15,284.98
				010-5800	1,157.00
H20-01006	Breakout EDU	16	4-6 WKLD Red./Breakout EDU Platform/Ms.Strohman	010-5800	81.56
H20-01007	Dell Computer Corp	01	District/Technology supplies	010-4300	141,748.49
				010-5800	3,257.20
H20-01008	Ventura County Arts Council	24	Larsen/ ART2/ Art Classes	010-5800	8,250.00
H20-01009	Really Good Stuff	26	Parkview/LCFF/Workload Reduction	010-4300	383.36
H20-01010	Oriental Trading Co Inc	26	Parkview/LCFF/Workload Reduction	010-4300	38.26
H20-01011	Atlantis Utility	01	DO/Service	010-5800	900.00
H20-01012	Heinemann Library	02	Ed Services/LCFF/supplies	010-4100	20,401.50
H20-01013	Tri County Office Furniture	01	Distict/HR/Safety	010-4400	1,445.12
H20-01015	Dell Computer Corp	00	Technology/Equipment/District wide	010-4400	31,549.33
H20-01016	Commline Inc.	22	Hueneme/Vandalized	010-4400	852.81
H20-01017	Dell Computer Corp	01	District/Technology supplies	010-4300	7,965.43
				010-4400	23,087.75
H20-01018	Pebbles C. Delgado	99	ASES/ Incentives	010-4300	125.00
H20-01019	Moorpark College	12	Beach/USB/fiield trip	953-5800	148.00
H20-01020	MJP Computers	01	District/Technology Supplies	010-4400	1,367.35
H20-01021	CDW-G (Vernon Hills)	01	District / Technology Supplies	010-4300	76.50
				010-4400	3,806.96
H20-01022	Empire Cleaning Supply	01	Stores	010-9320	6,955.89
H20-01023	Southwest School & Office Supp ly	01	Stores	010-9320	5,492.20
H20-01024	Kelly Paper Store	01	Stores	010-9320	1,539.90
H20-01025	Southwest School & Office Supp ly	01	Stores	010-9320	6,127.41
H20-01026	Office Depot School Division	26	Parkview/LCFF/Classroom Supplies	010-4300	243.80
H20-01027	CustomLanyards4all.com	30	Williams/General/Supplies	010-4300	577.50
H20-01028	Lakeshore Store #038	16	4-6 Week Workload Reduction/Strohman,Olivia	010-4300	410.82
H20-01029	William Venegas	20	LCFF/Prof Svc Instructional-Performing Arts	010-5800	10,080.00
H20-01030	City of Oxnard Rec & Community Svcs	99	ASES/BBALL/BLK	010-5800	900.00
H20-01031	Office Depot School Division	20	Haycox/LCFF/Matls Supplies Admin	010-4300	45.45
H20-01032	City of Oxnard ATTN City Corps	20	LCFF/Membership/Dues-Instructional	010-5800	600.00
H20-01033	Office Depot School Division	99	ASES/ PKV/ Supplies	010-4300	61.41
H20-01034	Lakeshore Store #038	26	Parkview/Title1/Classroom Materials	010-4300	139.77

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Includes 12/01/2019 - 12/31/2019

PO Number	Vendor Name	Site	Description	Fund Object	Account Amount
H20-01035	Parent Project Inc	30	Williams/Title 1 Parent Ed/Supplies	010-4200	841.50
H20-01036	Hare Sports LLC.	99	ASES/ UNIFORM / BLK	010-4300	1,735.62
H20-01037	Lakeshore Store #038	26	Parkview/Title1Classroom Materials	010-4300	293.18
H20-01039	Uline	26	Parkview/LCFF/Training	010-4300	215.33
H20-01040	Santa Barbara Botanical Garden	26	Parkview/Gate/Admission	010-5800	62.50
H20-01041	Alpha Solutions Inc.	26	Parkview/LCFF	010-4300	861.73
H20-01042	School Services of California	01	DO/Registration	010-5200	235.00
H20-01043	Active Learning LLC	02	Ed Services/LCFF/Subscription	010-5800	1,740.02
H20-01044	Dell Computer Corp	01	District/Technology/Supplies	010-4300	714.92
H20-01045	Popcornopolis	10	Bard/USB/Fundraiser	953-4300	4,537.00
H20-01046	Believe Kids Fundraising	14	ASB/GEN/Fall Fundaiser	951-4300	5,774.85
H20-01047	Parent Project Inc	14	Blackstock/Title 1/Books	010-4300	241.50
H20-01048	Carnitas El Brother Mexican G rill	02	Ed. Servics/Counselor/Supplies	010-4300	81.45
H20-01049	Free Spirit	99	ASES/Haycox/ Supplies	010-4200	327.05
H20-01050	Bureau of Lectures & Concert A rtists	10	Bard/USB/Service	953-5800	850.00
H20-01051	Santa Barbara Zoo	10	Bard/USB/Fieldtrip	953-5800	746.00
H20-01052	TallyCounterStore Attn Luke H opkins	08	Food Service/Supplies	130-4300	61.26
H20-01053	Hamerary Publishing Group	18	Hathaway/LCFF/books	010-4200	458.70
H20-01054	Helping Hands Fundraisers	16	Green/ASBGen/Supplies/Owe n Arthur	952-4300	2,872.20
H20-01055	World's Finest Chocolate	16	World's Finest Chocholate/Owen Arthur	952-4300	4,595.00
H20-01056	Gold Coast Transit	02	Ed. Services/Homeless/Transport ation	010-5800	400.00
H20-01057	Shaw HR Consulting	01	District/Prof Services/HR	010-5800	1,410.00
H20-01058	Central Drug System	01	District H.R./Professional Services	010-5800	158.50
H20-01059	Images of Inc.	08	Food Service/ Professional Services	130-5800	889.89
H20-01060	School Date Books	16	Green/Titie 1/Supplies	010-4300	4,800.53
H20-01061	Mark-It Place	14	Blackstock/LCFF/Supplies	010-4300	62.21
H20-01062	Images of Inc.	08	Food Service/Professional	130-4300	1,544.25
H20-01063	School Specialty	01	Stores	010-9320	763.16
H20-01064	School Specialty	01	Stores	010-9320	3,028.47
H20-01065	Seesaw	02	Ed Services/LCFF/Licenses	010-5800	2,000.00
H20-01066	Staples Technology Solution	01	Disrtict/Printer	010-4300	283.34
H20-01067	Staples Technology Solution	01	Disrtict/Printer	010-4300	334.17
H20-01068	Staples Technology Solution	01	Hueneme/Room 3/Printer	010-4300	334.17
H20-01069	School Health Corporation	06	STORES/NURSE SUPPLIES	010-9320	1,204.41

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Includes 12/01/2019 - 12/31/2019

PO Number	Vendor Name	Site	Description	Fund Object	Account Amount
H20-01070	Dell Computer Corp	01	District/Technology supplies	010-4300	106.92
				010-4400	4,465.36
H20-01071	School Specialty	14	Blackstock/LCFF/Supplies	010-4300	67.82
H20-01072	Charles Jones DBA Nighthawks S creen Printing	16	PE Uniform Sales/Ms. Pettek	952-4300	1,675.29
H20-01073	William Venegas	22	Hueneme/LCFF/ART2	010-5800	3,339.00
H20-01074	Staples Technology Solution	14	Blackstock/Room 39/Printer	010-4300	334.17
H20-01075	Dell Computer Corp	01	District/Technology supplies	010-4300	42.04
H20-01076	Caslon Inc.	01	Ed. Services/Title III/Inst. Materials	010-4200	1,140.00
H20-01077	CASBO	08	Food Service/Registration	130-5200	1,240.00
H20-01078	Earth Systems Southern CA	28	Sunkist/Testing & Inspection	216-6200	781.00
H20-01079	Carnitas El Brother Mexican G rill	99	ASES/ PL/ Refreshments	010-4300	1,200.00
H20-01080	Vista Higher Learning	01	Ed. Services/Title III/Inst. Materials	010-4200	788.12
			Total Number of POs	**108** **Total**	**436,987.46**

PO Changes

	New PO Amount	Fund/ Object	Description	Change Amount
B20-00014	30,000.00	010-4300	General Fund/Materials and Supplies	3,338.81
B20-00039	7,500.00	010-4300	General Fund/Materials and Supplies	571.43
B20-00039	7,500.00	010-5600	General Fund/Repairs	1,714.29
			Total PO B20-00039	**2,285.72**
B20-00174	2,500.00	010-4300	General Fund/Materials and Supplies	1,000.00
B20-00189	19,000.00	010-5800	General Fund/Professnl/Consult Serv & Opera	12,000.00
H19-01442	19,550.00	215-6200	Measure T Building Fund/Buildings and Improvement	6,120.00
H19-01542	247,316.00	215-6200	Measure T Building Fund/Buildings and Improvement	1,007.32
H19-01542	247,316.00	216-6200	Measure B Building Fund/Buildings and Improvement	678.68
			Total PO H19-01542	**1,686.00**
H19-01928	81,471.00	215-6200	Measure T Building Fund/Buildings and Improvement	2,435.96
H19-01928	81,471.00	216-6200	Measure B Building Fund/Buildings and Improvement	64.04
			Total PO H19-01928	**2,500.00**
H20-00226	692,039.00	010-6200	General Fund/Buildings and Improvement of B	3,627.82
H20-00226	692,039.00	215-6200	Measure T Building Fund/Buildings and Improvement	18,234.59
H20-00226	692,039.00	216-6200	Measure B Building Fund/Buildings and Improvement	2,364.59
			Total PO H20-00226	**24,227.00**
H20-00654	1,106.76	010-4300	General Fund/Materials and Supplies	163.09
H20-00908	896.00	010-5800	General Fund/Professnl/Consult Serv & Opera	245.00
			Total PO Changes	**53,565.62**

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

ESCAPE ONLINE

Checks Dated 12/01/2019 through 12/31/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
5002043015	12/02/2019	Jimenez, Donna	130-5200		35.32
5002043016	12/02/2019	Mills, Michelle	010-4300		79.50
5002043017	12/02/2019	Transfiguracion, Rex	010-4300		123.90
5002043018	12/02/2019	Granado, Maria	010-5200		25.00
5002043019	12/02/2019	Carino, Joanna S	130-5200		622.90
5002043020	12/02/2019	Kahlberg, Karena	951-4300		983.01
5002043021	12/02/2019	Walker, Christine	010-5211		249.84
5002043022	12/02/2019	Seto, Ada	010-5200		43.33
5002043023	12/02/2019	Johnson, Erica	951-4300		207.30
5002043024	12/02/2019	Comstock, Cara J	010-4300		198.65
5002043025	12/02/2019	Lira, Rafael	010-5200		15.31
5002043026	12/02/2019	Solano, Ernesta	010-5200		67.80
5002043027	12/02/2019	Ortiz, Lisette	010-4300		37.25
5002043028	12/02/2019	Nabors, Danna K	010-4200	15.28	
			010-4300	12.04	27.32
5002043029	12/02/2019	Magana-Valdovinos, Araceli	010-4300		21.51
5002043030	12/02/2019	Castanon, Jess	010-5200		6.96
5002043031	12/02/2019	Martinez, Laurie	010-5200		47.21
5002043032	12/02/2019	Espinoza-Gonzalez, Eden	010-4300		17.64
5002043033	12/02/2019	Moreno, Sergio	010-4300		125.56
5002043034	12/02/2019	A-Z Bus Sales	010-4300		702.77
5002043035	12/02/2019	Airgas West	010-4300	240.63	
			010-5699	47.27	
			Unpaid Tax	.13-	287.77
5002043036	12/02/2019	American Flag Pole	010-4300		205.62
5002043037	12/02/2019	Bay Alarm	010-5800		380.00
5002043038	12/02/2019	Federal Express	010-5900		42.45
5002043039	12/02/2019	Finish Line Paving Inc.	010-5600		6,475.00
5002043040	12/02/2019	Franklin Truck Parts Inc	010-4300		158.33
5002043041	12/02/2019	Learning Without Tears	010-4300	389.22	
			Unpaid Tax	2.83-	386.39
5002043042	12/02/2019	Hensons Music Store	010-4300	760.53	
			010-5600	643.04	
			Unpaid Tax	9.34-	1,394.23
5002043043	12/02/2019	Integrated Fire & Safety	010-5600		500.00
5002043044	12/02/2019	Jenny Ponzuric DBA JiJ Consulting	010-5800		494.00
5002043045	12/02/2019	Jive Communications Inc	010-5903		12,504.84
5002043046	12/02/2019	Jones School Supply Co Inc	010-4300		250.25
5002043047	12/02/2019	K-Log Inc Education Division Ggs-24	010-4300	751.50	
			250-4300	1,259.97	2,011.47
5002043048	12/02/2019	KENCO Construction Services	215-6200		6,970.00
5002043049	12/02/2019	Lito Galang DBA Lito's Auto Repair	010-5600	3,317.32	
			Unpaid Tax	11.02-	3,306.30
5002043050	12/02/2019	LWTears.com	010-4300	1,459.18	
			Unpaid Tax	9.38-	1,449.80
5002043051	12/02/2019	McGraw-Hill Companies Inc	010-4100	11,212.71	
			Unpaid Tax	154.65-	11,058.06

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Checks Dated 12/01/2019 through 12/31/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
5002043052	12/02/2019	MJP Technologies	010-4300	4,495.22	
			010-5800	600.00	
			Unpaid Tax	1.75-	5,093.47
5002043053	12/02/2019	Mystery Science Inc.	010-5800		999.00
5002043054	12/02/2019	Nick Rail Music Inc	Cancelled		864.56 *
	Cancelled on 12/10/2019				
5002043055	12/02/2019	O'Reilly Automotive Stores	010-4300		559.32
5002043056	12/02/2019	Pacific Northwest Publishing	010-4200		1,031.33
5002043057	12/02/2019	Pearson Education	010-4100		4,356.10
5002043058	12/02/2019	PeeBee & Jay's	010-4300		163.97
5002043059	12/02/2019	19six Architects	010-6200	5,860.00	
			215-6200	28,517.25	34,377.25
5002043060	12/02/2019	Prime Masonry Materials	010-4300	1,202.48	
			Unpaid Tax	10.15-	1,192.33
5002043061	12/02/2019	Quill Corporation	010-4300	1,169.06	
			010-9510	1,216.95	2,386.01
5002043062	12/02/2019	School Date Books	010-4300	605.68	
			Unpaid Tax	.35-	605.33
5002043063	12/02/2019	Sinclair Sanitary Supply Inc	010-4300	2,170.85	
			010-5600	212.64	
			010-9320	8,664.39	11,047.88
5002043064	12/02/2019	State Of California (DOJ) Dept of Justice Acctg Office	010-5800		544.00
5002043065	12/02/2019	Tax Deferred Services	010-9533		184,060.62
5002043066	12/02/2019	VCOE	010-5200		170.00
5002043067	12/05/2019	Burke, Maria	010-4300		35.90
5002043068	12/05/2019	Cortez, Norma E	010-4300		47.04
5002043069	12/05/2019	Camarena, Susan	010-4300	16.90	
			010-5800	50.00	66.90
5002043070	12/05/2019	Devlin, Clark	010-5200		266.64
5002043071	12/05/2019	Recker, Stephen	010-4300		250.00
5002043072	12/05/2019	Lozano, Francisca A	010-4300		103.41
5002043073	12/05/2019	Durazo, Etelina	010-5200		676.84
5002043074	12/05/2019	Hernandez, Rosa C	010-4300		48.43
5002043075	12/05/2019	Prevette-Sajor, Susan	010-5200		1,097.03
5002043076	12/05/2019	Ragsdale, David	010-5200		6.86
5002043077	12/05/2019	Pacheco, Veronica	Cancelled		660.51 *
	Cancelled on 12/10/2019				
5002043078	12/05/2019	Granado, Maria	010-4300		61.86
5002043079	12/05/2019	Watson, Donna R	010-4300		56.98
5002043080	12/05/2019	Shallenberger, Monica	010-4200	12.90	
			010-4300	190.14	203.04
5002043081	12/05/2019	Orozco, Susana	010-4300		60.93
5002043082	12/05/2019	Verardo, Krista M	010-4300		109.90
5002043083	12/05/2019	Magallanes, Kathryn	010-4300		80.52
5002043084	12/05/2019	Nese, Michael A	010-5200		956.42
5002043085	12/05/2019	Hottendorf, Tabitha	010-4300		32.13

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5002043086	12/05/2019	Pena, Julianne	010-4200		406.53
5002043087	12/05/2019	Garcia, Laura M	010-4300		27.34
5002043088	12/05/2019	Alarcon, Maria D	010-5200		17.57
5002043089	12/05/2019	Hunter, Martha	010-4300		174.43
5002043090	12/05/2019	Hernandez, Veronica	010-4300		71.40
5002043091	12/05/2019	Alvarez-Rice, Alma L	010-4300		28.87
5002043092	12/05/2019	Villicana, Jonathan	010-4300		37.75
5002043093	12/05/2019	Rodriguez, Lizette	010-5200		249.63
5002043094	12/05/2019	Magana-Valdovinos, Araceli	010-5200		242.32
5002043095	12/05/2019	Leon, Almacynthia	010-4300		20.46
5002043096	12/05/2019	Garcia, Frank J	010-4300		221.96
5002043097	12/05/2019	Niss, Cathy L	010-5200		106.59
5002043098	12/05/2019	Friedman, Dustin C	010-4300		42.25
5002043099	12/05/2019	Ambriz, Lino J	010-4300		19.36
5002043100	12/05/2019	Hayashi, Elizabeth M	010-5200		644.58
5002043101	12/05/2019	The Abundant Table	953-5800		252.00
5002043102	12/05/2019	All City Mgmt Services, Inc.	010-5800		810.00
5002043103	12/05/2019	Balfour Beatty	215-5800		9,220.00
5002043104	12/05/2019	Castle Air Inc	130-5600		2,149.13
5002043105	12/05/2019	City of Oxnard Attn Sylvia Paniagua	010-5800	1,500.00	
			952-5800	900.00	2,400.00
5002043106	12/05/2019	Dempsey Road Mutual Water Co	010-5502		2,320.00
5002043107	12/05/2019	E.J.Harrison & Sons Inc.	010-5501		7,230.14
5002043108	12/05/2019	Farmer Brothers	010-4300		578.64
5002043109	12/05/2019	Jesse Ramos Gonzales	010-8650		100.00
5002043110	12/05/2019	FLISA ATTN Finance Dept	010-5211	160.00	
			010-5218	160.00	320.00
5002043111	12/05/2019	Kelly Paper Store	010-4300	2,087.47	
			010-9320	15,549.07	17,636.54
5002043112	12/05/2019	Leonis Adobe Museum	953-5800		150.00
5002043113	12/05/2019	Lito Galang DBA Lito's Auto Repair	010-5600		136.83
5002043114	12/05/2019	Mail Manager Inc	010-5800		1,057.79
5002043115	12/05/2019	MCI Comm Service	010-5903		71.15
5002043116	12/05/2019	Medco School First Aid	010-9320		406.22
5002043117	12/05/2019	MOXI, The Wolf Museum of Exploration & Innovation	953-5800		986.00
5002043118	12/05/2019	Musician's Friend	010-4300	3,943.39	
			010-4400	3,656.16	7,599.55
5002043119	12/05/2019	Office Depot	010-4300		7,621.15
5002043120	12/05/2019	PALI Institute	010-5800		5,430.00
5002043121	12/05/2019	Paradise Chevrolet	010-4300	1,074.89	
			Unpaid Tax	9.88-	1,065.01
5002043122	12/05/2019	Parker & Covert LLP	010-5815		3,442.50
5002043123	12/05/2019	Shred-It USA	010-5800		99.12
5002043124	12/05/2019	So Ca Edison Co	010-5506		40,796.30
5002043125	12/05/2019	Starfall Education	010-5300	270.00	

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5002043125	12/05/2019	Starfall Education	010-5800	810.00	1,080.00
5002043126	12/05/2019	Tabbara Corporation	010-5800		2,850.00
5002043127	12/05/2019	Tacos Mi Pueblo Inc	130-5800	1,380.20	
			Unpaid Tax	12.69-	1,367.51
5002043128	12/05/2019	United Parcel Service	010-5900		116.00
5002043129	12/05/2019	VCOE	010-5200		1,180.00
5002043130	12/05/2019	Voyager Sopris Learning	010-4100	45,182.86	
			Unpaid Tax	1,607.26-	43,575.60
5002043131	12/05/2019	Wayfair	010-4300		1,246.23
5002043132	12/05/2019	Will Geer's Theatricum Botanicum	010-5800		250.00
5002043133	12/10/2019	A-Z Bus Sales	010-4300		660.78
5002043134	12/10/2019	Ahern Rental	010-5699	746.88	
			Unpaid Tax	10.89-	735.99
5002043135	12/10/2019	All Phase Electric	010-4300	1,071.65	
			Unpaid Tax	2.30-	1,069.35
5002043136	12/10/2019	Wilivaldo Izazaga DBA ALWI Pest Control	010-5500		1,200.00
5002043137	12/10/2019	Atlantis Utility	010-5800		900.00
5002043138	12/10/2019	AutoZone Stores, Inc.	010-4300	114.38	
			Unpaid Tax	1.05-	113.33
5002043139	12/10/2019	Cal Coast Machinery	010-4300	7.24	
			Unpaid Tax	.06-	7.18
5002043140	12/10/2019	Carnitas El Brother Mexican Grill	010-4300		1,045.19
5002043141	12/10/2019	Castle Air Inc	010-5600		15,568.96
5002043142	12/10/2019	City of Oxnard Recreation Services	010-5100	67,383.20	
			010-5800	16,845.80	84,229.00
5002043143	12/10/2019	Coastal Pipco	010-4300	1,765.38	
			Unpaid Tax	5.83-	1,759.55
5002043144	12/10/2019	Harris Water Conditioning DBA Culligan of Ventura County	010-5699		30.00
5002043145	12/10/2019	Daniels Tire Service	010-5600	1,753.84	
			Unpaid Tax	9.26-	1,744.58
5002043146	12/10/2019	Diamond A Equipment	010-4300	178.43	
			010-5600	782.34	
			Unpaid Tax	4.62-	956.15
5002043147	12/10/2019	Div of the State Architect Dept of General Services	215-6200		25,997.80
5002043148	12/10/2019	Div of the State Architect Dept of General Services	215-6200		25,847.52
5002043149	12/10/2019	Div of the State Architect Dept of General Services	215-6200		29,164.56
5002043150	12/10/2019	Earth Systems Consultants	215-6200		642.00
5002043151	12/10/2019	Elite Modular Leasing & Sales	215-6200		5,483.18
5002043152	12/10/2019	Elite Screen Printing & Embroidery	953-4300		2,165.95
5002043153	12/10/2019	Empire Cleaning Supply	010-9320		23,512.70
5002043154	12/10/2019	Farmer Brothers	010-4300		464.36
5002043155	12/10/2019	Fence Factory	215-6100		166,576.24
5002043156	12/10/2019	FG Wilcox Inc	010-4300	120.46	

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Checks Dated 12/01/2019 through 12/31/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
			Unpaid Tax	1.11-	119.35
5002043157	12/10/2019	Learning Without Tears	010-4300	614.57	
			Unpaid Tax	4.47-	610.10
5002043158	12/10/2019	Harbor Freight Tools	010-4300	10.86	
			Unpaid Tax	.10-	10.76
5002043159	12/10/2019	Houghton Mifflin Co	010-4200	8,428.42	
			Unpaid Tax	44.40-	8,384.02
5002043160	12/10/2019	House Sanitary Supply	010-9320		1,992.75
5002043161	12/10/2019	Integrated Fire & Safety	010-5600		623.05
5002043162	12/10/2019	Intermountain Lock & Security	010-4300		225.70
5002043163	12/10/2019	Live Scan Ventura	010-5800		220.00
5002043164	12/10/2019	Moorpark College	Cancelled		148.00 *
	Cancelled on 12/13/2019				
5002043165	12/10/2019	Nigro & Nigro	010-9510		1,680.00
5002043166	12/10/2019	PAR Inc	010-4300		3,116.40
5002043167	12/10/2019	Popcornopolis	953-4300		4,537.00
5002043168	12/10/2019	Positive Promotions	953-4300		543.33
5002043169	12/10/2019	NCS Pearson, Inc.	010-4300	13,300.56	
			Unpaid Tax	369.20-	12,931.36
5002043170	12/10/2019	Treasurer, ZNUG	010-5200		915.00
5002043171	12/10/2019	SBS Corporation	215-6200		161,484.20
5002043172	12/10/2019	Scholastic	010-4200	1,013.95	
			010-4300	4.95	
			Unpaid Tax	7.39-	1,011.51
5002043173	12/10/2019	SOS Survival Products	010-4300	7,075.19	
			Unpaid Tax	132.28-	6,942.91
5002043174	12/10/2019	BMC West 1219	010-4300		153.34
5002043175	12/10/2019	Rico Curry	951-4300		1,250.00
5002043176	12/10/2019	Threadedink	010-4300	162.04	
			Unpaid Tax	1.49-	160.55
5002043177	12/10/2019	Assistance League School	010-5100	27,793.89	
			010-5800	956.11	28,750.00
5002043178	12/10/2019	Fence Factory	010-4300		2,587.16
5002043179	12/10/2019	Gold Coast CUE	010-5200		150.00
5002043180	12/10/2019	Keenes Hardware	010-4300	115.05	
			Unpaid Tax	1.06-	113.99
5002043181	12/10/2019	Mad Science of Los Angeles	010-5800		1,448.00
5002043182	12/10/2019	McKinley Equipment Corporation	010-5600		125.00
5002043183	12/10/2019	Otis Elevator	010-5600		1,282.50
5002043184	12/10/2019	Paradise Chevrolet	010-4300	108.21	
			010-5600	308.03	
			Unpaid Tax	2.44-	413.80
5002043185	12/10/2019	Riverside Insights	010-4300	3,292.43	
			Unpaid Tax	23.92-	3,268.51
5002043186	12/10/2019	Silvas Oil Company Inc	010-4300		3,407.14
5002043187	12/10/2019	Sinclair Sanitary Supply Inc	010-4300		20.66
5002043188	12/10/2019	SOS Survival Products	010-4300	6,813.47	
			Unpaid Tax	119.43-	6,694.04

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Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
5002043189	12/10/2019	Superior Sanitary Supplies	010-4300		195.86
5002043190	12/10/2019	Los Angeles Truck Centers, LLC	010-4300		109.03
5002043191	12/10/2019	Ventura County Auto Suppy	010-4300	492.02	
			Unpaid Tax	4.52-	487.50
5002043192	12/10/2019	Western Exterminator	010-5500		208.00
5002043193	12/10/2019	Zee Medical Service	010-4300		300.59
5002043194	12/11/2019	Boomerang Project	010-5200		4,990.00
5002043195	12/11/2019	Castle Air Inc	130-5600		2,565.59
5002043196	12/11/2019	Discount Mugs	010-4300		497.94
5002043197	12/11/2019	Earth Systems Consultants	215-6200		8,479.00
5002043198	12/11/2019	Food Safety Systems	130-5800		3,300.00
5002043199	12/11/2019	Gopher Sport NW5634	010-4300	1,972.73	
			Unpaid Tax	4.01-	1,968.72
5002043200	12/11/2019	Pebbles C. Delgado	010-4300		125.00
5002043201	12/11/2019	Raymond Geddes & Company Inc	010-4300	1,106.01	
			Unpaid Tax	2.68-	1,103.33
5002043202	12/11/2019	Santa Barbara Zoo	953-5800		381.00
5002043203	12/11/2019	Shaw HR Consulting	010-5800		510.00
5002043204	12/16/2019	Pacheco, Veronica	010-4300		648.86
5002043205	12/16/2019	Advantage Telecom	010-5800		75.67
5002043206	12/16/2019	Assistance League School	010-5100	17,356.11	
			010-5800	3,343.89	20,700.00
5002043207	12/16/2019	Aswell Trophy	010-4300	304.50	
			010-5800	897.19	
			Unpaid Tax	11.05-	1,190.64
5002043208	12/16/2019	AT&T Mobility	010-5909		225.52
5002043209	12/16/2019	Believe Kids Fundraising	951-4300		5,774.85
5002043210	12/16/2019	Channel Isl Beach Community Services District	010-5502		2,345.14
5002043211	12/16/2019	City Of Oxnard	010-5502		284.85
5002043212	12/16/2019	City of Oxnard ATTN City Corps	010-5800		168,458.00
5002043213	12/16/2019	Decker Equipment	010-4300	121.19	
			Unpaid Tax	.54-	120.65
5002043214	12/16/2019	Div of the State Architect Dept of General Services	215-6200		68.42
5002043215	12/16/2019	Earth Systems Consultants	215-6200		608.50
5002043216	12/16/2019	Federal Express	010-5900		42.25
5002043217	12/16/2019	Frontier Communications	010-5903		1,078.24
5002043218	12/16/2019	Home Depot	010-4300	9,269.24	
			010-4400	152.67	9,421.91
5002043219	12/16/2019	MacGill Discount School Nurse Supplies	010-4300		180.09
5002043220	12/16/2019	McGrath Brothers Great Pacific Pumpkin Patch	010-5800		190.00
5002043221	12/16/2019	Mobile Mini Inc	010-5699		506.28
5002043222	12/16/2019	MOXI, The Wolf Museum of Exploration & Innovation	953-5800		520.00
5002043223	12/16/2019	Office Depot	010-4300		473.31

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5002043224	12/16/2019	ReadyRefresh by Nestle	010-4300		845.61	
5002043225	12/16/2019	SBS Corporation	216-6200		425,985.31	
5002043226	12/16/2019	School Health Corporation	010-9320	4,989.32		
			Unpaid Tax	2.02-	4,987.30	
5002043227	12/16/2019	School Services of California	010-5200		250.00	
5002043228	12/16/2019	The Shopper Inc	010-4300	6,822.60		
			951-4300	815.63		
			953-4300	233.81		
			Unpaid Tax	108.57-	7,763.47	
5002043229	12/16/2019	So Ca Gas Company	010-4300	211.14		
			010-5507	77.59	288.73	
5002043230	12/16/2019	Southwest School & Office	010-9320		10,597.15	
5002043231	12/16/2019	Success By Design Inc.	010-4300		835.18	
5002043232	12/16/2019	VCOE	010-5200	600.00		
			010-9510	395.00		
			130-5800	120.00	1,115.00	
5002043233	12/17/2019	Ramos, Lidia	010-5200		874.59	
5002043234	12/17/2019	Carbajal, Rosa	010-5200		1,327.31	
5002043235	12/17/2019	Shallenberger, John R	010-5200		1,130.68	
5002043236	12/17/2019	Alvarez-Rice, Alma L	010-5200		279.73	
5002043237	12/17/2019	Weis, Walter C	Cancelled		181.23	*
	Cancelled on 12/20/2019					
5002043238	12/17/2019	Rojas, Cynthia	010-5211		929.76	
5002043239	12/17/2019	Tapia, Jennifer	010-5200		746.62	
5002043240	12/17/2019	2 WAY CABE Attn Tania Moran	Cancelled		6,600.00	*
	Cancelled on 12/20/2019					
5002043241	12/17/2019	Central Drug System, Inc.	010-5800		158.50	
5002043242	12/17/2019	Central Restaurant Products	130-4300		1,673.53	
5002043243	12/17/2019	City of Oxnard Attn Sylvia Paniagua	010-5800	900.00		
			952-5800	300.00	1,200.00	
5002043244	12/17/2019	Commline Inc.	010-4300	3,804.50		
			010-4400	2,543.44	6,347.94	
5002043245	12/17/2019	Gopher Sport NW5634	010-4300	4,034.10		
			Unpaid Tax	46.61-	3,987.49	
5002043246	12/17/2019	Grainger	010-4300	127.25		
			010-4400	26,758.19		
			130-4300	200.72	27,086.16	
5002043247	12/17/2019	Hare Sports LLC.	010-4300	1,735.62		
			Unpaid Tax	11.62-	1,724.00	
5002043248	12/17/2019	Images of Inc.	130-4300	2,253.66		
			130-5800	889.89		
			Unpaid Tax	34.46-	3,109.09	
5002043249	12/17/2019	Mad Science of Los Angeles	010-5800		896.00	
5002043250	12/17/2019	Office Depot	010-4300		1,135.55	
5002043251	12/17/2019	PeeBee & Jay's	010-4300		56.28	
5002043252	12/17/2019	School Specialty Inc.	010-4300	666.78		
			Unpaid Tax	8.66-	658.12	

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5002043253	12/17/2019	Shaw HR Consulting	010-5800		1,410.00
5002043254	12/17/2019	Today's Classroom	010-4300		617.14
5002043255	12/17/2019	VCOE	010-5100		59,179.69
5002043256	12/19/2019	Department of Toxic Substances Control (DTSC)	010-5800		257.50
5002043257	12/19/2019	Mills, Michelle	010-4300		40.14
5002043258	12/19/2019	Vizena, Aileen	010-4300		27.32
5002043259	12/19/2019	Granado, Maria	010-4200		104.25
5002043260	12/19/2019	Mock, Nancy	010-4300		36.04
5002043261	12/19/2019	Gaxiola, Pauline	010-5800		50.00
5002043262	12/19/2019	Guillen, Marisol	010-4300	148.04	
			010-5200	305.71	453.75
5002043263	12/19/2019	Reed Sanchez, Anna	010-4300		58.17
5002043264	12/19/2019	Quezada, Gilberto	010-4300		230.58
5002043265	12/19/2019	Magallon, Gabriela	010-4300		57.23
5002043266	12/19/2019	Leal, Tonya	010-4300		31.88
5002043267	12/19/2019	Pena, Julianne	010-4300		160.11
5002043268	12/19/2019	Crutcher, Melissa	010-4300		21.72
5002043269	12/19/2019	Torres, Maria N	010-4200		140.30
5002043270	12/19/2019	Reyna, Elena	010-5800		50.00
5002043271	12/19/2019	Rodriguez, Leticia	010-4300		78.45
5002043272	12/19/2019	Molina, Mario M	010-4300		114.18
5002043273	12/19/2019	Friedman, Dustin C	010-4200	30.14	
			010-4300	526.75	556.89
5002043274	12/19/2019	Noel, Erin B	010-4300		197.03
5002043275	12/19/2019	Dell Marketing LP	010-4300	424.87	
			010-4400	1,058.92	
			130-4300	120.00	
			130-4400	1,021.73	2,625.52
5002043276	12/19/2019	Helping Hands Fundraisers	952-4300		2,872.20
5002043277	12/19/2019	Kagan Publishing & Professiona Attn: Accounts Receivable	010-4200	530.20	
			Unpaid Tax	3.85-	526.35
5002043278	12/19/2019	Learning Resources	010-4300		734.31
5002043279	12/19/2019	Library Store	010-4300		243.52
5002043280	12/19/2019	Office Depot	010-4300		285.88
5002043281	12/19/2019	Quill Corporation	010-4300		2,953.32
5002043282	12/19/2019	Staples Technology Solution	010-4300	1,676.39	
			010-4400	2,930.43	
			Unpaid Tax	2.09-	4,604.73
5002043283	12/19/2019	Staples Advantage	010-4300	735.81	
			Unpaid Tax	.53-	735.28
5002043284	12/19/2019	Tri County Office Furniture	010-4300	815.07	
			010-4400	7,500.62	
			Unpaid Tax	22.62-	8,293.07
5002043285	12/19/2019	Uline	010-4300		83.06
5002043286	12/19/2019	Venco Electric Inc	010-5600		3,238.09

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 12/01/2019 through 12/31/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
5002043287	12/19/2019	Winsor Learning Inc	010-4300	15,604.75	
			010-5800	2,750.00	
			Unpaid Tax	113.31-	18,241.44
5002043288	12/20/2019	Burke, Maria	010-4300		35.90
5002043289	12/20/2019	Flores, Irma	010-4300		254.43
5002043290	12/20/2019	Aipa, Raven G	010-4300	2.39	
			010-5200	46.98	49.37
5002043291	12/20/2019	Walker, Christine	010-5211		89.77
5002043292	12/20/2019	Weis, Walter C	010-5216		198.32
5002043293	12/20/2019	Rodriguez, Lizette	010-4300		48.50
5002043294	12/20/2019	Castanon, Jess	010-5200		5.22
5002043295	12/20/2019	Amazon Capital Service	010-4300		193.19
5002043296	12/20/2019	Atkinson, Andelson, Loya Ruud and Romo	010-5815		73.50
5002043297	12/20/2019	The Berry Man Inc	130-9321		13,973.14
5002043298	12/20/2019	Driftwood Dairy Inc.	130-9321		29,915.10
5002043299	12/20/2019	Jordano's	130-9321		35,776.27
5002043300	12/20/2019	P & R Paper Supply Inc.	130-9329		8,160.35
5002043301	12/20/2019	Pitney Bowes Inc	010-5699	800.13	
			Unpaid Tax	37.35-	762.78
5002043302	12/20/2019	Staples Advantage	010-4300	3,612.53	
			010-4400	358.86	
			130-4300	229.67	4,201.06
5002043303	12/20/2019	Tri County Bread Service	130-9321		4,331.65
5002043304	12/26/2019	Amazon Capital Service	010-4300	3,079.90	
			Unpaid Tax	39.07-	3,040.83
5002043305	12/26/2019	Dell Marketing LP	010-4300	141,748.49	
			010-5800	3,257.20	145,005.69
5002043306	12/26/2019	Charles Jones DBA Nighthawks Screen Printing	952-4300		829.95
5002043307	12/26/2019	Tax Deferred Services	010-9533		184,060.62
5002043308	12/26/2019	VCOE	010-5800		104,837.00
		Total Number of Checks	**294**		**2,510,890.90**

	Count	Amount
Cancel	5	8,454.30
Net Issue		2,502,436.60

Fund Recap

Fund	Description	Check Count	Expensed Amount
010	General Fund	249	1,476,736.06
130	Cafeteria Fund	17	108,718.85
215	Measure T Building Fund	13	469,058.67
216	Measure B Building Fund	1	425,985.31
250	Capital Facilities Fund	1	1,259.97
951	Blackstock ASB Fund	5	9,030.79
952	Green ASB Fund	4	4,902.15

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 12/01/2019 through 12/31/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount

Fund Recap

Fund	Description	Check Count	Expensed Amount
953	Unorganized Student Body/Eleme	9	9,769.09
	Total Number of Checks	**289**	2,505,460.89
	Less Unpaid Tax Liability		3,024.29-
	Net (Check Amount)		**2,502,436.60**

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

HUENEME ELEMENTARY SCHOOL DISTRICT

BOARD AGENDA ITEM: REPORT OF MISCELLANEOUS INCOME FOR DECEMBER 2019

BOARD MEETING DATE: January 27, 2020

FROM: Cathy Niss, Chief Business Official
Dr. Christine Walker, Superintendent

STAFF COMMENT

RECOMMENDATION

For information only

BACKGROUND

The monthly miscellaneous income report is a summary of funds received in the district office and transmitted to the Ventura County Office of Education for deposit into the various funds of the district at the County Treasury.

The December report reflects the receipt of $104,146.44 as follows:

	Description	Amount
	General Fund	$45,483.86
	Cafeteria Fund	$18,129.74
	Measure T Bldg. Fund	$0
	Developer Fee Fund	$0
	Student Funds	$40,532.84
	Totals	$104,146.44

COUNTY - County Account

Receipt Id	Receipt Status	Customer	Batch Id	Receipt Type	Receipt Date	Customer Reference #	Invoice #	Loc	Deposit Id	Comment	Receipt Amount
DP20-0000644	Posted	(701405) Ventura County Schools	1272	Check	12/05/19	16594			CR120425	W/C - J. COLVIN 10/25/19-10	506.31
(007293)	010- 2200- 8150- 0- 0000- 8110- 000- 530- 0000- 0					506.31					
DP20-0000645	Posted	(701405) Ventura County Schools	1272	Check	12/05/19	16434			CR120425	W/C - G. BAUTISTA 10/22/19	1,323.14
(007266)	010- 2200- 0000- 0- 0000- 8210- 000- 540- 0000- 0					1,323.14					
DP20-0000646	Posted	(701405) Ventura County Schools	1272	Check	12/05/19	16524			CR120425	W/C - C. ZELEDON 10/22/19-	864.64
(042316)	010- 2200- 0000- 0- 1110- 2420- 000- 110- 0000- 0					216.16					
(007277)	010- 2200- 3010- 0- 1110- 2420- 300- 421- 0000- 0					648.48					
DP20-0000647	Posted	(005194) Kath Wurts	1272	Check	12/05/19	2111	AR20-00354	01	CR120425	OCT - DEC 2019	756.00
(022204)	010- 9537- - - - - - - -					756.00					
DP20-0000648	Posted	(000080) Maria Onate-Martin	1272	Check	12/05/19	1538	AR20-00275	01	CR120425	OCT - DEC 2019	408.00
(022204)	010- 9537- - - - - - - -					408.00					
DP20-0000649	Posted	(000151) Patricia Griffin	1272	Check	12/05/19	17395	AR20-00311		CR120425	OCT - DEC 2019	185.00
(022204)	010- 9537- - - - - - - -					185.00					
DP20-0000650	Posted	(710432) Janice Ohl	1272	Check	12/05/19	1602	AR20-00298		CR120425	OCT - DEC 2019	231.00
(022204)	010- 9537- - - - - - - -					231.00					
DP20-0000651	Posted	(000186) Suzette Privitelli	1272	Check	12/05/19	996584	AR20-00357	01	CR120425	OCT - DEC 2019	54.00
(022204)	010- 9537- - - - - - - -					54.00					
DP20-0000652	Posted	(002603) Delores Walker	1272	Check	12/05/19	41048506	AR20-00352	01	CR120425	OCT - DEC 2019	1,469.00
(022204)	010- 9537- - - - - - - -					1,469.00					
DP20-0000653	Posted	(701564) Lorraine Bowles	1272	Check	12/05/19	30181	AR20-00225		CR120425	OCT- DEC 2019	408.00
(022204)	010- 9537- - - - - - - -					408.00					
DP20-0000654	Posted	(710574) Renee Callahan	1272	Check	12/05/19	12589	AR20-00229		CR120425	OCT-DEC 2019	177.00
(022204)	010- 9537- - - - - - - -					177.00					
DP20-0000655	Posted	(701204) Donna Branstrom	1272	Check	12/05/19	627	AR20-00226		CR120425	OCT-DEC 2019	54.00
(022204)	010- 9537- - - - - - - -					54.00					
DP20-0000656	Posted	(000150) Susan Engelman	1272	Check	12/05/19	7700	AR20-00250	01	CR120425	OCT - DEC 2019	408.00
(022204)	010- 9537- - - - - - - -					408.00					
DP20-0000657	Posted	(000139) Val Donaire	1272	Check	12/05/19	3922	AR20-00249	01	CR120425	OCT - DEC 2019	204.00
(022204)	010- 9537- - - - - - - -					204.00					
DP20-0000658	Posted	(000185) Adriana Contreras	1272	Check	12/05/19	105	AR20-00217		CR120425	SEPT 2019	371.40
(022204)	010- 9537- - - - - - - -					371.40					
DP20-0000659	Posted	(710570) Hilda Valenzuela	1272	Check	12/05/19	77477824	AR20-00284		CR120425	OCT - DEC 2019	185.00
(022204)	010- 9537- - - - - - - -					185.00					

* On Hold

Selection Sorted by Receipt Id, Filtered by (Org = 602, Starting Receipt Date = 12/1/2019, Ending Receipt Date = 12/31/2019, User Created = N, On Hold? = Y, No Invoice = Y, Accounts? = Y, Recap = O, Sort/Group =)

COUNTY - County Account

Receipt Id	Receipt Status	Customer	Batch Id	Receipt Type	Receipt Date	Customer Reference #	Invoice #	Loc	Deposit Id	Comment	Receipt Amount
DP20-0000660	Posted	(005349) Shirley Brown	1272	Check	12/05/19	77393040	AR20-00227		CR120425	OCT-DEC 2019	68.00
(022204) 010- 9537- - - - - - - - -						68.00					
DP20-0000661	Posted	(000172) Winnie Dean	1272	Check	12/05/19	142	AR20-00360		CR120425	OCT-DEC 2019	204.00
(022204) 010- 9537- - - - - - - - -						204.00					
DP20-0000662	Posted	(000158) David VanKeersbilck	1272	Check	12/05/19	216	AR20-00263	01	CR120425	OCT - DEC 2019	555.00
(022204) 010- 9537- - - - - - - - -						555.00					
DP20-0000663	Posted	(000136) Aurora Garcia	1272	Check	12/05/19	251	AR20-00268	01	CR120425	OCT - DEC 2019	204.00
(022204) 010- 9537- - - - - - - - -						204.00					
DP20-0000664	Posted	(711615) Mary Lou Quint	1272	Check	12/05/19	1795	AR20-00293	01	CR120425	OCT - DEC 2019	408.00
(022204) 010- 9537- - - - - - - - -						408.00					
DP20-0000665	Posted	(703048) John Klopfstein	1272	Check	12/05/19	42132191	AR20-00290	01	CR120425	OCT - DEC 2019	204.00
(022204) 010- 9537- - - - - - - - -						204.00					
DP20-0000666	Posted	(000184) Darlina Wanderer	1272	Check	12/05/19	1154	AR20-00372	01	CR120425	OCT-JUN 2020	1,224.00
(022204) 010- 9537- - - - - - - - -						1,224.00					
DP20-0000667	Posted	(710358) Maria Zeledon	1272	Check	12/05/19	5395	AR20-00287	01	CR120425	OCT - DEC 2019	204.00
(022204) 010- 9537- - - - - - - - -						204.00					
DP20-0000668	Posted	(711576) Genevieve Belbusti	1272	Check	12/05/19	1834	AR20-00221	01	CR120425	OCT-DEC 2019	2,115.00
(022204) 010- 9537- - - - - - - - -						2,115.00					
DP20-0000669	Posted	(000140) Jose Gonzalez	1272	Check	12/05/19	3557	AR20-00269	01	CR120425	OCT - DEC 2019	408.00
(022204) 010- 9537- - - - - - - - -						408.00					
DP20-0000670	Posted	HELEN COSGROVE	1275	Check	12/05/19	7799			CR120425	AMEX - HYATT 11/09/19	160.00
(043521) 010- 5200- 0709- 0- 0000- 2100- 000- 210- PD00- 0						160.00					
DP20-0000671	Posted	(000152) Judy Hale	1272	Check	12/05/19	168	AR20-00253		CR120425	OCT - DEC 2019	86.00
(022204) 010- 9537- - - - - - - - -						86.00					
DP20-0000672	Posted	(002897) Lynn Arnold	1272	Check	12/05/19	4643	AR20-00220		CR120425	OCT-DEC 2019	204.00
(022204) 010- 9537- - - - - - - - -						204.00					
DP20-0000673	Posted	(000093) Ruth Ayala	1272	Check	12/05/19	106	AR20-00082	01	CR120425	JUL-SEP 2019	18.00
(022204) 010- 9537- - - - - - - - -						18.00					
DP20-0000674	Posted	(000093) Ruth Ayala	1272	Check	12/05/19	106	AR20-00327	01	CR120425	OCT - DEC 2019	255.00
(022204) 010- 9537- - - - - - - - -						255.00					
DP20-0000675	Posted	(703357) Linda Cody	1272	Check	12/05/19	13794	AR20-00232		CR120425	OCT-DEC 2019	4,407.00
(022204) 010- 9537- - - - - - - - -						4,407.00					

* On Hold

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COUNTY - County Account

Receipt Id	Receipt Status	Customer	Batch Id	Receipt Type	Receipt Date	Customer Reference #	Invoice #	Loc	Deposit Id	Comment	Receipt Amount
DP20-0000676	Posted	(000149) Carmelita Eckhart	1272	Check	12/05/19	3985	AR20-00234	01	CR120425	OCT-DEC 2019	783.00
(022204) 010- 9537- - - - - - - - -						783.00					
DP20-0000677	Posted	(701541) Diane Lombardi	1272	Check	12/05/19	5007	AR20-00256		CR120425	OCT - DEC 2019	555.00
(022204) 010- 9537- - - - - - - - -						555.00					
DP20-0000678	Posted	(005463) Carlo Logan	1272	Check	12/05/19	8051	AR20-00186	01	CR120425	OCT - DEC 2019	68.00
(022204) 010- 9537- - - - - - - - -						68.00					
DP20-0000679	Posted	(703358) Donna Montgomery	1272	Check	12/05/19	9090	AR20-00295		CR120425	OCT - DEC 2019	136.00
(022204) 010- 9537- - - - - - - - -						136.00					
DP20-0000680	Posted	(005585) Patricia Humphries	1272	Check	12/05/19	3509	AR20-00316	01	CR120425	OCT - DEC 2019	504.00
(022204) 010- 9537- - - - - - - - -						504.00					
DP20-0000681	Posted	(000162) Patricia Arriaga	1272	Check	12/05/19	2742	AR20-00079		CR120425	JUL-SEP 2019	6.00
(022204) 010- 9537- - - - - - - - -						6.00					
DP20-0000682	Posted	(000183) Irma Villanueva	1272	Check	12/05/19	7829	AR20-00371	01	CR120425	OCT - DEC 2019	204.00
(022204) 010- 9537- - - - - - - - -						204.00					
DP20-0000683	Posted	(000181) Christina Mottar	1272	Check	12/05/19	996820	AR20-00369		CR120425	OCT-DEC 2019	408.00
(022204) 010- 9537- - - - - - - - -						408.00					
DP20-0000684	Posted	(701220) Elaine B. Simmons	1272	Check	12/05/19	3039	AR20-00306	01	CR120425	OCT - DEC 2019	68.00
(022204) 010- 9537- - - - - - - - -						68.00					
DP20-0000685	Posted	(700983) Susan Knupp	1272	Check	12/05/19	1728	AR20-00318	01	CR120425	OCT - DEC 2019	204.00
(022204) 010- 9537- - - - - - - - -						204.00					
DP20-0000686	Posted	(702574) Barbara Smalley	1272	Check	12/05/19	3036	AR20-00307	01	CR120425	OCT - DEC 2019	2,319.00
(022204) 010- 9537- - - - - - - - -						2,319.00					
DP20-0000687	Posted	(000091) Cheryl Davidson-Fitzgera	1272	Check	12/05/19	78783947	AR20-00241		CR120425	OCT - DEC 2019	408.00
(022204) 010- 9537- - - - - - - - -						408.00					
DP20-0000688	Posted	(000061) Ellen Spigel	1272	Check	12/05/19	5671	AR20-00273	01	CR120425	OCT - DEC 2019	204.00
(022204) 010- 9537- - - - - - - - -						204.00					
DP20-0000689	Posted	(713344) Rebecca Lopez	1272	Check	12/05/19	4447	AR20-00344	00	CR120425	OCT - DEC 2019	204.00
(022204) 010- 9537- - - - - - - - -						204.00					
DP20-0000690	Posted	(000147) Linda Apodaca	1272	Check	12/05/19	5232	AR20-00325		CR120425	OCT - DEC 2019	54.00
(022204) 010- 9537- - - - - - - - -						54.00					
DP20-0000691	Posted	(700877) Evangeline Urias	1272	Check	12/05/19	2263	AR20-00283	01	CR120425	OCT - DEC 2019	136.00
(022204) 010- 9537- - - - - - - - -						136.00					

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COUNTY - County Account

Receipt Id	Receipt Status	Customer	Batch Id	Receipt Type	Receipt Date	Customer Reference #	Invoice #	Loc	Deposit Id	Comment	Receipt Amount
DP20-0000692	Posted	(711726) Phillip Silva	1272	Check	12/05/19	4352	AR20-00280	01	CR120425	OCT - DEC 2019	354.00
(022204) 010-9537- - - - - - - - -						354.00					
DP20-0000693	Posted	(003446) Edward Jones	1272	Check	12/05/19	130	AR20-00382	01	CR120425	JAN - JUN 2020	4,638.00
(022204) 010-9537- - - - - - - - -						4,638.00					
DP20-0000694	Posted	(000098) Deborah Owens	1272	Check	12/05/19	2072	AR20-00299		CR120425	OCT - DEC 2019	177.00
(022204) 010-9537- - - - - - - - -						177.00					
DP20-0000695	Posted	(003012) Mireya Rodriguez	1272	Check	12/05/19	848	AR20-00303		CR120425	OCT - DEC 2019	555.00
(022204) 010-9537- - - - - - - - -						555.00					
DP20-0000696	Posted	(710417) Francisco Rodriguez	1272	Check	12/05/19	848	AR20-00279		CR120425	OCT - DEC 2019	555.00
(022204) 010-9537- - - - - - - - -						555.00					
DP20-0000697	Posted	(000173) Rita Henry	1272	Check	12/05/19	5789	AR20-00361	00	CR120425	OCT - DEC 2019	909.00
(022204) 010-9537- - - - - - - - -						909.00					
DP20-0000698	Posted	(711021) Maria Chian Clifton	1272	Check	12/05/19	1482	AR20-00247		CR120425	OCT - DEC 2019	27.00
(022204) 010-9537- - - - - - - - -						27.00					
DP20-0000699	Posted	(712850) Indalicio Pascua	1272	Check	12/05/19	2418	AR20-00277	00	CR120425	OCT - DEC 2019	54.00
(022204) 010-9537- - - - - - - - -						54.00					
DP20-0000700	Posted	(710694) Cliff Morgan	1272	Check	12/05/19	1373	AR20-00296	01	CR120425	OCT - DEC 2019	193.00
(022204) 010-9537- - - - - - - - -						193.00					
DP20-0000701	Posted	(701405) Ventura County Schools	1272	Check	12/05/19	17467			CR120425	W/C - M. AGUILAR 11/10/19-	357.54
(026986) 010-1100-0000-0-1110-1000-100-100-0000-0						357.54					
DP20-0000702	Posted	(701405) Ventura County Schools	1272	Check	12/05/19	17408			CR120425	W/C - U. REYNOSO 11/09/19	758.58
(047318) 010-2200-0709-0-0000-8210-000-540-CSGR-0						758.58					
DP20-0000703	Posted	(701405) Ventura County Schools	1272	Check	12/05/19	17213			CR120425	W/C - G. BAUTISTA 11/05/19	1,323.14
(007266) 010-2200-0000-0-0000-8210-000-540-0000-0						1,323.14					
DP20-0000704	Posted	(701405) Ventura County Schools	1272	Check	12/05/19	17104			CR120425	W/C - N. HENDRICKSON 11/	178.77
(026986) 010-1100-0000-0-1110-1000-100-100-0000-0						178.77					
DP20-0000705	Posted	(701405) Ventura County Schools	1272	Check	12/05/19	17105			CR120425	W/C - N. HENDRICKSON 11/	357.54
(026986) 010-1100-0000-0-1110-1000-100-100-0000-0						357.54					
DP20-0000706	Posted	(711667) CSU Channel Islands	1272	Check	12/05/19	281332	AR20-00373		CR120425	2019 Fall Student Teaching	450.00
(011136) 010-8699-0000-0-0000-0000-000-000-0000-0						450.00					

* On Hold

Selection Sorted by Receipt Id, Filtered by (Org = 602, Starting Receipt Date = 12/1/2019, Ending Receipt Date = 12/31/2019, User Created = N, On Hold? = Y, No Invoice = Y, Accounts? = Y, Recap = O, Sort/Group =)

COUNTY - County Account

Receipt Id	Receipt Status	Customer	Batch Id	Receipt Type	Receipt Date	Customer Reference #	Invoice #	Loc	Deposit Id	Comment	Receipt Amount
DP20-0000707	Posted	(711111) Child Development Resou	1272	Check	12/05/19	684568	AR20-00218	01	CR120425	PRE K - MEALS SEP 2019	10,443.89
(041744)	130- 8634- 5310- 0- 0000- 0000- 100- 000- 2500- 0					2,327.37					
(041748)	130- 8634- 5310- 0- 0000- 0000- 180- 000- 2500- 0					2,991.20					
(041751)	130- 8634- 5310- 0- 0000- 0000- 240- 000- 2500- 0					2,562.66					
(041752)	130- 8634- 5310- 0- 0000- 0000- 260- 000- 2500- 0					2,562.66					
DP20-0000708	Posted	(711333) E.O. Green Jr High Schoo	1272	Check	12/05/19	1420031588			CR120425	DONATION - EDISON (N. GA	300.00
(011144)	010- 8699- 0000- 0- 0000- 0000- 160- 000- D000- 0					300.00					
DP20-0000709	Posted	(701503) State Of California	1272	Check	12/05/19	39-887642			CR120425	HEALTH CARE DEPOSIT 11/	1,745.13
(011099)	010- 8290- 5640- 0- 0000- 0000- 000- 000- 0000- 0					1,745.13					
DP20-0000710	Posted	(710114) California Teachers Asso	1272	Check	12/05/19	1075157	AR20-00213		CR120425	Release time - Ortiz 10/03/19	142.01
(032460)	010- 8699- 0000- 0- 0000- 0000- 000- 000- HEA0- 0					142.01					
DP20-0000711	Posted	(701405) Ventura County Schools	1272	Check	12/05/19	1428			CR120425	CLAIM GHC0027206 09/07/19	1,895.88
(011137)	010- 8699- 0000- 0- 0000- 0000- 000- 000- 0170- 0					1,895.88					
DP20-0000712	Posted	(000187) REACH	1272	Check	12/05/19	334	AR20-00358		CR120425	SUNKIST ELEMENTARY RE/	1,400.00
(011151)	010- 8699- 0000- 0- 0000- 0000- 280- 000- D000- 0					1,400.00					
DP20-0000713	Posted	(701503) State Of California	1272	Check	12/05/19	39-892992			CR120425	HEALTH CARE DEPOSIT 11/	1,960.91
(011099)	010- 8290- 5640- 0- 0000- 0000- 000- 000- 0000- 0					1,960.91					
DP20-0000714	Posted	(000137) United Way of Ventura C	1272	Check	12/05/19	53616	AR18-00302		CR120425	GradNation Summit 11/04/17	148.87
(050797)	010- 8699- 0000- 0- 0000- 0000- 140- 000- D002- 0					.00					
(012582)	010- 9200- 0000- 0- - - - - - -					148.87					
DP20-0000715	Posted	(000137) United Way of Ventura C	1272	Check	12/05/19	53616	AR19-00732		CR120425	BSTK GradNation Summit 01/	900.00
(050797)	010- 8699- 0000- 0- 0000- 0000- 140- 000- D002- 0					.00					
(012582)	010- 9200- 0000- 0- - - - - - -					900.00					
DP20-0000716	Posted	MAJESTICS CAR CLUB	1272	Cash	12/05/19	11/07/19			CR120425	FAC USE APP - WMS 12/08/	15.00
(011131)	010- 8650- 0000- 0- 0000- 0000- 000- 000- 0000- 0					15.00					
DP20-0000717	Posted	VC GALAXY SOCCER (HECTOR (	1272	Cash	12/05/19	11/12/19			CR120425	FAC USE APP - PKVW DEC	20.00
(011131)	010- 8650- 0000- 0- 0000- 0000- 000- 000- 0000- 0					20.00					
DP20-0000718	Posted	(711333) E.O. Green Jr High Schoo	1272	Cash	12/05/19	11/22/19			CR120425	DONATIONS - OUTDOOR SC	1,479.00
(026523)	010- 8699- 0000- 0- 0000- 0000- 160- 000- 9970- 0					1,479.00					
DP20-0000719	Posted	(711763) E.O. Green ASB	1273	Electronic Fi	12/05/19	11/14/19			CR119554	ASB 160 OCT 2019	1,676.44
(020451)	952- 5800- 0960- 0- 0000- 0000- 160- 000- 0000- 0					25.07-					
(020478)	952- 8639- 0960- 0- 0000- 0000- 160- 000- 0000- 0					481.51					
(026613)	952- 8639- 0975- 0- 0000- 0000- 160- 000- 0000- 0					490.00					
(025355)	952- 8639- 0979- 0- 0000- 0000- 160- 000- 0000- 0					730.00					

* On Hold

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COUNTY - County Account

Receipt Id	Receipt Status	Customer	Batch Id	Receipt Type	Receipt Date	Customer Reference #	Invoice #	Loc	Deposit Id	Comment	Receipt Amount
DP20-0000720	Posted	(711762) Blackstock Jr High ASB	1273	Electronic F	12/05/19	11/14/19			CR119554	ASB 140 OCT 2019	32,130.85
(021087)	951- 5800- 0960- 0- 0000- 0000- 140- 000- 0000- 0					59.50-					
(021094)	951- 8639- 0960- 0- 0000- 0000- 140- 000- 0000- 0					29,350.35					
(021095)	951- 8639- 0961- 0- 0000- 0000- 140- 000- 0000- 0					2,700.00					
(021002)	951- 8639- 0969- 0- 0000- 0000- 140- 000- 0000- 0					190.00					
(021101)	951- 8699- 0960- 0- 0000- 0000- 140- 000- 0000- 0					50.00-					
DP20-0000721	Posted	(711764) Hueneme School District	1273	Electronic F	12/05/19	11/18/19			CR119554	USB OCT 2019	6,725.55
(020050)	953- 8639- 0920- 0- 0000- 0000- 200- 000- 0000- 0					720.00					
(020040)	953- 8699- 0910- 0- 0000- 0000- 100- 000- 0000- 0					2,000.67					
(020042)	953- 8699- 0920- 0- 0000- 0000- 200- 000- 0000- 0					643.00					
(020043)	953- 8699- 0922- 0- 0000- 0000- 220- 000- 0000- 0					847.00					
(020632)	953- 8699- 0924- 0- 0000- 0000- 240- 000- 0000- 0					196.00					
(020045)	953- 8699- 0928- 0- 0000- 0000- 280- 000- 0000- 0					2,318.88					
DP20-0000722	Posted	(702177) Hueneme SD (Cafe)	1277	Check	12/19/19	1581			CR120627	CAFE SALES - OCT 2019	7,685.85
(041722)	130- 8634- 5310- 0- 0000- 0000- 100- 000- 0000- 0					2,658.50					
(041723)	130- 8634- 5310- 0- 0000- 0000- 120- 000- 0000- 0					1,496.50					
(041724)	130- 8634- 5310- 0- 0000- 0000- 140- 000- 0000- 0					290.50					
(041725)	130- 8634- 5310- 0- 0000- 0000- 160- 000- 0000- 0					754.00					
(041726)	130- 8634- 5310- 0- 0000- 0000- 180- 000- 0000- 0					.00					
(041727)	130- 8634- 5310- 0- 0000- 0000- 200- 000- 0000- 0					221.00					
(041728)	130- 8634- 5310- 0- 0000- 0000- 220- 000- 0000- 0					1,203.30					
(041729)	130- 8634- 5310- 0- 0000- 0000- 240- 000- 0000- 0					76.50					
(041730)	130- 8634- 5310- 0- 0000- 0000- 260- 000- 0000- 0					440.05					
(041731)	130- 8634- 5310- 0- 0000- 0000- 280- 000- 0000- 0					252.50					
(041732)	130- 8634- 5310- 0- 0000- 0000- 300- 000- 0000- 0					293.00					
										Total for Hueneme Elementary School District	**104,146.44**

Fund-Object Recap

010-1100	Teachers' Salaries	893.85
010-2200	Classified Support Salaries	4,775.81
010-5200	Travel and Conferences	160.00
010-8290	All Other Federal Revenue	3,706.04
010-8650	Leases and Rentals	35.00
010-8699	All Other Local Revenue	5,666.89
010-9200	Accounts Receivable	1,048.87
010-9537	Retiree Benefits Liability	29,197.40

* On Hold

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COUNTY - County Account

Receipt Id	Receipt Status	Customer	Batch Id	Receipt Type	Receipt Date	Customer Reference #	Invoice #	Loc	Deposit Id	Comment	Receipt Amount

Fund-Object Recap

		Fund 010 - General Fund	**45,483.86**
130-8634	Food Services Sales		18,129.74
		Fund 130 - Cafeteria Fund	**18,129.74**
951-5800	Professnl/Consult Serv & Opera		59.50-
951-8639	All Other Sales		32,240.35
951-8699	All Other Local Revenue		50.00-
		Fund 951 - Blackstock ASB Fund	**32,130.85**
952-5800	Professnl/Consult Serv & Opera		25.07-
952-8639	All Other Sales		1,701.51
		Fund 952 - Green ASB Fund	**1,676.44**
953-8639	All Other Sales		720.00
953-8699	All Other Local Revenue		6,005.55
		Fund 953 - Unorganized Student Body/Eleme	**6,725.55**
		Total for Hueneme Elementary School District	**104,146.44**

Org Recap

Hueneme Elementary School District

$ - Cash	1,514.00
C - Check	62,099.60
E - Electronic Funds Xfer	40,532.84
Total Receipts	**104,146.44**
Report Total	**104,146.44**

* On Hold

Selection Sorted by Receipt Id, Filtered by (Org = 602, Starting Receipt Date = 12/1/2019, Ending Receipt Date = 12/31/2019, User Created = N, On Hold? = Y, No Invoice = Y, Accounts? = Y, Recap = O, Sort/Group =)

HUENEME ELEMENTARY SCHOOL DISTRICT

BOARD AGENDA ITEM: ACCEPTANCE OF GIFTS TO THE DISTRICT

BOARD MEETING DATE: January 27, 2020

FROM: Dr. Christine Walker, Superintendent

STAFF COMMENT

RECOMMENDATION

It is recommended that the Governing Board formally accept the following new gifts to the district and authorize the Superintendent to send a letter of appreciation to the donors.

- $420.00 from Lifetouch National School Studios for Fred L. Williams Elementary School

HUENEME ELEMENTARY SCHOOL DISTRICT

BOARD AGENDA ITEM:	RECOMMENDATION TO RATIFY AGREEMENT WITH ATKINSON, ANDELSON, LOYA, RUUD, & ROMO FOR LEGAL SERVICES
BOARD MEETING DATE:	January 27, 2020
FROM:	David Ragsdale, Assistant Superintendent, Technology and Strategic Operations Dr. Christine Walker, Superintendent

STAFF COMMENT

RECOMMENDATION

It is recommended that the Governing Board ratify agreement with Atkinson, Adelson, Loya, Ruud, & Romo for legal services.

BACKGROUND

Atkinson, Adelson, Loya, Ruud, & Romo provide legal guidance to the District primarily in the areas of public contract code and construction.

AGREEMENT FOR LEGAL SERVICES

I. PARTIES

This Agreement for Legal Services (the "Agreement") is made effective as of January 1, 2020, between the law firm of ATKINSON, ANDELSON, LOYA, RUUD & ROMO, a Professional Law Corporation, hereinafter referred to as the "Law Firm," and HUENEME ELEMENTARY SCHOOL DISTRICT, hereinafter referred to as "District."

II. RECITALS; PURPOSE; MATTERS

The District desires to retain and engage the Law Firm to perform legal and, upon request, non-legal consultant services on the District's behalf, and the Law Firm is willing to accept said engagement on the terms and conditions contained in this Agreement. The Law Firm agrees to provide such services to the District, including representation in administrative and court proceedings, as requested by the District. The place and time for such services are to be designated by the Superintendent of the District or designee.

III. TERMS AND CONDITIONS

A. The term of this Agreement shall be for one year, commencing January 1, 2020, through December 31, 2020. During such term, the District hereby agrees to pay the Law Firm in connection with the above-referenced services as authorized at the following hourly rates:

Senior Partners	$295.00
Partners/Senior Counsel/Of Counsel	$285.00
Senior Associates	$275.00
Associates	$265.00
Electronic Technology Litigation Specialist	$260.00
Non-Legal Consultants	$215.00
Senior Paralegals/Law Clerks	$180.00
Paralegals/Legal Assistants	$175.00

The Law Firm shall bill in quarter-hour increments. A fixed rate may be established for specially identified projects, subject to prior approval by the District.

B. In addition, the District hereby agrees to pay a 5% per month administrative charge calculated and based on monthly fees billed to cover related operational expenses incurred by the Law Firm. This administrative fee is in lieu of charging the District for Westlaw, photocopies, automobile mileage, parking, facsimiles, telephone, document preparation, and postage. This does not include items listed in paragraph D below.

C. The Law Firm may charge the full hourly rate to more than one client for services provided concurrently during the same time period. For example, in the course of traveling to

the District or while providing legal services at the District, it may be necessary for the Law Firm to provide billable services to other clients.

D. The Law Firm shall not be obligated to advance costs on behalf of the District; however, for purposes of convenience and in order to expedite matters, the Law Firm reserves the right to advance costs on behalf of the District with the Superintendent's or designee's prior approval in the event a particular cost item exceeds $2,000.00 in amount, and without the prior approval of the District in the event a particular cost item totals $2,000.00 or less. Typical cost advances include, but are not limited to, messenger fees, travel costs, bonds, witness fees, overnight delivery, deposition and court reporter fees, transcript costs, expert witness fees, investigative fees, etc. If the Law Firm retains, with authorization from the District, experts or consultants for the benefit of the District, rather than the District contracting directly with any expert or consultant, it is agreed that the District shall pay a five percent (5%) fee ("consultant processing fee") on such expert and consultant costs paid by the Law Firm in order to offset certain costs to the Law Firm resulting from administering and initially paying such expert and consultant fees on behalf of the District.

E. A detailed description of the attorney work performed and the costs advanced by the Law Firm will be prepared on a monthly basis as of the last day of the month and will be mailed to the District on or about the 15th of the following month. Payment of the full amount due, as reflected on the monthly statements, will be due to the Law Firm from the District by the 10th of each month, unless other arrangements are made. In the event there are retainer funds of the District in the Law Firm's Trust account at the time a monthly billing statement is prepared, funds will be transferred from the Law Firm's Trust Account to the Law Firm's General Account to the extent of the balance due on the monthly statement and a credit therefor will be reflected on the monthly statement. Any balance of fees or costs advanced remaining unpaid for a period of 30 days will be subject to a 1% per month service charge.

F. The District agrees to review the Law Firm's monthly statements promptly upon receipt and to notify the Law Firm, in writing, with respect to any disagreement with the monthly statement. Failure to communicate written disagreement with the Law Firm's monthly statement within thirty (30) days of the District's receipt thereof shall be deemed to signify the District's agreement that the monthly billing statement accurately reflects: (a) the legal services performed; and (b) the proper charge for those legal services.

G. The District agrees to fully cooperate with the Law Firm in connection with the Law Firm's representation of the District including, but not limited to, attending mandatory court hearings and other appearances and providing necessary information and documentation to enable the Law Firm to adequately represent the District.

H. The District has the right, at any time, and either with or without good cause, to discharge the Law Firm as the District's attorneys. In the event of such a discharge of the Law Firm by the District, however, any and all unpaid attorneys' fees and costs owing to the Law Firm from the District shall be immediately due and payable.

I. The Law Firm reserves the right to discontinue the performance of legal services on behalf of the District upon the occurrence of any one or more of the following events:

1. Upon order of Court requiring the Law Firm to discontinue the performance of said legal services;

2. Upon a determination by the Law Firm in the exercise of its reasonable and sole discretion, that state or federal legal ethical principles require it to discontinue legal services for the District;

3. Upon the failure of the District to perform any of the District's obligations hereunder with respect to the payment of the Law Firm's fees and costs advanced; or

4. Upon the failure of the District to perform any of the District's obligations hereunder with respect to cooperation with the Law Firm in connection with the Law Firm's representation of the District.

J. In the event that the Law Firm ceases to perform legal services for the District as hereinabove provided, the District agrees that it will promptly pay to the Law Firm any and all unpaid fees or costs advanced, and retrieve all of its files, signing a receipt therefor. Further, the District agrees that, with respect to any litigation where the Law Firm has made an appearance in Court on its behalf, the District will promptly execute an appropriate Substitution of Attorney form.

K. The Law Firm maintains errors and omissions insurance coverage applicable to the services to be rendered.

L. It is understood and agreed that the Law Firm, while engaged in carrying out and complying with any of the terms and conditions of this Agreement, is an independent contractor and is not an employee of the District.

IV. SPECIALIZED LEGAL SERVICES

For specialized litigation and transactional services in the areas of construction, procurement, technology, prevailing wage, real property, intellectual property, CEQA, mitigation negotiations, school and college finance, tax, bankruptcy, copyright, trademark, non-profit organizations, immigration, and appellate law, the District agrees to pay the Law Firm at rates higher than the standard hourly rates for special projects or particular scopes of work. The Law Firm shall inform the District of the rates for specialized services and the Superintendent or designee shall agree to such rates in writing prior to any billings for specialized legal services by the Law Firm.

V. RELATED POST-INVESTIGATION SERVICES

If an attorney who conducted an investigation for the District is subsequently asked or required to prepare for and/or testify, including, without limitation, at deposition, trial, arbitration or any other proceeding, because of services rendered under this Agreement, and/or if the investigating attorney must respond to subpoenas or discovery or otherwise respond or perform services with respect to any matter relating to or arising out of services performed for the District, the District agrees to pay the Law Firm for all time expended (including preparation

time) at the investigating attorney's then current regular hourly rate and to reimburse the Law Firm for reasonable costs and expenses incurred.

VI. CONSENT TO JOINT REPRESENTATION

The District acknowledges that from time to time Law Firm may be asked to perform legal services on a matter affecting two or more public education local agencies. In such situations before proceeding with representation, Law Firm shall provide the District with a written disclosure of the relevant circumstances and of the actual and reasonably foreseeable adverse consequences to the District, and shall seek separate written consent to joint representation from all involved parties if permissible according to ethical principles applicable to attorneys. The District acknowledges that it is often in the best interest of the District for such representation to commence without undue delay which may result from waiting until a regularly-scheduled Board meeting. Therefore, the Governing Board of the District hereby delegates to the Superintendent or designee authority to consent to joint representation in the circumstances described in this paragraph, and to execute such written consent on behalf of the Board and District.

VII. SERVICES PERFORMED BY LAW FIRM-PROVIDED NON-LEGAL CONSULTANTS

The Law Firm has an affiliation with non-legal education consultants who are available to assist the District in areas including, but not limited to, personnel/business office audits, human resources/collective bargaining consultation, public/employee relations surveys and communications, media and public relations, budget analysis/support services, instructional coaching/counseling at school improvement sites, special education, student discipline, leadership coaching, board/superintendent relations and best practices, and interim management placement.

Because the Law Firm has a financial interest in the District's use of these affiliated non-legal consultants, the rules of the State Bar of California require that the District provide its informed written consent to this arrangement prior to utilizing these services. Execution of this Agreement shall be deemed "informed consent" for the purposes of this paragraph. The District is hereby advised that it may seek the advice of an independent attorney of its choice prior to providing such written consent.

Please also be advised that because the services of these non-legal consultants are provided to the District outside of the attorney-client relationship, communications with these non-legal consultants will not be protected from disclosure by the attorney-client privilege.

VIII. CONSENT TO LAW FIRM COMMUNICATION

As part of our commitment to client service, the Law Firm will send the District periodic alerts on case developments and legislative changes, and notices of Breakfast Briefings, conferences, and other training opportunities designed to help the District with daily legal concerns. The Law Firm will send those and other additional service notices to the District via

regular mail and/or electronic mail at the email address which you designate or the email used in your daily communications with us. These email notices are a convenient way to keep the District administrators apprised of important legal changes. By execution of this Agreement, the District and designated contact(s) consent to receive such communications by electronic mail subject to the right to unsubscribe at any time.

IX. BINDING ARBITRATION

If any dispute arises out of, or related to, a claimed breach of this Agreement, the professional services rendered by attorneys, or any other disagreement of any nature, type, or description, regardless of the facts or the legal theories which may be involved, including attorney malpractice, such dispute shall be resolved by binding arbitration by a single arbitrator. Each side will bear its own costs and attorney fees. The parties agree to waive their right to a jury and to an appeal.

X. DURATION

This Agreement shall be effective January 1, 2020, through December 31, 2020, and thereafter shall continue from month-to-month at the then-current hourly rate set forth herein until modified in writing by mutual agreement or terminated by either party upon thirty (30) days' written notice.

XI. EXECUTION

This District and the Law Firm have executed this Agreement as evidenced by the signatures, below, of their duly authorized representatives.

"Law Firm"

ATKINSON, ANDELSON, LOYA, RUUD & ROMO

Dated: January 6, 2020

By: _____
BRIAN W. SMITH

"District"

HUENEME ELEMENTARY SCHOOL DISTRICT

Dated: Jan. 8, 2020

By: _____
Cathy Niss, Chief Business Official

HUENEME ELEMENTARY SCHOOL DISTRICT

BOARD AGENDA ITEM:	RECOMMENDATION TO RATIFY CONTRACT EXTENSION WITH BALFOUR BEATTY CONSTRUCTION, LLC, FOR CONSTRUCTION MANAGEMENT SERVICES
BOARD MEETING DATE:	January 27, 2020
FROM:	David Ragsdale, Assistant Superintendent, Technology and Strategic Operations Dr. Christine Walker, Superintendent

STAFF COMMENT

RECOMMENDATION

It is recommended that the Governing Board ratify the contract extension with Balfour Beatty Construction, LLC, for construction management services.

BACKGROUND

In December 2018, the Governing Board approved a contract with Balfour Beatty Construction, LLC, to provide construction management services for school bond projects. The initial term of the contract was one year. The contract also provided four one-year extension options to be executed at the sole discretion of the District.

AMENDMENT NO. 1
TO AGREEMENT FOR CONSTRUCTION MANAGEMENT SERVICES

I. RECITALS

A. Whereas on or about December 10, 2018, Hueneme Elementary School District ("Owner") and Balfour Beatty Construction, LLC ("CM") entered into an Agreement for Construction Management Services ("Agreement") related to District General Obligation Bond Projects ("Program")

B. Whereas Article 4, subsection 4.1 defines the initial term of the Agreement shall be one year from the date of execution of the Agreement or the date of Notice to Proceed issued by the Owner;

C. Whereas Article 4, subsection 4.1 of the Agreement provides that the initial term may be extended by four annual options exercised at the Owner's sole discretion;

D. Whereas Article 4, subsection 4.2 of the Agreement provides any extensions or renewals beyond the initial term plus renewal options will be set forth in a written addendum or amendment to this Agreement executed by the Owner and CM

E. Whereas the Owner and CM wish to enter into this Amendment No. 1 to Agreement for Construction Management Services ("Amendment") to extend the term of the Agreement and make other modifications to the Agreement as set forth herein.

II. AMENDMENT

The Agreement is hereby amended as follows:

1. Pursuant to Article 4, subsection 4.2, the term of the Agreement shall be extended through December 31, 2020 ("Extension Term").

2. Except as expressly modified by this Amendment, all other terms and conditions set forth in the Agreement shall remain in full force and effect.

This Amendment No. 1 is executed and becomes part of the Agreement on Jan. 1, 2020.

Hueneme Elementary School District	Balfour Beatty Construction, LLC
By: DHRM	By: _____
Title: Asst. Superintendent	Title: _____

HUENEME ELEMENTARY SCHOOL DISTRICT

BOARD AGENDA ITEM:	APPROVAL TO REQUEST PROPOSALS RELATED TO THE E-RATE PROGRAM
BOARD MEETING DATE:	January 27, 2020
FROM:	David Ragsdale, Assistant Superintendent, Technology and Strategic Operations Dr. Christine Walker, Superintendent

STAFF COMMENT

RECOMMENDATION

It is recommended that the Governing Board approve staff to begin the process of seeking proposals and quotations for the upcoming Year 23 round of the E-Rate program.

BACKGROUND

Technology staff has identified technology needs for the 2019-20 school year that may qualify for funding in Year 23 of the federal E-Rate program. Specifically, staff has identified the following area of need:

1. Internal Connections – Wi-Fi Infrastructure

Board approval would allow district staff to proceed with calls for proposals and quotations and pay necessary and customary fees to publish notices in local news media.

Board approval would not authorize the district to enter into specific agreements with vendors who submit a proposal, nor to expend district dollars related to these areas of technology.

Once proposals have been received, they will be evaluated for eligibility for E-Rate funding. If they qualify and are approved for discounts through the E-Rate program, the board would be asked to approve staff to take the next step(s) in the process.

HUENEME ELEMENTARY SCHOOL DISTRICT

BOARD AGENDA ITEM:	APPROVE CHANGE ORDER #01 FOR RESTROOM PROJECT (HESD 18-19-13) AT JULIEN HATHAWAY ELEMENTARY SCHOOL
BOARD MEETING DATE:	January 27, 2020
FROM:	David Ragsdale, Assistant Superintendent, Technology and Strategic Operations Dr. Christine Walker, Superintendent

STAFF COMMENT

RECOMMENDATION

It is recommended that the Governing Board approve Change Order #01 from SBS Corporation, for the Restroom Project (HESD #18-19-13) at Julien Hathaway Elementary School.

BACKGROUND

This change order includes the following items:

- Modify Front Entry ADA Ramp
- Use of existing conduits
- ADA Drinking Fountain Modifications
- Modify and reconnect existing sewer piping at existing relocatable classroom

Contract Sum Prior To Change Order:	$575,400.00
Change Orders:	$31,565.00
New ContractAmount:	**$606,965.00**

C H A N G E O R D E R N O 1

Project:
Hueneme Elementary School District
Hathaway Elementary School
Relocatable Restroom Building Addition
DSA #03-119782, File #56-12
PMSM Project No. 18101

Contractor:
SBS Corporation
2409 Avenida De La Rosa
Camarillo, CA 93012

Date: December 2, 2019

The scope of work will be modified only as herein specifically set forth and in all other respects remains unaltered.

Item #1: **Modify Front Entry ADA Ramp**

Modified front entry ADA ramp and provide railing per RFI # 8.1

Reason: Existing site condition. Portion of ADA required pathway to remain was found to be non-compliant

Back-up: Contractor's COR # 3
DSA: None

Change in Contract Sum for this item:	Increase	$	20,035.00
Change in Contract Time for this item:	Increase		45 Days

Item #2: **Use of existing conduits**

Provide credit for use of existing above ground conduits sleeves between existing relo classrooms for fire alarm per RFI # 7.1

Reason: Existing site conditions allowed for use of existing conduits.

Back-up: Contractor's COR # 4
DSA: None

Change in Contract Sum for this item:	Decreased (Credit)	$	2,500.00
Change in Contract Time for this item:	Increase		0 Days

802 EAST COTA STREET, SUITE A SANTA BARBARA, CA 93401 TEL 805-963-1955
SANTA BARBARA, CA ● SAN LUIS OBISPO, CA

Item #3: **ADA Drinking Fountain Modifications**

Provide additional demo, install blocking and backing backing for relocated drinking fountain and patch existing plaster finish for ADA drinking fountain per RFI # 11

Reason: Unforeseen Condition – Existing wall backing insufficient for remounting of drinking fountain

Back-up: Contractor's COR # 5

DSA: None

Change in Contract Sum for this item:	Increase	$	3,788.00
Change in Contract Time for this item:	No change		5 Days

Item #4: **Modify and reconnect existing sewer piping at existing relocatables**

Rework and modify new sewer piping and provide tie in connections to existing sewer laterals behind existing adjacent relocatable classrooms to new sewer main pre RFI # 3.

Reason: Unforeseen Condition – Existing sewer piping found to be in conflict with proposed new sewer pipe routing servicing the new restroom building

Back-up: Contractor's COR # 6

DSA: None

Change in Contract Sum for this item:	Increase	$	10,242.00
Change in Contract Time for this item:	No change		10 Days

Summary of Change Order Items

Item #1	$ 20,035.00	45	Days
Item #2	$ (2,500.00)	0	Days
Item #3	$ 3,788.00	5	Days
Item #4	$ 10,242.00	10	Days
Net Change of All CO Items:	$ 31,565.00	60	Days

802 EAST COTA STREET, SUITE A SANTA BARBARA, CA 93401 TEL 805-963-1955

SANTA BARBARA, CA ● SAN LUIS OBISPO, CA

Hueneme Elementary School District
Hathaway Elementary School
Relocatable Restroom Building Addition
Change Order No. 1
HESD #18-19-13

Original Contract Sum:	$	575,400.00
Total Sum of Previous Change Orders:	$	0.00
Contract Sum prior to this Change Order:	$	0.00
This Change Order Sum:	$	31,565.00
New Contract Sum:	$	606,965.00

Contract Days will be Increased by: 60 Days

Original Completion Date	September 21, 2019
Completion date prior to this Change Order:	September 21, 2019
Completion date revised by this Change Order:	November 21, 2019

Contractor and Owner acknowledge that the change in Contract Sum and Contract Time set forth above constitute the complete compensation and time extension for this change in the work including, but not limited to, Contractor's field and office overhead, profit and supervision and Owner's project expenses, inspection and administration costs.

Accepted by:

David Alatorre
SBS CORPORATION

Authorized by:

HUENEME ELEMENTARY
SCHOOL DISTRICT

Recommend Approval by:

19SIX ARCHITECTS

802 EAST COTA STREET, SUITE A SANTA BARBARA, CA 93401 TEL 805-963-1955
SANTA BARBARA, CA • SAN LUIS OBISPO, CA

HUENEME ELEMENTARY SCHOOL DISTRICT

BOARD AGENDA ITEM:	APPROVAL OF NOTICE OF COMPLETION FOR THE RESTROOM INSTALLATION PROJECT (HESD 18-19-13) AT JULIEN HATHAWAY ELEMENTARY SCHOOL
BOARD MEETING DATE:	January 27, 2020
FROM:	David Ragsdale, Asst. Superintendent, Technology and Strategic Operations Dr. Christine Walker, Superintendent

STAFF COMMENT

RECOMMENDATION

It is recommended that the Governing Board approve the signing of the notice of completion for the Restroom Installation Project (HESD 18-19-13) at Julien Hathaway Elementary School.

Contractor: SBS Corporation, Inc.
Project: Relocatable Restroom Project
Completion Date: January 27, 2020

BACKGROUND

Administrative staff is recommending that the Governing Board approve the signing of the Notice of Completion for the restroom installation project at Julien Hathaway School.

Package Award: June 24, 2019
Contract Amount: $575,400.00
Change Notices: $31,565.00
Final Contract Amount: **$606,965.00**

HUENEME ELEMENTARY SCHOOL DISTRICT

BOARD AGENDA ITEM: QUARTERLY REPORT ON WILLIAMS UNIFORM COMPLAINTS

BOARD MEETING DATE: January 27, 2020

FROM: Dr. Carlos Dominguez, Deputy Superintendent
Dr. Christine Walker, Superintendent

STAFF COMMENT

RECOMMENDATION

For information only.

BACKGROUND

The Williams quarterly report under the Williams Lawsuit Settlement is attached. The District did not receive any complaints for the period of October 1, 2019, through December 31, 2019.

Quarterly Report on Williams Uniform Complaints
[Education Code Section 35186]
Fiscal Year 2019-20

District: Hueneme Elementary

Person completing this form: Carlos Dominguez

Title: Deputy Superintendent

Quarterly Report Submission Date: (check one)

- ❑ October 2019 (7/1/19 to 9/30/19)
- ☒ January 2020 (10/1/19 to 12/31/19)
- ❑ April 2020 (1/1/20 to 3/31/20)
- ❑ August 2020 (4/1/20 to 6/30/20)

Date for information to be reported publicly at governing board meeting: 10/28/2019

Please check the box that applies:

☒ No complaints were filed with any school in the district during the quarter indicated above.

❑ Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials			
Teacher Vacancy or Misassignment			
Facilities Conditions			
Totals			

Dr. Christine Walker
Name of District Superintendent

_____
Signature of District Superintendent

HUENEME ELEMENTARY SCHOOL DISTRICT

BOARD AGENDA ITEM: EARLY RETIREMENT INCENTIVE PROGRAM FOR MANAGEMENT AND CONFIDENTIAL EMPLOYEES

BOARD MEETING DATE: January 27, 2020

FROM: Dr. Carlos Dominguez, Deputy Superintendent
Dr. Christine Walker, Superintendent

STAFF COMMENT

RECOMMENDATION

It is recommended that the Governing Board approve an Early Retirement Incentive Program for management and confidential employees.

BACKGROUND

As in past practice, the proposed Early Retirement Incentive Program offered to certificated staff would provide management and confidential employees with a $30,000 incentive paid by June 30, 2020, if they submit a Letter of Retirement by March 1, 2020. In addition, Management/Confidential unit members who submit their Letter of Retirement on or before January 31, 2020, will receive an additional $10,000 to their Early Retirement Incentive. In order for the program to be offered, a minimum of 20 certificated employees must submit a Letter of Retirement. If the minimum threshold is not reached for this group, the program will not be offered and employees will have the opportunity to rescind their Letter of Retirement.

HUENEME ELEMENTARY SCHOOL DISTRICT

BOARD AGENDA ITEM:	RESOLUTION B19-20-06: FINAL RESOLUTION FOR CLASSIFIED LAYOFF REDUCTION IN HOURS
BOARD MEETING DATE:	January 27, 2020
FROM:	Jennifer A. Carr, Senior Director of Personnel Services Dr. Carlos Dominguez, Deputy Superintendent Dr. Christine Walker, Superintendent

STAFF COMMENT

RECOMMENDATION:

It is recommended that the Governing Board:

(1) adopt Resolution B19-20-06: Final Resolution for Classified Layoff Reduction in Hours due to the lack of funding for the following positions:

One (1) – 7.0-hr. Paraprofessional/Special Education
One (1) – 6.25-hr. Paraprofessional/Special Education

(2) authorize the Superintendent or designee to give appropriate notice to the employees in these positions as well as to any individual employees who, due to placement on the seniority list, may be laid off as a result of displacement by more senior employees in service areas which are eliminated or reduced.

BACKGROUND:

Two 3.5-hour paraprofessionals at Parkview Elementary worked additional hours for more than 20 days to help cover vacant paraprofessional positions at Parkview. Per Ed Code, classified employees who work 20 or more days in an extra position are entitled to those hours. As a result of working more than 20 days, one employee will increase her hours to 6.25 hours and the other to 7 hours. The two individuals were offered the opportunity to transfer to the preschool program at Hathaway where the District was planning to advertise two 5.7-hour paraprofessional positions. The 7-hour employee accepted the opportunity and the 6.25-hour employee did not. The 6.25-hour employee opted to remain at Parkview. Because the District does not have the need for a 6.25- hour paraprofessional employee at Parkview and a 7-hour paraprofessional employee at the Hathaway preschool, the District recommends a classified lay-off to reduce the two employees' hours. The 6.25-hour employee will have hours reduced back to 3.5 hours and the 7-hour employee will have hours reduced to 5.7 hours. This will take place after a 60-day period.

A meeting was held with representatives of the California School Employees Association (CSEA) Chapter #273, to negotiate the impact of the layoff actions. An individual meeting was also held with the classified employees potentially affected by the layoff action. In attendance were Jennifer Carr, Senior Director of Personnel Services, and Paul Robinson, CSEA President. The employees were provided with a Notice of Layoff consistent with applicable Education Code provisions, an agreement negotiated with CSEA on the impact of the layoff, and an explanation of the notice and layoff procedures.

The employees received a written Statement of Decision, detailing options for continued employment with the District and were offered an opportunity to appeal their status as a result of the layoff before a committee comprised of a representative from the District and CSEA. The meeting provided the employees the opportunity to address their questions and concerns and obtain any additional information required to assist in their decision.

The option selected by the employees is listed in Resolution B19-20-06 and is also submitted for approval in the January 27, 2020 Personnel Report.

Pending Governing Board action, the employees listed on the resolution will receive a final notice of disposition as a result of the final layoff reduction in hours.

HUENEME ELEMENTARY SCHOOL DISTRICT
RESOLUTION B19-20-06
FINAL RESOLUTION FOR CLASSIFIED LAYOFF

WHEREAS, written notices were given by the Senior Director of Personnel Services, Jennifer Carr, to the employees in the listed positions pursuant to a Governing Board Resolution dated December 16, 2019, directing such notices be given because of the reduction or discontinuance of certain classified services as of the end of the working day of March 30 2020; and

One (1) – 7.0 - hr. Paraprofessional/Special Education
One (1) – 6.25-hr. Paraprofessional/Special Education

WHEREAS, such notices were timely given pursuant to law and the employees receiving such notice were invited to meet with District administrative personnel to discuss questions regarding employee rights and seniority; and

WHEREAS, written responses were provided by District administrators to each employee who requested a meeting and raised a question regarding their employment rights relating to layoff, displacement, and recall; and

WHEREAS, it appears that the below-named employees have received timely notice and have been provided with the opportunity for a hearing in the matter, either before an Appeal Hearing Committee or before this Board; and

WHEREAS, the persons listed below are the least senior employee in their respective classification;

NOW THEREFORE, BE IT RESOLVED that the work hours of the below-named employees be reduced as of the end of March 30, 2020, in the manner listed below, and the same is hereby ordered;

BE IT FURTHER RESOLVED, that the Superintendent is hereby authorized and directed to cause a copy of the Resolution to be served upon the below-named employees on or before March 30, 2020, by personal services or by placing in the U.S. Mail addressed to the employees at their last known address.

Reduction in Hours due to Impact of Layoff

Carmen Garcia
Michelle Prendiz

Adopted this 27th day of January, 2020.

_____	_____
President, Board of Trustees	Clerk, Board of Trustees
_____	_____
Member, Board of Trustees	Member, Board of Trustees

_____
Member, Board of Trustees

HUENEME ELEMENTARY SCHOOL DISTRICT

BOARD AGENDA ITEM: PUBLIC HEARING REGARDING INITIAL (SUNSHINE) BARGAINING PROPOSAL FOR THE 2019-20 SUCCESSOR COLLECTIVE BARGAINING AGREEMENT PRESENTED BY THE CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION (CSEA) AND ITS HUENEME CHAPTER#273 TO THE HUENEME ELEMENTARY SCHOOL DISTRICT

BOARD MEETING DATE: January 27, 2020

FROM: Dr. Carlos Dominguez, Deputy Superintendent
Dr. Christine Walker, Superintendent

STAFF COMMENT

PUBLIC HEARING

Pursuant to Government Code Section 3547(a), the Governing Board of the Hueneme Elementary School District will hold this public hearing to receive input from the community regarding 2019-20 Successor Collective Bargaining Initial (Sunshine) Proposals submitted by the California School Employees Association (CSEA) and its Hueneme Chapter #273.

BACKGROUND

Government Code 3547(a) requires School Districts and labor unions to present their initial proposal to the public for community comment prior to initiating negotiations. This is commonly referred to as "sunshining" each party's initial proposal.

Pursuant to Government Code 3547, the Governing Board must conduct a public hearing to receive input from the community. A public hearing is scheduled at the January 27, 2020 meeting of the Governing Board. Following completion of the public hearing, the Governing Board may adjourn to closed session to discuss any public testimony regarding the District's proposal.

A copy of CSEA's 2019-20 Initial Proposal is attached.

INITIAL PROPOSAL – CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS HUENEME CHAPTER 273

The California School Employees Association (CSEA) and its Hueneme Chapter 273 with this initial proposal notifies the Hueneme Elementary School District of CSEA's intent to modify or amend the contract and negotiate a number of articles within the active collective bargaining agreement.

ARTICLE II – ORGANIZATIONAL SECURITY

CSEA proposes to make changes to Article 2 in order to ensure compliance with the law and current CSEA policy.

ARTICLE IV – EMPLOYEE RIGHTS

CSEA proposes to make changes to Section 2—Employee Safety Conditions, which may include the addition of advanced safety measures and emergency protocols for all classified employees.

ARTICLE V – DISCIPLINE

CSEA proposes to make changes to Section 1—Discipline, which may include the addition of groups subject to nondiscrimination language.

CSEA also proposes to make changes to Section 3—Discipline for Just Cause, which may include the redefinition or clarification of actions which are considered just cause for discipline.

CSEA lastly proposes to make changes to Section 4—Limitation of Discipline to address an issue with consistency in reference to Article 4.

ARTICLE VI—GRIEVANCE PROCEDURE

CSEA proposes to make changes to Section 3—Steps in the Grievance Procedure, which may include changes to timelines with respect to arbitration procedures.

ARTICLE VII—ORGANIZATIONAL RIGHTS

CSEA proposes to make changes to Section 1—CSEA Rights, which may include additional release time for the conducting of CSEA business, as well as changed to ensure compliance with Assembly Bill 119.

CSEA also proposes to make changes to Section 3—Association/Management Cooperation Committee, which may include language to more accurately clarify the role of the "Association President."

ARTICLE IX – TRANSFER

CSEA proposes to make changes to Section 2—Voluntary Transfer Procedures, which may include redefinition of parties responsible for discussion of rejected transfer opportunity.

ARTICLE X – HOURS AND OVERTIME

CSEA proposes to make changes to Section 3—Adjustment of Assigned Time to correct a typographical error.

CSEA also proposes to make changes to Section 10—Overtime/Extra Time – Equal Distribution, which may include expanded opportunity for probationary employees to accept additional hours.

ARTICLE XI – PAY AND ALLOWANCES

CSEA proposes to make changes to Section 6—Promotion, which may include clarification regarding the included 5% increase.

ARTICLE XII – PROFESSIONAL GROWTH PROGRAM

CSEA proposes to make changes to Section 10—Limitations, which may include adjustments to the number of bargaining unit members allowed to participate in the Professional Growth Program.

ARTICLE XIII – EMPLOYEE EXPENSES

CSEA proposes to make changes to Section 2—Uniforms Allowance, which may include an increase to the amount received by food service employees.

ARTICLE XV—HEALTH AND WELFARE BENEFITS

CSEA proposes to maintain competitive and affordable health benefits provided by the district for its employees and their families.

ARTICLE XVI – CALENDAR

CSEA proposes to make changes to Section 5—Scheduled Holidays, which may include the addition of a paid holiday.

ARTICLE XVIII – LEAVES

CSEA proposes to make changes to Section 5—Sick Leave, which may include additional parameters on sick leave verification and the application of Personal Necessity Leave.

ARTICLE XXI – NEGOTIATIONS

CSEA proposes to make changes to Section 1—Negotiations in order to update the included dates.

ARTICLE XXIII – JOB STEWARDS

CSEA proposes to make changes to Section 3—Release Time, which may include the expansion of release time to properly investigate and ascertain the validity of grievances.

ARTICLE XXIV – DURATION

CSEA proposes to update the duration of the agreement in accordance with the updated term of the contract.

APPENDIX C – ANNUAL PER CAPITA DUES

CSEA proposes to make changes to Appendix C in order to comply with updated CSEA policy regarding membership dues.

APPENDIX E3 – GRIEVANCE FORM – LEVEL III

CSEA proposes to make changes to Appendix E3 in accordance with updated CSEA policy regarding arbitration proceedings.

APPENDIX F—CLASSIFIED SALARY SCHEDULE

CSEA proposes to make changes to Appendix F—Classified Salary Schedule, which may include a fair and equitable salary increase for classified employees.

CSEA reserves the right to open additional articles during the course of these successor negotiations, subject to the appropriate notice requirements under the law and CSEA policies.

Should you have any questions or concerns, please do not hesitate to contact us. Please feel free to proceed with any requirements for posting prior to negotiations.

HUENEME ELEMENTARY SCHOOL DISTRICT

BOARD AGENDA ITEM: ACCEPTANCE OF INITIAL (SUNSHINE) BARGAINING PROPOSAL FOR 2019-2020 SUCCESSOR COLLECTIVE BARGAINING AGREEMENT PRESENTED BY CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION (CSEA) AND ITS HUENEME CHAPTER #273 TO THE HUENEME ELEMENTARY SCHOOL DISTRICT

BOARD MEETING DATE: January 27, 2020

FROM: Dr. Carlos Dominguez, Deputy Superintdent
Dr. Christine Walker, Superintendent

STAFF COMMENT

RECOMMENDATION

It is recommended that the Governing Board accept the Initial Bargaining Proposal presented to the District by the California School Employees Association (CSEA) and its Hueneme Chapter #273 for the 2019-2020 Successor Collective Bargaining Agreement.

BACKGROUND

Government Code 3547(a) requires School Districts and labor unions to present their initial proposal to the public for community comment prior to initiating negotiations. This is commonly referred to as "sunshining" each party's initial proposal. Pursuant to Government Code 3547, the Governing Board must formally accept or adopt each proposal and also conduct a public hearing for community input on each proposal.

A copy of the proposal submitted by CSEA is attached.

INITIAL PROPOSAL – CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS HUENEME CHAPTER 273

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Should you have any questions or concerns, please do not hesitate to contact us. Please feel free to proceed with any requirements for posting prior to negotiations.

HUENEME ELEMENTARY SCHOOL DISTRICT

BOARD AGENDA ITEM: California Healthy Kids Survey (CHKS) - Results 2018/2019

BOARD MEETING DATE: January 27, 2020

FROM: Cyndi Delgado - Principal/Director, Educational Services
Helen Cosgrove, Assistant Superintendent, Educational Services
Dr. Christine Walker, Superintendent

STAFF COMMENT

RECOMMENDATION

For information only.

BACKGROUND

The CHKS is a modular, anonymous assessment recommended for students age 10 (grade 5) and above. It is focused on the five most important areas for guiding school and student improvement:

- student connectedness, learning engagement/motivation, and attendance;
- school climate, culture, and conditions;
- school safety, including violence perpetration and victimization/bullying;
- physical and mental well-being and social-emotional learning; and
- student supports, including resilience-promoting developmental factors (caring relationships, high expectations, and meaningful participation).

A unique feature of the CHKS is its strength-based focus and theoretical framework drawn from resilience and youth development research. It assesses three fundamental developmental supports in the school, family, community, and peer-group:

- positive adult relationships;
- high expectations (academic and behavioral); and
- opportunities for meaningful participation and decision-making.

Research links these supports to positive academic, psychosocial, and health outcomes among youth, even in high-risk environments. It also provides data on personal social-emotional strengths or assets associated with these factors. These are protective factors in that they mitigate against the adverse effects of stress, trauma, and other risk factors that youth may have experienced. As illustrated in the figure below, youth who attend schools and communities rich in these three supports are more likely to have their basic developmental needs met, which leads to them:

- being less engaged in risk behaviors that are barriers to learning and healthy development,
- feeling more connected to school, and
- developing the social-emotional competencies or personal strengths that have been linked to school and life success. The results are that youth are more likely to have positive academic, personal, and health outcomes.

CALIFORNIA HEALTHY KIDS SURVEY

Hueneme Elementary School District Results

2018-2019

What is the California Healthy Kids Survey?

The CHKS is a modular, anonymous assessment recommended for students age 10 (grade 5) and above. It is focused on the five most important areas for guiding school and student improvement:

- student **connectedness,** learning engagement/motivation, and attendance;
- school **climate,** culture, and conditions;
- school **safety,** including violence perpetration and victimization/bullying;
- **physical** and **mental** well-being and **social-emotional** learning; and
- **student supports**, including resilience-promoting developmental factors (caring relationships, high expectations, and meaningful participation).

CHKS Developmental Framework

- A unique feature of the CHKS is its **strength-based focus** and theoretical framework drawn from resilience and youth development **research.**
- It assesses **three** fundamental developmental **supports** in the school, family, community, and peer-group:

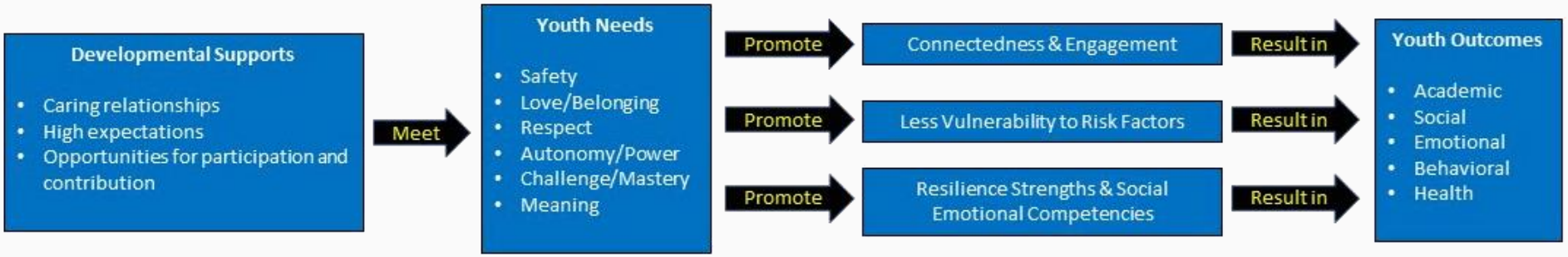
1. positive adult relationships;
2. high expectations (academic and behavioral); and
3. opportunities for meaningful participation and decision-making.

CHKS Developmental Framework

Student who attend schools and communities rich in these three supports are more likely to have their basic developmental needs met, which leads to them:

- being less engaged in **risk behaviors** that are barriers to learning and healthy development,
- feeling more **connected** to school, and
- developing the **social-emotional competencies** or personal strengths that have been linked to school and life success.
- The results are that youth are more likely to have positive **academic, personal,** and **health** outcomes.

CHKS Developmental Framework



3 Areas of Measurement for Middle School

1. The **School Climate Index (SCI)** provides a state normed, school-level description of several factors that are known to influence learning success in schools. Scores on the SCI are based on student CHKS data. SCI scores can range from 100 to 500, with higher scores representing more positive school climates.
2. The **State Percentile** shows what percentage of schools had the same SCI score as or a lower SCI score than, the average SCI among schools in the district on the report card. Percentiles range from 1 to 99. The higher the percentile score the more positive the school climate is.
3. The **Similar Schools Percentile** is the school rank relative to 100 other schools with demographic characteristics similar to the schools in the district. For example, a Similar Schools Percentile of 70 means that 70 percent of schools serving students with similar demographic characteristics had the same SCI score as, or a lower SCI score than, the district average.

School Climate Index Score
Blackstock Junior High

	2015-16 NEW Baseline Year	2016-17	2017-18	2018-2019
Response Rate	94	96	91	97
School Climate Index Score	309	334	297	301
State Percentile	59	77	51	53
Similar Schools Percentile	72	82	66	67

School Climate Index Score
Green Junior High

	2015-16 NEW Baseline Year	**2016-17**	**2017-18**	**2018-2019**
Response Rate	82	89	92	91
School Climate Index Score	313	296	272	260
State Percentile	61	49	31	23
Similar Schools Percentile	69	61	33	27

Overall Supports and Engagement
Blackstock

	Score
High expectations and caring relationships	286
Opportunities for meaningful participation	236
Perceived school safety	266
School connectedness	269
Overall	269

Overall Supports and Engagement
Green

	Score
High expectations and caring relationships	267
Opportunities for meaningful participation	224
Perceived school safety	238
School connectedness	234
Overall	240

Overall Low Violence and Substance Use
Blackstock

	Score
Low physical/emotional violence victimization	320
Low harassment and bullying	310
Low substance use at school	307
Overall low violence and substance use	332

Overall Low Violence and Substance Use
Green

	Score
Low physical/emotional violence victimization	273
Low harassment and bullying	271
Low substance use at school	255
Overall low violence and substance use	286

Selected Student-Reported Indicators (%)
Blackstock

Try hard on school work	81 “strongly agree”
Truant more than a few times	4 “moderate or severe problem”
Feel a part of the school	57 “strongly agree”
Safety at school	60 “strongly agree”
Harassed or bullied at school	21 “moderate or severe problem”
Experienced chronic sadness/hopelessness	33 “almost every day for two weeks or more during last year”
Parents feel welcome to participate in this school	64 “strongly agree”
School is usually clean and tidy	55 “strongly agree”

Selected Student-Reported Indicators (%)
Green

Try hard on school work	82 “strongly agree”
Truant more than a few times	2 “moderate or severe problem”
Feel a part of the school	54 “strongly agree”
Safety at school	52 “strongly agree”
Harassed or bullied at school	22 “moderate or severe problem”
Experienced chronic sadness/hopelessness	31 “almost every day for two weeks or more during last year”
Parents feel welcome to participate in this school	56 “strongly agree”
School is usually clean and tidy	57 “strongly agree”

2018-2019 CHKS Survey Response Rates for Elementary Schools in HESD

School	2017-2018	2018-2019
Bard	61	84
Beach	85	77
Hathaway	85	100
Haycox	97	85
Hueneme	78	97
Larsen	65	88
Parkview	81	89
Sunkist	76	94
Williams	99	100

GRADE 5

Summary of Key Indicators of School Climate and Student Well-Being

School Safety (yes-most of the time or all of the time)

	Percentage
Feel safe at school (combines (“most of the time” and “all of the time”)	82
Been hit or pushed (past twelve months)	37
Mean rumors spread about you (past twelve months)	44
Been called bad names or mean jokes made about you (past twelve months)	45
Saw a weapon at school (past twelve months)	11

GRADE 5

Summary of Key Indicators of School Climate and Student Well-Being

(average percentage of students marking “all of the time”)

School Engagement and Supports	**Percentage**
School Connectedness	74
Academic Motivation	86
Caring Adult Relationships	75
High Expectations	87
Meaningful Participation	46

GRADE 5

Summary of Key Indicators of School Climate and Student Well-Being

Disciplinary Environment

(combines “most of the time” and “all of the time”)

	Percentage
Students well behaved	58
Students treated fairly when break school rules	60
Students treated with respect	90

GRADE 5

Summary of Key Indicators of School Climate and Student Well-Being

Lifetime Substance Abuse

	Percentage
Alcohol or drug use	15
Cigarette smoking	2
E-cigarette	4
Marijuana	2

- **Communicate -** stakeholder meetings, website, LCAP and California School Dashboard
- **Analyze** - determine strengths and weaknesses, collaborate on opportunities to improve, tie to LCAP actions and services
- **Mine for Best Practices** - celebrate, promote and replicate
- **Recommendations from HESD Collaborative** - Social and Emotional Learning Sub-Committee

- Circle of Friends (Bard, Parkview, Sunkist, Williams, Green)
- Restorative Practices (Grades 5-8)
- CHAMPS Refreshers
- Second Step Social and Emotional Learning Pilot
- Loving Solutions/Parent Project
- Increased Student Governance Opportunities
- Expansion of AVID (Advancement Via Individual Determination)
- Where Everyone Belongs (WEB program) 6th grade and both Jr. Highs
- Trauma-Informed Practices for Schools (TIPS) Training (grades 4 and 5, school counselors and the Admin Team)

HUENEME ELEMENTARY SCHOOL DISTRICT

BOARD AGENDA ITEM:	Calfornia School Dashboard
BOARD MEETING DATE:	January 27, 2020
FROM:	Helen Cosgrove, Assistant Superintendent, Educational Services Dr. Christine Walker, Superintendent

STAFF COMMENT

RECOMMENDATION

For information only.

BACKGROUND

The California School Dashboard is an online tool that shows how local educational agencies and schools are performing on the state and local indicators included in California's school accountability system. The Dashboard is a key part of major shifts in California K-12 schools, changes that have raised the bar for student learning, transformed testing and placed the focus on equity for all students. The Dashboard provides information that schools can use to improve.

The Dashboard is made up of easy-to-use reports that show local educational agency or school performance on six state indicators and five local indicators (seven for county offices of education). Users can search to see the reports for any local educational agency or school.

The Dashboard was created to give parents and the public a better idea of what is happening in our schools and districts and to identify districts and schools that need extra help. The Dashboard is a component of the Local Control Funding Formula law passed in 2013 that significantly changed how California provides funding to public schools and holds local educational agencies accountable for student performance.

The Local Control Funding Formula law required that the State Board of Education adopt a new accountability tool that reflects performance in different priority areas identified in the law. The Dashboard reports performance on the state and local indicators that the State Board of Education included in this new accountability tool.

Parents/guardians, educators, other stakeholders and the public can use the Dashboard to see how local educational agencies and schools are performing under California's school accountability system.

The Dashboard provides a quick overview, with additional detail available, about overall performance and student group performance on multiple measures of student success. This will assist in identifying strengths, weaknesses and areas in need of improvement for local educational agencies and schools.

Hueneme Elementary School District

Report of State Indicators

January 27, 2020

California School Dashboard

- Provides stakeholders with meaningful information on school and district progress so they can participate in decisions to improve student learning.

- Goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students.

The California School Dashboard

Let the conversations begin...

State Indicators

- **Academic Indicator (reported separately for English language arts/literacy [ELA] and mathematics assessments)**
- **English Learner Progress**
- **Chronic Absenteeism**
- **Suspension Rate**
- Graduation Rate
- College/Career Readiness (includes Grade 11 assessment results)

Performance Levels

LOWEST

HIGHEST

Districtwide Academic Performance

LEARN MORE

English Language Arts

All Students | State

Yellow

49.8 points below standard

Increased 3.5 Points

EQUITY REPORT

Number of Student Groups in Each Color

1	3	2	2	0
Red	Orange	Yellow	Green	Blue

View More Details →

LEARN MORE

Mathematics

All Students | State

Orange

81.6 points below standard

Maintained 0 Points

EQUITY REPORT

Number of Student Groups in Each Color

1	5	2	0	0
Red	Orange	Yellow	Green	Blue

View More Details →

LEARN MORE

English Learner Progress

All Students | State

49.6% making progress towards English language proficiency

Number of EL Students: 2,480

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

View More Details →

<u>English Language Arts</u>
Increased 3.1 Points

<u>Mathematics</u>
Maintained

LEARN MORE

English Learner Progress

All Students | State

48.3% making progress towards English language proficiency

Number of EL Students: 844,257

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

View More Details →

Schools Academic Performance - Change in Points (Distance from Standard)

School	ELA	Color	Math	Color	English Learner
Ansgar Larsen	**9.9**		**9.9**		medium
Art Haycox	**6.3**		Maintain		medium
Charles Blackstock	Maintain		-12.6		medium
E.O. Green	**3.5**		**3.2**		medium
Fred Williams	-17		-3.1		low
Hollywood Beach	Maintain		**12.1**		N/A
Hueneme	Maintain		Maintain		medium
Julien Hathaway	Maintain		**5.7**		very high
Parkview	**14.6**		**7**		medium
Richard Bard	**7.5**		**15.5**		medium
Sunkist	**22**		**13.6**		medium
Number of Schools with Increase	6		7		
Number of Schools with Maintain	4		2		
Number of Schools with Decline	1		3		

Student Groups - Change in Points (Distance from Standard)

Student Group	ELA	Math
African American	23.6	17.6
Hispanic	4.2	Maintain
English Learners	Maintain	Maintain
Students with Disabilities	9.7	8.7
Socioeconomically Disadvantaged	Maintain	Maintain
White	-7.7	Maintain
Filipino	Maintain	-7.4
Two or More Races	11.8	Maintain

Suspension Rate

LEARN MORE

Suspension Rate

All Students | State

Yellow

1.7% suspended at least once

Maintained 0.1%

EQUITY REPORT

Number of Student Groups in Each Color

0	0	5	3	4
Red	Orange	Yellow	Green	Blue

View More Details →

LEARN MORE

Suspension Rate

All Students | State

Yellow

3.4% suspended at least once

Maintained -0.1%

EQUITY REPORT

Number of Student Groups in Each Color

0	4	7	1	1
Red	Orange	Yellow	Green	Blue

View More Details →

Suspension Rate - Student Groups	% Suspended at Least One Time	% Increased, Maintained or Decreased	Number of Students
English Learners	1.3	.5	3,766
Socioeconomically Disadvantaged	1.9	Maintain	7,293
Foster Youth	5	-1.9	20
White	1.1	.4	827
Hispanic	1.9	Maintain	7080
Students with Disabilities	2.3	-.9	1,016
African American	2.3	-3.2	86
Filipino	0	-.3	267
Two or More Races	0	Maintain	204
American Indian	0	Maintain	36
Asian	0	Maintain	43
Homeless	0	Maintain	28

Chronic Absenteeism

LEARN MORE

Chronic Absenteeism

All Students | State

Orange

7.3% chronically absent

Increased 1.3%

EQUITY REPORT

Number of Student Groups in Each Color

0	7	2	1	1
Red	Orange	Yellow	Green	Blue

View More Details

LEARN MORE

Chronic Absenteeism

All Students | State

Orange

10.1% chronically absent

Increased 1.1%

EQUITY REPORT

Number of Student Groups in Each Color

3	8	2	0	0
Red	Orange	Yellow	Green	Blue

View More Details

How will the performance data be used?

- Parents/guardians, educators, other stakeholders and the public can use the Dashboard to see how local educational agencies and schools are performing under California's new school accountability system.
- The Dashboard will help inform the local planning and stakeholder engagement process around Local Control and Accountability Plans.
- The Dashboard also will help identify local educational agencies and schools in need of additional assistance under state and federal law.

Communications Toolkit

HUENEME ELEMENTARY SCHOOL DISTRICT

BOARD AGENDA ITEM: ACCEPTANCE OF 2018-19 AUDIT REPORT

BOARD MEETING DATE: January 27, 2020

FROM: Cathy Niss, Chief Business Official
Dr. Christine Walker, Superintendent

STAFF COMMENT

RECOMMENDATION

It is recommended that the Governing Board accept the June 30, 2019 Audit Report as presented.

BACKGROUND

The audit firm of Nigro & Nigro PC, conducted the 2018-2019 annual financial audit in accordance with generally accepted auditing standards in the United States and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Controller General of the United States.

In the opinion of Nigro & Nigro, the financial statements present fairly the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the Hueneme Elementary School District in accordance with generally accepted accounting principles as of June 30, 2019. The auditor also determined that the District has complied with all federal reporting requirements contained in the *Government Auditing Standards*.

The report will be available to the public upon request and will be posted on the Hueneme Elementary School District Website under the business services page. Jeff Nigro, partner with the firm, will be present at the Governing Board meeting to present the audit and address any questions from the Governing Board.

HUENEME ELEMENTARY SCHOOL DISTRICT

VENTURA COUNTY

AUDIT REPORT

For the Fiscal Year Ended
June 30, 2019

HUENEME ELEMENTARY SCHOOL DISTRICT
For the Fiscal Year Ended June 30, 2019
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HUENEME ELEMENTARY SCHOOL DISTRICT
For the Fiscal Year Ended June 30, 2019
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Financial Section

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INDEPENDENT AUDITORS' REPORT

Board of Education
Hueneme Elementary School District
Port Hueneme, California

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Hueneme Elementary School District, as of and for the fiscal year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the *2018-19 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of Hueneme Elementary School District, as of June 30, 2019, and the respective changes in financial position thereof for the fiscal year then ended in accordance with accounting principles generally accepted in the United States of America.

Jeff Nigro, CPA, CFE | Elizabeth Nigro, CPA | Peter Glenn, CPA | Paul J. Kaymark, CPA | Michael Klein, CPA, CMA, EA

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Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, budgetary comparison information, schedule of proportionate share of the net pension liability, schedule of pension contributions, schedule of changes in the District's total OPEB liability and related ratios, schedule of the District's proportionate share of the net OPEB liability-MPP Program, and the notes to the required supplementary information be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's basic financial statements. The supplementary information is presented for purposes of additional analysis and is not a required part of the basic financial statements. The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, and is also not a required part of the basic financial statements. The supplementary information on pages 61 to 64 and the schedule of expenditures of federal awards on page 65 are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the basic financial statements as a whole. The information on page 60 has not been subjected to the auditing procedures applied in the audit of the basic financial statements and accordingly, we do not express an opinion or provide any assurance on it.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 21, 2019, on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control over financial reporting and compliance.

Nigro & Nigro, PC

Murrieta, California
October 21, 2019

This discussion and analysis of Hueneme Elementary School District's financial performance provides an overview of the District's financial activities for the fiscal year ended June 30, 2019. Please read it in conjunction with the District's financial statements, which immediately follow this section.

FINANCIAL HIGHLIGHTS

- The District's financial status decreased overall as a result of this year's operations. Net position of governmental activities decreased by $2.9 million, or 4.6%.
- Governmental expenses were about $110.2 million. Revenues were about $107.3 million.
- The District acquired over $3.8 million in new capital assets during the year. These additions were incurred primarily from general obligation bonds.
- The District increased its outstanding long-term debt by $10.7 million. This was primarily due to the issuance of general obligation bonds.
- Grades K-12 average daily attendance (ADA) decreased by 195, or 2.4%.
- Governmental funds increased by $14.1 million, or 71.5%.
- Reserves for the General Fund increased by $1.4 million, or 48.4%.

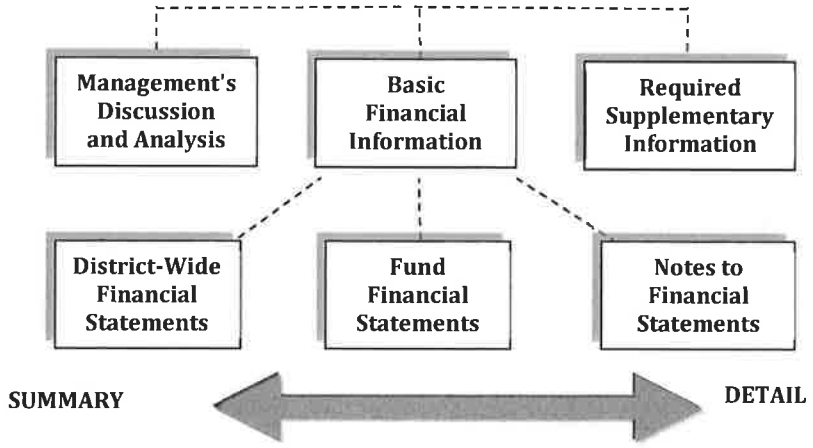
OVERVIEW OF THE FINANCIAL STATEMENTS

This annual report consists of three parts – management discussion and analysis (this section), the basic financial statements, and required supplementary information. The basic financial statements include two kinds of statements that present different views of the District:

- The first two statements are *district-wide financial statements* that provide both short-term and long-term information about the District's overall financial status.
- The remaining statements are *fund financial statements* that focus on individual parts of the District, reporting the District's operations in more detail than the district-wide statements.
  - The *governmental funds* statements tell how basic services like regular and special education were financed in the short term as well as what remains for future spending.
  - *Fiduciary funds* statement provides information about the financial relationships in which the District acts solely as a trustee or agent for the benefit of others to whom the resources belong.

The financial statements also include *notes* that explain some of the information in the statements and provide more detailed data. Figure A-1 shows how the various parts of this annual report are arranged and related to one another.

Figure A-1. Organization of Hueneme Elementary School District's Annual Financial Report



OVERVIEW OF THE FINANCIAL STATEMENTS (continued)

Figure A-2 summarizes the major features of the District's financial statements, including the portion of the District's activities they cover and the types of information they contain.

Figure A-2. Major Features of the District-Wide and Fund Financial Statements

Type of Statements	District-Wide	Governmental Funds	Fiduciary Funds
Scope	Entire District, except fiduciary activities	The activities of the District that are not proprietary or fiduciary, such as special education and building maintenance	Instances in which the District administers resources on behalf of someone else, such as scholarship programs and student activities monies
Required financial statements	• Statement of Net Position • Statement of Activities	• Balance Sheet • Statement of Revenues, Expenditures & Changes in Fund Balances	• Statement of Fiduciary Net Position
Accounting basis and measurement focus	Accrual accounting and economic resources focus	Modified accrual accounting and current financial resources focus	Accrual accounting
Type of asset/liability information	All assets and liabilities, both financial and capital, short-term and long-term	Only assets expected to be used up and liabilities that come due during the year or soon thereafter; no capital assets included	All assets and liabilities, both short-term and long-term; The District's funds do not currently contain nonfinancial assets, though they can
Type of inflow/outflow information	All revenues and expenses during year, regardless of when cash is received or paid	Revenues for which cash is received during or soon after the end of the year; expenditures when goods or services have been received and payment is due during the year or soon thereafter	All revenues and expenses during the year, regardless of when cash is received or paid

OVERVIEW OF THE FINANCIAL STATEMENTS (continued)

The remainder of this overview section of management's discussion and analysis highlights the structure and contents of each of the statements.

District-Wide Statements
The district-wide statements report information about the District as a whole using accounting methods similar to those used by private-sector companies. The statement of net position includes all of the District's assets and liabilities. All of the current year's revenues and expenses are accounted for in the statement of activities regardless of when cash is received or paid.

The two district-wide statements report the District's net position and how it has changed. Net position – the difference between the District's assets and deferred outflows of resources and liabilities and deferred inflows of resources – is one way to measure the District's financial health, or *position*.

- Over time, increases and decreases in the District's net position are an indicator of whether its financial position is improving or deteriorating, respectively.

- To assess the overall health of the District, you need to consider additional nonfinancial factors such as changes in the District's demographics and the condition of school buildings and other facilities.

- In the district-wide financial statements, the District's activities are categorized as *Governmental Activities*. Most of the District's basic services are included here, such as regular and special education, transportation, and administration. Property taxes and state aid finance most of these activities.

Fund Financial Statements
The fund financial statements provide more detailed information about the District's most significant funds – not the District as a whole. Funds are accounting devices the District uses to keep track of specific sources of funding and spending on particular programs:

- Some funds are required by State law and by bond covenants.

- The District establishes other funds to control and manage money for particular purposes (like repaying its long-term debt) or to show that is properly using certain revenues.

The District has two kinds of funds:

1) ***Governmental funds*** – Most of the District's basic services are included in governmental funds, which generally focus on (1) how cash and other financial assets that can readily be converted to cash flow in and out and (2) the balances left at year-end that are available for spending. Consequently, the governmental funds statements provide a detailed short-term view that helps you determine whether there are more or fewer financial resources that can be spent in the near future to finance the District's programs. Because this information does not encompass the additional long-term focus of the district-wide statements, we provide additional information on a separate reconciliation page that explains the relationship (or differences) between them.

Fund Financial Statements (continued)

2) ***Fiduciary funds*** – The District is the trustee, or fiduciary, for assets that belong to others, such as the student activities funds. The District is responsible for ensuring that the assets reported in these funds are used only for their intended purposes and by those to whom the assets belong. All of the District's fiduciary activities are reported in a separate statement of fiduciary net position. We exclude these activities from the district-wide financial statements because the District cannot use these assets to finance its operations.

FINANCIAL ANALYSIS OF THE DISTRICT AS A WHOLE

Net Position. The District's combined net position was lower on June 30, 2019, than it was the year before – decreasing 4.6% to $(67.0) million (See Table A-1).

Table A-1: Statement of Net Position

	Governmental Activities		Variance Increase
	2019	2018	(Decrease)
Assets			
Current assets	$ 38,900,877	$ 27,390,158	$ 11,510,719
Capital assets	46,573,426	46,007,969	565,457
Total assets	85,474,303	73,398,127	12,076,176
Deferred outflows of resources	36,497,307	36,906,344	(409,037)
Liabilities			
Current liabilities	5,604,671	8,177,945	(2,573,274)
Long-term liabilities	75,015,257	64,249,185	10,766,072
Net pension liability	100,601,434	98,288,266	2,313,168
Total liabilities	181,221,362	170,715,396	10,505,966
Deferred inflows of resources	7,727,412	3,644,779	4,082,633
Net position			
Net investment in capital assets	13,137,306	11,349,037	1,788,269
Restricted	6,222,946	5,893,319	329,627
Unrestricted	(86,337,416)	(81,298,060)	(5,039,356)
Total net position	$ (66,977,164)	$ (64,055,704)	$ (2,921,460)

Changes in net position, governmental activities. The District's total revenues decreased 0.1% to $107.3 million (See Table A-2). The decrease is due primarily to a decrease in operating grants and contributions.

The total cost of all programs and services decreased 0.4% to $110.2 million. The District's expenses are predominantly related to educating and caring for students, 78.7%. The purely administrative activities of the District accounted for just 4.1% of total costs. A significant contributor to the decrease in costs was reduced staffing necessitated by declining enrollment.

FINANCIAL ANALYSIS OF THE DISTRICT AS A WHOLE (continued)

Table A-2: Statement of Activities

	Governmental Activities		Variance Increase (Decrease)
	2019	2018	
Revenues			
Program Revenues:			
Charges for services	$ 145,749	$ 140,453	$ 5,296
Operating grants and contributions	11,386,568	18,344,907	(6,958,339)
General Revenues:			
Property taxes	12,189,389	11,331,419	857,970
Federal and state aid not restricted	82,380,375	75,449,275	6,931,100
Other general revenues	1,243,334	2,236,706	(993,372)
Total Revenues	107,345,415	107,502,760	(157,345)
Expenses			
Instruction-related	75,016,553	76,922,329	(1,905,776)
Pupil services	11,796,542	11,272,564	523,978
Administration	4,534,808	4,877,172	(342,364)
Plant services	9,657,370	9,050,788	606,582
All other activities	9,261,602	8,610,434	651,168
Total Expenses	110,266,875	110,733,287	(466,412)
Increase (decrease) in net position	$ (2,921,460)	$ (3,230,527)	$ 309,067
Net Position	$ (66,977,164)	$ (64,055,704)	

FINANCIAL ANALYSIS OF THE DISTRICT'S FUNDS

The financial performance of the District as a whole is reflected in its governmental funds as well. As the District completed this year, its governmental funds reported a combined fund balance of $33.8 million, which is above last year's ending fund balance of $19.7 million. The primary cause of the increased fund balance is the issuance of general obligation bonds.

Table A-3: The District's Fund Balances

	Fund Balances				
	July 1, 2018	Revenues	Expenditures	Other Sources and (Uses)	June 30, 2019
Fund					
General Fund	$ 11,008,402	$ 111,716,861	$ 109,258,799	$ -	$ 13,466,464
Cafeteria Fund	1,213,379	6,233,361	5,683,645	-	1,763,095
Building Fund	4,243,884	103,492	1,903,352	12,102,681	14,546,705
Capital Facilities Fund	39,181	117,823	109,662	-	47,342
Bond Interest and Redemption Fund	3,208,357	3,311,328	3,157,143	622,024	3,984,566
	$ 19,713,203	$ 121,482,865	$ 120,112,601	$ 12,724,705	$ 33,808,172

FINANCIAL ANALYSIS OF THE DISTRICT'S FUNDS (continued)

General Fund Budgetary Highlights

Over the course of the year, the District revised the annual operating budget several times. The major budget amendments fall into these categories:

- Revenues – increased by $2.6 million primarily to reflect federal and state budget actions.
- Salaries and benefits costs – increased $2.1 million due to increased costs.
- Other non-personnel expenses – increased $4.8 million to revise operational cost estimates.

While the District's final budget for the General Fund anticipated that expenditures would exceed revenues by about $1.65 million, the actual results for the year show that revenues exceeded expenditures by roughly $2.46 million. Actual revenues were $6.8 million more than anticipated, and expenditures were $2.7 million more than budgeted. That amount consists primarily of STRS and PERS on-behalf contributions that were not budgeted.

CAPITAL ASSET AND DEBT ADMINISTRATION

Capital Assets

By the end of 2018-19 the District had acquired $3.8 million in new capital assets related to construction in progress, site improvements, and equipment purchases. (More detailed information about capital assets can be found in Note 6 to the financial statements). Total depreciation expense for the year was $3.3 million.

Table A-4: Capital Assets at Year End, Net of Depreciation

	Governmental Activities		Variance Increase
	2019	2018	(Decrease)
Land	$ 1,219,959	$ 1,219,959	$ -
Improvement of sites	5,222,344	5,686,496	(464,152)
Buildings	37,224,670	37,147,430	77,240
Equipment	945,739	827,747	117,992
Construction in progress	1,960,714	1,126,337	834,377
Total	$ 46,573,426	$ 46,007,969	$ 565,457

Long-Term Debt

At year-end the District had $75.0 million in long-term debt other than pensions – an increase of 16.8% from last year – as shown in Table A-5. (More detailed information about the District's long-term liabilities is presented in Note 7 to the financial statements).

Table A-5: Outstanding Long-Term Debt at Year-End

	Governmental Activities		Variance Increase
	2019	2018	(Decrease)
General obligation bonds	$ 51,831,884	$ 40,831,760	$ 11,000,124
Compensated absences	511,539	477,213	34,326
Other postemployment benefits	22,671,834	22,940,212	(268,378)
Total	$ 75,015,257	$ 64,249,185	$ 10,766,072

FACTORS BEARING ON THE DISTRICT'S FUTURE

The Legislature passed the final budget package on June 13, 2019. The Governor signed the *2019-20 Budget Act* and 15 other budget-related bills on June 27, 2019.

Major Features of the 2019-20 Spending Plan

Makes $5.9 Billion in Additional Unfunded Liability Payments
Teachers, administrators, and other certificated employees of school districts earn pension benefits from the California State Teachers' Retirement System (CalSTRS). Other school district employees, such as clerical staff, also earn pension benefits administered by California Public Employees' Retirement System (CalPERS). The state and school districts each have full responsibility for their respective CalPERS' unfunded liabilities associated with their own employees. In the case of CalSTRS, the state and school districts share responsibility for the system's total unfunded liability (about one-third is the responsibility of the state and two-thirds of the districts).

The spending plan allocates $5.9 billion General Fund to pay down unfunded pension liabilities on behalf of both the state and school districts (some of which is counted toward the state's Proposition 2 debt payment requirements). In particular, the spending plan dedicates:

- ***$3.6 Billion to Address State's Unfunded Liabilities.*** The spending plan uses $2.5 billion in General Fund monies to pay down the state's CalPERS unfunded liability. The spending plan also devotes $1.1 billion General Fund to reduce the state's share of the CalSTRS unfunded liability, as part of the state's Proposition 2 debt payment requirements.
- ***$2.3 Billion to Address School Districts' Unfunded Liabilities.*** The spending plan also devotes $1.6 billion General Fund to reduce the school districts' share of the CalSTRS unfunded liability and $660 million General Fund to address the school districts' CalPERS unfunded liability.

K-14 Education

Provides a Few Notable Ongoing Proposition 98 Augmentations
Under the spending plan, Proposition 98 funding for 2019-20 increases $2.9 billion (3.7 percent) from the revised 2018-19 level. The spending plan devotes the largest share of this increase—$2 billion—to school districts to cover changes in student attendance and provide a 3.26 percent cost-of-living adjustment (COLA) for the Local Control Funding Formula (general purpose per-student funding). The budget also provides two augmentations related to special education: (1) $493 million for school districts based on the number of three- and four-year old children identified with disabilities affecting their education and (2) $153 million for special education agencies with average or below average per-pupil funding rates.

Pays a Portion of Districts' Pension Costs for the Next Two Years
The spending plan also provides additional monies to school districts outside of the Proposition 98 funding requirement by paying a portion of districts' pension costs for the next two years. School districts' pension contribution rates for both CalPERS and CalSTRS have been rising and are set to continue increasing for at least the next few years. For CalSTRS, the budget provides $606 million for the state to pay a portion of districts' costs (reducing district contribution rates by about 1 percent of payroll in 2019-20 and 2020-21). Similarly, the budget provides $244 million for the state to cover a portion of districts' CalPERS costs (reducing district rates by about 1 percent of payroll in 2019-20 and 2020-21). Although district pension rates will continue to rise, the increases will be slower than previously projected.

FACTORS BEARING ON THE DISTRICT'S FUTURE (continued)

All of these factors were considered in preparing the Hueneme Elementary School District budget for the 2019-20 fiscal year.

CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT

This financial report is designed to provide our citizens, taxpayers, customers, investors, and creditors with a general overview of the District's finances and to demonstrate the District's accountability for the money it receives. If you have any questions about this report or need additional financial information, contact:

Cathy Niss
Chief Business Official
Hueneme Elementary School District
205 N. Ventura Road
Port Hueneme, CA 93041
(805) 488-3588

HUENEME ELEMENTARY SCHOOL DISTRICT
Statement of Net Position
June 30, 2019

	Total Governmental Activities
ASSETS	
Cash	$ 34,002,716
Accounts receivable	4,775,474
Inventories	122,687
Capital assets:	
Non-depreciable capital assets	3,180,673
Depreciable capital assets	86,865,001
Less accumulated depreciation	(43,472,248)
Total assets	85,474,303
DEFERRED OUTFLOWS OF RESOURCES	
Deferred outflows related to pensions	33,278,781
Deferred outflows related to OPEB	2,561,626
Deferred amounts on refunding	656,900
Total deferred outflows of resources	36,497,307
LIABILITIES	
Accounts payable	5,319,777
Unearned revenue	284,894
Long-term liabilities:	
Due within one year	2,275,399
Due after one year	72,739,858
Net pension liability	100,601,434
Total liabilities	181,221,362
DEFERRED INFLOWS OF RESOURCES	
Deferred inflows related to pensions	4,074,092
Deferred inflows related to OPEB	3,653,320
Total deferred inflows of resources	7,727,412
NET POSITION	
Net investment in capital assets	13,137,306
Restricted for:	
Capital projects	47,342
Debt service	3,984,566
Categorical programs	2,191,038
Unrestricted	(86,337,416)
Total net position	$ (66,977,164)

The notes to financial statements are an integral part of this statement.

HUENEME ELEMENTARY SCHOOL DISTRICT

Statement of Activities

For the Fiscal Year Ended June 30, 2019

Functions/Programs	Expenses	Program Revenues: Charges for Services	Program Revenues: Operating Grants and Contributions	Net (Expense) Revenue and Changes in Net Position
Governmental Activities				
Instructional Services:				
Instruction	$ 62,854,338	$ -	$ 2,828,615	$ (60,025,723)
Instruction-Related Services:				
Supervision of instruction	4,177,127	-	948,619	(3,228,508)
Instructional library, media and technology	1,093,918	-	271,934	(821,984)
School site administration	6,891,170	-	(410,512)	(7,301,682)
Pupil Support Services:				
Home-to-school transportation	1,199,626	-	2,180	(1,197,446)
Food services	5,724,252	145,749	5,745,351	166,848
All other pupil services	4,872,664	-	539,775	(4,332,889)
General Administration Services:				
Data processing services	245,330	-	-	(245,330)
Other general administration	4,289,478	-	429,429	(3,860,049)
Plant services	9,657,370	-	492,906	(9,164,464)
Community services	575,321	-	538,271	(37,050)
Interest on long-term debt	1,503,254	-	-	(1,503,254)
Other outgo	3,878,571	-	-	(3,878,571)
Depreciation (unallocated)	3,304,456	-	-	(3,304,456)
Total Governmental Activities	$ 110,266,875	$ 145,749	$ 11,386,568	(98,734,558)

General Revenues:	
Property taxes	12,189,389
Federal and state aid not restricted to specific purpose	82,380,375
Interest and investment earnings	504,806
Miscellaneous	738,528
Total general revenues	95,813,098
Change in net position	(2,921,460)
Net position - July 1, 2018	(64,055,704)
Net position - June 30, 2019	$ (66,977,164)

HUENEME ELEMENTARY SCHOOL DISTRICT

Balance Sheet – Governmental Funds

June 30, 2019

	General Fund	Building Fund	Non-Major Governmental Funds	Total Governmental Funds
ASSETS				
Cash	$ 14,204,241	$ 14,765,662	$ 5,032,813	$ 34,002,716
Accounts receivable	3,627,449	57,639	1,090,386	4,775,474
Due from other funds	179,088	-	3,103	182,191
Inventories	80,535	-	42,152	122,687
Total Assets	$ 18,091,313	$ 14,823,301	$ 6,168,454	$ 39,083,068
LIABILITIES AND FUND BALANCES				
Liabilities				
Accounts payable	$ 4,336,852	$ 276,596	$ 194,363	$ 4,807,811
Due to other funds	3,103	-	179,088	182,191
Unearned revenue	284,894	-	-	284,894
Total Liabilities	4,624,849	276,596	373,451	5,274,896
Fund Balances				
Nonspendable	91,535	-	42,152	133,687
Restricted	470,095	14,546,705	5,752,851	20,769,651
Assigned	8,580,898	-	-	8,580,898
Unassigned	4,323,936	-	-	4,323,936
Total Fund Balances	13,466,464	14,546,705	5,795,003	33,808,172
Total Liabilities and Fund Balances	$ 18,091,313	$ 14,823,301	$ 6,168,454	$ 39,083,068

HUENEME ELEMENTARY SCHOOL DISTRICT

Reconciliation of the Governmental Funds Balance Sheet to the Statement of Net Position
June 30, 2019

Total fund balances - governmental funds		$ 33,808,172
In governmental funds, only current assets are reported. In the statement of net position, all assets are reported, including capital assets and accumulated depreciation.		
Capital assets at historical cost:	90,045,674	
Accumulated depreciation:	(43,472,248)	
Net:		46,573,426
In governmental funds, interest on long-term debt is not recognized until the period in which it matures and is paid. In the government-wide statement of activities, it is recognized in the period that it is incurred. The additional liability for unmatured interest owing at the end of the period was:		(511,966)
Deferred amounts on refunding represent amounts paid to an escrow agent in excess of the outstanding debt at the time of the payment for refunded bonds which have been defeased. In the government-wide statements it is recognized as a deferred outflow of resources. The remaining deferred amounts on refunding at the end of the period were:		656,900
In governmental funds, only current liabilities are reported. In the statement of net position, all liabilities, including long-term liabilities, are reported. Long-term liabilities relating to governmental activities consist of:		
General obligation bonds payable	51,831,884	
Compensated absences payable	511,539	
Other postemployment benefits payable	22,671,834	
Total		(75,015,257)
In governmental funds, deferred outflows and inflows of resources relating to pensions are not reported because they are applicable to future periods. In the statement of net position, deferred outflows of resources and inflows of resources relating to pensions are reported as follows:		
Deferred outflows of resources relating to pensions	33,278,781	
Deferred inflows of resources relating to pensions	(4,074,092)	
Total		29,204,689
In governmental funds, deferred outflows and inflows of resources relating to OPEB are not reported because they are applicable to future periods. In the statement of net position, deferred outflows of resources and inflows of resources relating to OPEB are reported as follows:		
Deferred outflows of resources relating to OPEB	2,561,626	
Deferred inflows of resources relating to OPEB	(3,653,320)	
Total		(1,091,694)
The net pension liability is not due and payable in the current reporting period, and therefore is not reported as a liability in the fund financial statements.		(100,601,434)
Total net position - governmental activities		$ (66,977,164)

HUENEME ELEMENTARY SCHOOL DISTRICT

Statement of Revenues, Expenditures, and Changes in Fund Balances – Governmental Funds
For the Fiscal Year Ended June 30, 2019

	General Fund	Building Fund	Non-Major Governmental Funds	Total Governmental Funds
REVENUES				
LCFF sources	$ 87,240,338	$ -	$ -	$ 87,240,338
Federal sources	5,165,059	-	5,543,152	10,708,211
Other state sources	13,386,690	-	538,313	13,925,003
Other local sources	5,924,774	103,492	3,581,047	9,609,313
Total Revenues	111,716,861	103,492	9,662,512	121,482,865
EXPENDITURES				
Current:				
Instructional Services:				
Instruction	70,709,213	-	-	70,709,213
Instruction-Related Services:				
Supervision of instruction	4,487,736	-	-	4,487,736
Instructional library, media and technology	894,593	-	-	894,593
School site administration	7,320,866	-	-	7,320,866
Pupil Support Services:				
Home-to-school transportation	1,173,289	-	-	1,173,289
Food services	473	-	5,467,002	5,467,475
All other pupil services	5,285,203	-	-	5,285,203
General Administration Services:				
Data processing services	245,330	-	-	245,330
Other general administration	4,065,648	-	-	4,065,648
Plant services	9,190,749	-	96,004	9,286,753
Community services	579,207	-	-	579,207
Transfers of indirect costs	(178,882)	-	178,882	-
Capital Outlay	1,864,485	1,645,671	51,419	3,561,575
Intergovernmental Transfers	3,620,889	-	-	3,620,889
Debt Service:				
Costs of issuance	-	257,681	-	257,681
Principal	-	-	1,550,334	1,550,334
Interest	-	-	1,606,809	1,606,809
Total Expenditures	109,258,799	1,903,352	8,950,450	120,112,601
Excess (Deficiency) of Revenues Over (Under) Expenditures	2,458,062	(1,799,860)	712,062	1,370,264
OTHER FINANCING SOURCES (USES)				
Proceeds from general obligation bonds	-	12,000,000	-	12,000,000
Premium on debt issuance	-	102,681	622,024	724,705
Total Other Financing Sources and Uses	-	12,102,681	622,024	12,724,705
Net Change in Fund Balances	2,458,062	10,302,821	1,334,086	14,094,969
Fund Balances, July 1, 2018	11,008,402	4,243,884	4,460,917	19,713,203
Fund Balances, June 30, 2019	$ 13,466,464	$ 14,546,705	$ 5,795,003	$ 33,808,172

HUENEME ELEMENTARY SCHOOL DISTRICT

Reconciliation of the Governmental Funds Statement of Revenues, Expenditures, and Changes in Fund Balances to the Statement of Activities

For the Fiscal Year Ended June 30, 2019

Total net change in fund balances - governmental funds		$ 14,094,969
Amounts reported for governmental activities in the statement of activities are different because:		
In governmental funds, the costs of capital assets are reported as expenditures in the period when the assets are acquired. In the statement of activities, the cost of capital assets are allocated over their estimated useful life as depreciation expense. The difference between capital outlay expenditures and depreciation expense for the period is:		
Expenditures for capital outlay:	3,878,481	
Depreciation expense:	(3,304,456)	
Net:		574,025
In governmental funds, repayments of long-term debt are reported as expenditures. In the government-wide statements, repayments of long-term debt are reported as a reduction of liabilities. Expenditures for repayment of the principal portion of long-term debt were:		1,550,334
In governmental funds, proceeds from issuance of long-term debt are reported as other financing sources. In the government wide statements, proceeds from debt are reported as increases to liabilities. Amounts recognized in governmental funds as proceeds from debt, net of issue premium were:		(12,724,705)
In governmental funds, the entire proceeds from disposal of capital assets are reported as revenue. In the statement of activities, only the resulting gain or loss is reported. The difference between the proceeds from disposal of capital assets and the resulting loss is:		(8,568)
In governmental funds, accreted interest on capital appreciation bonds is not recorded as an expenditure from current resources. In the government-wide statement of activities, however, this is recorded as interest expense for the period.		37,742
In governmental funds, if debt is issued at a premium or discount, the premium or discount is recognized as an Other Financing Source or an Other Financing Use in the period it is incurred. In the government-wide statements, the premium or discount is amortized as interest over the life of the debt. Ammortization of premiums for the period is:		136,507
Deferred amounts on refunding represent amounts paid to an escrow agent in excess of the outstanding debt at the time of the payment for refunded bonds which have been defeased. In governmental funds these charges are recognized as an expenditure. However, in the statement of activities, these amounts are amortized over the life of the refunded debt. The difference between current year charges and the current year amortization is:		(59,718)
In governmental funds, interest on long-term debt is recognized in the period that it becomes due. In the government-wide statement of activities, it is recognized in the period that it is incurred. Unmatured interest owing at the end of the period, less matured interest paid during the period but owing from the prior period was:		(10,976)
In governmental funds, pension costs are recognized when employer contributions are made. In the statement of activities, pension costs are recognized on the accrual basis. This year, the difference between accrual-basis costs and actual employer contributions was:		(5,653,428)
In governmental funds, compensated absences are measured by the amount paid during the period. In the statement of activities, compensated absences are measured by the amounts earned. The difference between compensated absences paid and earned was:		(34,326)
In governmental funds, OPEB expenses are recognized when employer contributions are made. In the statement of activities, OPEB expenses are recognized on the accrual basis. This year, the difference between OPEB expenses and actual employer OPEB contributions was:		(823,316)
Change in net position of governmental activities		$ (2,921,460)

HUENEME ELEMENTARY SCHOOL DISTRICT
Statement of Fiduciary Net Position
June 30, 2019

	Agency Funds Student Body Funds
Assets	
Cash	$ 140,209
Accounts receivable - interest	2,554
Total Assets	$ 142,763
Liabilities	
Accounts payable	$ 11,062
Due to student groups	131,701
Total Liabilities	$ 142,763

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Hueneme Elementary School District (the "District") accounts for its financial transactions in accordance with the policies and procedures of the California Department of Education's *California School Accounting Manual.* The accounting policies of the District conform to accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board. The following is a summary of the more significant policies:

A. Reporting Entity

A reporting entity is comprised of the primary government, component units, and other organizations that are included to ensure the financial statements are not misleading. The primary government of the District consists of all funds, departments, and agencies that are not legally separate from the District. For Hueneme Elementary School District, this includes general operations, food service, and student related activities of the District.

Component units are legally separate organizations for which the District is financially accountable. Component units may also include organizations that are fiscally dependent on the District, in that the District approves their budget, the issuance of their debt or the levying of their taxes. In addition, component units are other legally separate organizations for which the District is not financially accountable but the nature and significance of the organization's relationship with the District is such that exclusion would cause the District's financial statements to be misleading or incomplete.

The District has identified no organizations that are required to be reported as component units.

B. Basis of Presentation, Basis of Accounting

1. Basis of Presentation

Government-Wide Financial Statements
The statement of net position and the statement of activities display information about the primary government (the District) and its component units. These statements include the financial activities of the overall government, except for fiduciary activities. Eliminations have been made to minimize the double-counting of internal activities. Governmental activities generally are financed through taxes, intergovernmental revenues, and other nonexchange transactions.

The statement of activities presents a comparison between direct expenses and program revenues for each function of the District's governmental activities. Direct expenses are those that are specifically associated with a program or function and, therefore, are clearly identifiable to a particular function. Program revenues include (a) fees, fines, and charges paid by the recipients of goods or services offered by the programs and (b) grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues that are not classified as program revenues, including all taxes, are presented as general revenues.

Fund Financial Statements
The fund financial statements provide information about the District's funds, including its fiduciary funds (and blended component units). Separate statements for each fund category - *governmental, proprietary,* and *fiduciary* - are presented. The emphasis of fund financial statements is on major governmental funds, each displayed in a separate column. All remaining governmental and enterprise funds are aggregated and reported as nonmajor funds.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

B. Basis of Presentation, Basis of Accounting (continued)

1. Basis of Presentation (continued)

Fund Financial Statements (continued)
Proprietary fund operating revenues, such as charges for services, result from exchange transactions associated with the principal activity of the fund. Exchange transactions are those in which each party receives and gives up essentially equal values. Nonoperating revenues, such as subsidies and investment earnings, result from nonexchange transactions or ancillary activities.

Major Governmental Funds
The District maintains the following major governmental funds:

General Fund: This is the chief operating fund for the District. It is used to account for the ordinary operations of the District. All transactions except those accounted for in another fund are accounted for in this fund.

Building Fund: This fund exists primarily to account separately for proceeds from the sale of bonds (*Education Code* Section 15146) and may not be used for any purposes other than those for which the bonds were issued.

Non-Major Governmental Funds

Special Revenue Funds: Special revenue funds are established to account for the proceeds from specific revenue sources (other than trusts, major capital projects, or debt service) that are restricted or committed to the financing of particular activities, that compose a substantial portion of the inflows of the fund, and that are reasonably expected to continue. Additional resources that are restricted, committed, or assigned to the purpose of the fund may also be reported in the fund.

Cafeteria Fund: This fund is used to account separately for federal, state, and local resources to operate the food service program (*Education Code* sections 38090 and 38093).

Capital Projects Funds: Capital projects funds are established to account for financial resources to be used for the acquisition or construction of major capital facilities and other capital assets (other than those financed by proprietary funds and trust funds).

Capital Facilities Fund: This fund is used to primarily account separately for moneys received from fees levied on development projects as a condition of approval (*Education Code* sections 17620-17626 and *Government Code* Section 65995 et seq.).

Debt Service Funds: Debt service funds are established to account for the accumulation of resources for and the payment of principal and interest on general long-term debt.

Bond Interest and Redemption Fund: This fund is used for the repayment of bonds issued for the District (*Education Code* sections 15125-15262).

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

B. Basis of Presentation, Basis of Accounting (continued)

1. Basis of Presentation (continued)

Fiduciary Funds
Fiduciary funds are used to account for assets held in a trustee or agent capacity for others that cannot be used to support the District's own programs. The key distinction between trust and agency funds is that trust funds are subject to a trust agreement that affects the degree of management involvement and the length of time that the resources are held. The District maintains the following fiduciary funds:

Associated Student Body Fund: This Fund is used to account for raising and expending money to promote the general welfare, morale, and educational experiences of the student body. The District operates three Associated Student Body funds.

2. Measurement Focus, Basis of Accounting
The accounting and financial reporting treatment is determined by the applicable measurement focus and basis of accounting. Measurement focus indicates the type of resources being measured such as current financial resource or economic resources. The basis of accounting indicates the timing of transactions or events for recognition in the financial statements.

The government-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of the related cash flows. Property taxes are recognized as revenues in the year for which they are levied. Grants and similar items are recognized as revenues as soon as all eligibility requirements imposed by the provider have been met.

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Under this method, revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities for the current period. For this purpose, the District considers revenues to be available if they are collected within 60 days of the end of the current fiscal period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures, as well as expenditures related to compensated absences and claims and judgments, are recorded only when payment is due.

As a general rule the effect of interfund activity has been eliminated from the government-wide financial statements. Elimination of these charges would distort the direct costs and program revenues reported for the various functions concerned.

The agency fund has no measurement focus and utilizes the accrual basis of accounting for reporting its assets and liabilities.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

B. Basis of Presentation, Basis of Accounting (continued)

3. Revenues - Exchange and Non-Exchange Transactions

Revenue resulting from exchange transactions, in which each party gives and receives essentially equal value, is recorded on the accrual basis when the exchange takes place. On a modified accrual basis, revenue is recorded in the fiscal year in which the resources are measurable and become available. Available means that the resources will be collected within the current fiscal year. Generally, available is defined as collectible within 60 days. However, to achieve comparability of reporting among California districts and so as not to distort normal revenue patterns, with specific respect to reimbursement grants and corrections to state-aid apportionments, the California Department of Education has defined available for districts as collectible within one year. The following revenue sources are considered to be both measurable and available at fiscal year-end: State apportionments, interest, certain grants, and other local sources.

Non-exchange transactions, in which the District receives value without directly giving equal value in return, include property taxes, certain grants, entitlements, and donations. Revenue from property taxes is recognized in the fiscal year in which the taxes are received. Revenue from certain grants, entitlements, and donations is recognized in the fiscal year in which all eligibility requirements have been satisfied. Eligibility requirements include time and purpose requirements. On a modified accrual basis, revenue from non-exchange transactions must also be available before it can be recognized.

C. Budgetary Data

The budgetary process is prescribed by provisions of the California *Education Code* and requires the Board of Education to hold a public hearing and adopt an operating budget no later than July 1 of each year. The District Board of Education satisfied these requirements. The adopted budget is subject to amendment throughout the year to give consideration to unanticipated revenue and expenditures primarily resulting from events unknown at the time of budget adoption with the legal restriction that expenditures cannot exceed appropriations by major object account.

The amounts reported as the original budgeted amounts in the budgetary statements reflect the amounts when the original appropriations were adopted. The amounts reported as the final budgeted amounts in the budgetary statements reflect the amounts after all budget amendments have been accounted for. For budget purposes, on behalf payments have not been included as revenue and expenditures as required under generally accepted accounting principles.

D. Encumbrances

Encumbrance accounting is used in all budgeted funds to reserve portions of applicable appropriations for which commitments have been made. Encumbrances are recorded for purchase orders, contracts, and other commitments when they are written. Encumbrances are liquidated when the commitments are paid. All encumbrances are liquidated as of June 30.

E. Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources, and Net Position

1. Cash and Cash Equivalents

The District considers cash and cash equivalents to be cash on hand and demand deposits. In addition, because the Treasury Pool is sufficiently liquid to permit withdrawal of cash at any time without prior notice or penalty, equity in the pool is also deemed to be a cash equivalent.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

E. Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources, and Net Position (continued)

2. Inventories
Inventories are valued at cost using the first-in/first-out (FIFO) method. The costs of governmental fund-type inventories are recorded as expenditures when consumed rather than when purchased.

3. Prepaid Expenses/Expenditures
Payments made to vendors for goods or services that will benefit periods beyond June 30, 2019, are recorded as prepaid items using the consumption method. A current asset for the prepaid amount is recorded at the time of the purchase and an expense/expenditure is reported in the year in which goods or services are consumed.

4. Capital Assets
Purchased or constructed capital assets are reported at cost or estimated historical cost. Donated capital assets, donated works of art and similar items, and capital assets received in a service concession arrangement are reported at acquisition value rather than fair value. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend assets' lives are not capitalized.

Capital assets are depreciated using the straight-line method over the following estimated useful lives:

Description	Estimated Lives
Buildings and improvements	20-50 years
Furniture and equipment	5-10 years

5. Unearned Revenue
Unearned revenue arises when potential revenue does not meet both the "measurable" and "available" criteria for recognition in the current period or when resources are received by the District prior to the incurrence of qualifying expenditures. In subsequent periods, when both revenue recognition criteria are met, or when the District has a legal claim to the resources, the liability for unearned revenue is removed from the combined balance sheet and revenue is recognized.

Certain grants received that have not met eligibility requirements are recorded as unearned revenue. On the governmental fund financial statements, receivables that will not be collected within the available period are also recorded as unearned revenue.

6. Deferred Outflows/Inflows of Resources
In addition to assets, the statement of net position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, *deferred outflows of resources*, represents a consumption of net position that applies to a future period and so will not be recognized as an outflow of resources (expense/expenditure) until then.

In addition to liabilities, the statement of net position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, *deferred inflows of resources*, represents an acquisition of net position that applies to a future period and will not be recognized as an inflow of resources (revenue) until that time.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

E. Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources, and Net Position (continued)

7. Compensated Absences

The liability for compensated absences reported in the government-wide statements consists of unpaid, accumulated vacation leave balances. The liability has been calculated using the vesting method, in which leave amounts for both employees who currently are eligible to receive termination payments and other employees who are expected to become eligible in the future to receive such payments upon termination are included.

8. Postemployment Benefits Other Than Pensions (OPEB)

For purposes of measuring the net OPEB liability, deferred outflows of resources and deferred inflows of resources related to OPEB, and OPEB expense, information about the fiduciary net position of the District Plan and CalSTRS Medicare Premium Payment (MPP) Program and additions to/deductions from the Plans' fiduciary net position have been determined on the same basis as they are reported by the Plans. For this purpose, the Plans recognize benefit payments when due and payable in accordance with the benefit terms. Investments are reported at fair value, except for money market investments and participating interest-earning investment contracts that have a maturity at the time of purchase of one year or less, which are reported at cost.

9. Pensions

For purposes of measuring the net pension liability and deferred outflows/inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the District's California State Teachers Retirement System (CalSTRS) and California Public Employees' Retirement System (CalPERS) plans and addition to/deductions from the Plans' fiduciary net position have been determined on the same basis as they are reported by CalSTRS and CalPERS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

10. Fund Balances

The fund balance for governmental funds is reported in classifications based on the extent to which the government is bound to honor constraints on the specific purposes for which amounts in those funds can be spent.

Nonspendable: Fund balance is reported as nonspendable when the resources cannot be spent because they are either in a nonspendable form or legally or contractually required to be maintained intact. Resources in nonspendable form include inventories and prepaid assets.

Restricted: Fund balance is reported as restricted when the constraints placed on the use of resources are either externally imposed by creditors, grantors, contributors, or laws or regulations of other governments; or imposed by law through constitutional provision or by enabling legislation.

Committed: The District's highest decision-making level of authority rests with the District's Board. Fund balance is reported as committed when the Board passes a resolution that places specified constraints on how resources may be used. The Board can modify or rescind a commitment of resources through passage of a new resolution.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

E. Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources, and Net Position (continued)

10. Fund Balances (continued)

Assigned: Resources that are constrained by the District's intent to use them for a specific purpose, but are neither restricted nor committed, are reported as assigned fund balance. Intent may be expressed by either the Board, committees (such as budget or finance), or officials to which the Board has delegated authority.

Unassigned: Unassigned fund balance represents fund balance that has not been restricted, committed, or assigned and may be utilized by the District for any purpose. When expenditures are incurred, and both restricted and unrestricted resources are available, it is the District's policy to use restricted resources first, then unrestricted resources in the order of committed, assigned, and then unassigned, as they are needed.

11. Net Position

Net position is classified into three components: net investment in capital assets; restricted; and unrestricted. These classifications are defined as follows:

- **Net investment in capital assets** - This component of net position consists of capital assets, including restricted capital assets, net of accumulated depreciation and reduced by the outstanding balances of any bonds, mortgages, notes, or other borrowings that are attributable to the acquisition, construction, or improvement of those assets. If there are significant unspent related debt proceeds at year-end, the portion of the debt attributable to the unspent proceeds are not included in the calculation of net investment in capital assets. Rather, that portion of the debt is included in the same net position component as the unspent proceeds.

- **Restricted** - This component of net position consists of constraints placed on net position use through external constraints imposed by creditors (such as through debt covenants), grantors, contributors, or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation.

- **Unrestricted net position** - This component of net position consists of net position that does not meet the definition of "net investment in capital assets" or "restricted".

When both restricted and unrestricted resources are available for use, it is the District's policy to use restricted resources first, then unrestricted resources as they are needed.

F. Minimum Fund Balance Policy

The District does not have a written minimum fund balance policy. To protect against revenue shortfalls and unexpected one-time expenditures, the District has maintained a reserve for economic uncertainties consisting of unassigned amounts equivalent to 3% of budgeted General Fund expenditures and other financing uses. These amounts represent the minimum recommended reserve consistent with the criteria and standards for fiscal solvency adopted by the State Board of Education.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

G. Property Tax Calendar

The County is responsible for the assessment, collection, and apportionment of property taxes for all jurisdictions including the schools and special districts within the County. The Board of Supervisors levies property taxes as of September 1 on property values assessed on July 1. Secured property tax payments are due in two equal installments. The first is generally due November 1 and is delinquent with penalties on December 10, and the second is generally due on February 1 and is delinquent with penalties on April 10. Secured property taxes become a lien on the property on January 1.

H. Use of Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenditures during the reported period. Actual results could differ from those estimates.

I. New GASB Pronouncements

During the 2018-19 fiscal year, the following GASB Pronouncements became effective:

1. In November 2016, the GASB issued Statement No. 83, *Certain Asset Retirement Obligations.* This Statement addresses accounting and financial reporting for certain asset retirement obligations (AROs). An ARO is a legally enforceable liability associated with the retirement of a tangible capital asset. A government that has legal obligations to perform future asset retirement activities related to its tangible capital assets should recognize a liability based on the guidance in this Statement.

   This Statement establishes criteria for determining the timing and pattern of recognition of a liability and a corresponding deferred outflow of resources for AROs. This Statement requires that recognition occur when the liability is both incurred and reasonably estimable. The determination of when the liability is incurred should be based on the occurrence of external laws, regulations, contracts, or court judgments, together with the occurrence of an internal event that obligates a government to perform asset retirement activities. Laws and regulations may require governments to take specific actions to retire certain tangible capital assets at the end of the useful lives of those capital assets, such as decommissioning nuclear reactors and dismantling and removing sewage treatment plants. Other obligations to retire tangible capital assets may arise from contracts or court judgments. Internal obligating events include the occurrence of contamination, placing into operation a tangible capital asset that is required to be retired, abandoning a tangible capital asset before it is placed into operation, or acquiring a tangible capital asset that has an existing ARO.

   The District has implemented the provisions of this Statement as of June 30, 2019.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

I. New GASB Pronouncements (continued)

2. In April 2018, the GASB issued Statement No. 88, *Certain Disclosures Related to Debt, Including Direct Borrowings and Direct Placements.* The primary objective of this Statement is to improve the information that is disclosed in notes to government financial statements related to debt, including direct borrowings and direct placements. It also clarifies which liabilities governments should include when disclosing information related to debt.

   This Statement defines debt for purposes of disclosure in notes to financial statements as a liability that arises from a contractual obligation to pay cash (or other assets that may be used in lieu of cash) in one or more payments to settle an amount that is fixed at the date the contractual obligation is established.

   This Statement requires that additional essential information related to debt be disclosed in notes to financial statements, including unused lines of credit; assets pledged as collateral for the debt; and terms specified in debt agreements related to significant events of default with finance-related consequences, significant termination events with finance-related consequences, and significant subjective acceleration clauses.

   For notes to financial statements related to debt, this Statement also requires that existing and additional information be provided for direct borrowings and direct placements of debt separately from other debt.

   The District has implemented the provisions of this Statement as of June 30, 2019.

J. Future Accounting Pronouncements

Other GASB pronouncements, which will be effective in future periods, are as follows:

1. In January 2017, the GASB issued Statement No. 84, *Fiduciary Activities.* The objective of this Statement is to improve guidance regarding the identification of fiduciary activities for accounting and financial reporting purposes and how those activities should be reported.

   This Statement establishes criteria for identifying fiduciary activities of all state and local governments. The focus of the criteria generally is on (1) whether a government is controlling the assets of the fiduciary activity and (2) the beneficiaries with whom a fiduciary relationship exists. Separate criteria are included to identify fiduciary component units and postemployment benefit arrangements that are fiduciary activities.

   The requirements of this Statement are effective for reporting periods beginning after December 15, 2018. Early implementation is encouraged.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

J. Future Accounting Pronouncements (continued)

2. In June 2017, the GASB issued Statement No. 87, *Leases*. The objective of this Statement is to better meet the information needs of financial statement users by improving accounting and financial reporting for leases by governments. This Statement increases the usefulness of governments' financial statements by requiring recognition of certain lease assets and liabilities for leases that previously were classified as operating leases and recognized as inflows of resources or outflows of resources based on the payment provisions of the contract. It establishes a single model for lease accounting based on the foundational principle that leases are financings of the right to use an underlying asset. Under this Statement, a lessee is required to recognize a lease liability and an intangible right-to-use lease asset, and a lessor is required to recognize a lease receivable and a deferred inflow of resources, thereby enhancing the relevance and consistency of information about governments' leasing activities.

   The requirements of this Statement are effective for reporting periods beginning after December 15, 2019. Early implementation is encouraged.

3. In June 2018, the GASB issued Statement No. 89, *Accounting for Interest Cost Incurred Before the End of a Construction Period*. The objectives of this Statement are (1) to enhance the relevance and comparability of information about capital assets and the cost of borrowing for a reporting period and (2) to simplify accounting for interest cost incurred before the end of a construction period.

   This Statement establishes accounting requirements for interest cost incurred before the end of a construction period. Such interest cost includes all interest that previously was accounted for in accordance with the requirements of paragraphs 5-22 of Statement No. 62, *Codification of Accounting and Financial Reporting Guidance Contained in Pre-November 30, 1989 FASB and AICPA Pronouncements*, which are superseded by this Statement. This Statement requires that interest cost incurred before the end of a construction period be recognized as an expense in the period in which the cost is incurred for financial statements prepared using the economic resources measurement focus. As a result, interest cost incurred before the end of a construction period will not be included in the historical cost of a capital asset reported in a business-type activity or enterprise fund.

   This Statement also reiterates that in financial statements prepared using the current financial resources measurement focus, interest cost incurred before the end of a construction period should be recognized as an expenditure on a basis consistent with governmental fund accounting principles.

   The requirements of this Statement are effective for reporting periods beginning after December 15, 2019. Earlier application is encouraged. The requirements of this Statement should be applied prospectively.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

J. Future Accounting Pronouncements (continued)

4. In August 2018, the GASB issued Statement No. 90, *Majority Equity Interests-An Amendment of GASB Statements No. 14 and No. 61*. The primary objectives of this Statement are to improve the consistency and comparability of reporting a government's majority equity interest in a legally separate organization and to improve the relevance of financial statement information for certain component units. It defines a majority equity interest and specifies that a majority equity interest in a legally separate organization should be reported as an investment if a government's holding of the equity interest meets the definition of an investment. A majority equity interest that meets the definition of an investment should be measured using the equity method, unless it is held by a special-purpose government engaged only in fiduciary activities, a fiduciary fund, or an endowment (including permanent and term endowments) or permanent fund. Those governments and funds should measure the majority equity interest at fair value.

   For all other holdings of a majority equity interest in a legally separate organization, a government should report the legally separate organization as a component unit, and the government or fund that holds the equity interest should report an asset related to the majority equity interest using the equity method. This Statement establishes that ownership of a majority equity interest in a legally separate organization results in the government being financially accountable for the legally separate organization and, therefore, the government should report that organization as a component unit.

   This Statement also requires that a component unit in which a government has a 100 percent equity interest account for its assets, deferred outflows of resources, liabilities, and deferred inflows of resources at acquisition value at the date the government acquired a 100 percent equity interest in the component unit. Transactions presented in flows statements of the component unit in that circumstance should include only transactions that occurred subsequent to the acquisition.

   The requirements of this Statement are effective for reporting periods beginning after December 15, 2018. Earlier application is encouraged. The requirements should be applied retroactively, except for the provisions related to (1) reporting a majority equity interest in a component unit and (2) reporting a component unit if the government acquires a 100 percent equity interest. Those provisions should be applied on a prospective basis.

5. In May 2019, the GASB issued Statement No. 91, *Conduit Debt Obligations*. The primary objectives of this Statement are to provide a single method of reporting conduit debt obligations by issuers and eliminate diversity in practice associated with (1) commitments extended by issuers, (2) arrangements associated with conduit debt obligations, and (3) related note disclosures. This Statement achieves those objectives by clarifying the existing definition of a conduit debt obligation; establishing that a conduit debt obligation is not a liability of the issuer; establishing standards for accounting and financial reporting of additional commitments and voluntary commitments extended by issuers and arrangements associated with conduit debt obligations; and improving required note disclosures.

   This Statement also addresses arrangements – often characterized as leases – that are associated with conduit debt obligations. In those arrangements, capital assets are constructed or acquired with the proceeds of a conduit debt obligation and used by third-party obligors in the course of their activities.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

J. Future Accounting Pronouncements (continued)

5. (continued)
Payments from third-party obligors are intended to cover and coincide with debt service payments. During those arrangements, issuers retain the titles to the capital assets. Those titles may or may not pass to the obligors at the end of the arrangements.

This Statement requires issuers to disclose general information about their conduit debt obligations, organized by type of commitment, including the aggregate outstanding principal amount of the issuers' conduit debt obligations and a description of each type of commitment. Issuers that recognize liabilities related to supporting the debt service of conduit debt obligations also should disclose information about the amount recognized and how the liabilities changed during the reporting period.

The requirements of this Statement are effective for reporting periods beginning after December 15, 2020. Earlier application is encouraged.

NOTE 2 – CASH

Cash at June 30, 2019, is reported at fair value and consisted of the following:

	Governmental Activities/ Funds	Fiduciary Funds
Pooled Funds:		
Cash in county treasury	$ 33,991,716	$ 139,909
Deposits:		
Cash on hand and in banks	-	300
Cash in revolving fund	11,000	-
Total Deposits	11,000	300
Total Cash	$ 34,002,716	$ 140,209

Pooled Funds
In accordance with Education Code Section 41001, the District maintains substantially all of its cash in the County Treasury. The County pools and invests the cash. These pooled funds are carried at cost which approximates fair value. Interest earned is deposited annually to participating funds. Any investment losses are proportionately shared by all funds in the pool.

Because the District's deposits are maintained in a recognized pooled investment fund under the care of a third party and the District's share of the pool does not consist of specific, identifiable investment securities owned by the District, no disclosure of the individual deposits and investments or related custodial credit risk classifications is required.

NOTE 2 - CASH (continued)

Pooled Funds (continued)
In accordance with applicable state laws, the County Treasurer may invest in derivative securities with the State of California. However, at June 30, 2019, the County Treasurer has represented that the Pooled Investment Fund contained no derivatives or other investments with similar risk profiles.

Custodial Credit Risk - Deposits
Custodial credit risk is the risk that in the event of a bank failure, the District's deposits may not be returned to it. The District does not have a policy for custodial credit risk for deposits. Cash balances held in banks are insured up to $250,000 by the Federal Depository Insurance Corporation (FDIC) and are collateralized by the respective financial institutions. In addition, the California Government Code requires that a financial institution secure deposits made by State or local governmental units by pledging securities in an undivided collateral pool held by a depository regulated under State law (unless so waived by the governmental unit).

The market value of the pledged securities in the collateral pool must equal at least 110 percent of the total amount deposited by the public agencies. California law also allows financial institutions to secure public deposits by pledging first trust deed mortgage notes having a value of 150 percent of the secured public deposits and letters of credit issued by the Federal Home Loan Bank of San Francisco having a value of 105 percent of the secured deposits.

As of June 30, 2019, $500,065 of the District's bank balance was exposed to custodial credit risk because it was uninsured and collateralized with securities held by the pledging financial institution's trust department or agency, but not in the name of the District.

Fair Value Measurements
The District categorizes the fair value measurements of its investments based on the hierarchy established by generally accepted accounting principles. The fair value hierarchy, which has three levels, is based on the valuation inputs used to measure an asset's fair value. The following provides a summary of the hierarchy used to measure fair value:

Level 1 - Quoted prices in active markets for identical assets that the District has the ability to access at the measurement date. Level 1 assets may include debt and equity securities that are traded in an active exchange market and that are highly liquid and are actively traded in over-the-counter markets.

Level 2 - Observable inputs other than Level 1 prices such as quoted prices for similar assets in active markets, quoted prices for identical or similar assets in markets that are not active, or other inputs that are observable, such as interest rates and curves observable at commonly quoted intervals, implied volatilities, and credit spreads. For financial reporting purposes, if an asset has a specified term, a Level 2 input is required to be observable for substantially the full term of the asset.

Level 3 - Unobservable inputs should be developed using the best information available under the circumstances, which might include the District's own data. The District should adjust that date if reasonably available information indicates that other market participants would use different data or certain circumstances specific to the District are not available to other market participants.

Uncategorized - Investments in the Ventura County Treasury Investment Pool are not measured using the input levels above because the District's transactions are based on a stable net asset value per share. All contributions and redemptions are transacted at $1.00 net asset value per share.

NOTE 3 - ACCOUNTS RECEIVABLE

Accounts receivable as of June 30, 2019, consisted of the following:

	General Fund	Building Fund	Non-Major Governmental Funds	Totals
Federal Government:				
Child nutrition programs	$ -	$ -	$ 981,735	$ 981,735
Categorical aid programs	2,651,456	-	-	2,651,456
State Government:				
Child nutrition programs	-	-	72,375	72,375
Lottery	407,382	-	-	407,382
Categorical aid programs	131,751	-	-	131,751
Local:				
Interest	156,998	57,639	25,548	240,185
Miscellaneous	279,862	-	10,728	290,590
Total	$ 3,627,449	$ 57,639	$ 1,090,386	$ 4,775,474

NOTE 4 - INTERFUND TRANSACTIONS

Balances Due To/From Other Funds

Balances due to/from other funds at June 30, 2019, consisted of the following:

Due from the General Fund to the Cafeteria Fund for Cooking Club support, payroll and bank fees	$ 3,103
Due from the Cafeteria Fund to the General Fund for cash contribution and indirect costs	179,088
	$ 182,191

NOTE 5 - FUND BALANCES

At June 30, 2019, fund balances of the District's governmental funds were classified as follows:

	General Fund	Building Fund	Non-Major Governmental Funds	Total
Nonspendable:				
Revolving cash	$ 11,000	$ -	$ -	$ 11,000
Stores inventories	80,535	-	42,152	122,687
Total Nonspendable	91,535	-	42,152	133,687
Restricted:				
Categorical programs	470,095	-	-	470,095
Child nutrition programs	-	-	1,720,943	1,720,943
Capital projects	-	14,546,705	47,342	14,594,047
Debt service	-	-	3,984,566	3,984,566
Total Restricted	470,095	14,546,705	5,752,851	20,769,651
Assigned:				
Instruction, facilities, tech programs	6,911,737	-	-	6,911,737
One-time funds	1,495,958	-	-	1,495,958
Instructional materials	173,203	-	-	173,203
Total Assigned	8,580,898	-	-	8,580,898
Unassigned:				
Reserve for economic uncertainties	3,046,495	-	-	3,046,495
Remaining unassigned balances	1,277,441	-	-	1,277,441
Total Unassigned	4,323,936	-	-	4,323,936
Total	$ 13,466,464	$ 14,546,705	$ 5,795,003	$ 33,808,172

NOTE 6 – CAPITAL ASSETS AND DEPRECIATION

Capital asset activity for the year ended June 30, 2019, was as follows:

	Balance, July 1, 2018	Additions	Retirements	Balance, June 30, 2019
Capital assets not being depreciated:				
Land	$ 1,219,959	$ -	$ -	$ 1,219,959
Construction in progress	1,126,337	1,635,388	801,011	1,960,714
Total capital assets not being depreciated	2,346,296	1,635,388	801,011	3,180,673
Capital assets being depreciated:				
Improvement of sites	9,879,558	32,880	-	9,912,438
Buildings	70,642,588	2,675,779	-	73,318,367
Equipment	3,389,171	335,445	90,420	3,634,196
Total capital assets being depreciated	83,911,317	3,044,104	90,420	86,865,001
Accumulated depreciation for:				
Improvement of sites	(4,193,062)	(497,032)	-	(4,690,094)
Buildings	(33,495,158)	(2,598,539)	-	(36,093,697)
Equipment	(2,561,424)	(208,885)	(81,852)	(2,688,457)
Total accumulated depreciation	(40,249,644)	(3,304,456)	(81,852)	(43,472,248)
Total capital assets being depreciated, net	43,661,673	(260,352)	8,568	43,392,753
Governmental activity capital assets, net	$ 46,007,969	$ 1,375,036	$ 809,579	$ 46,573,426

NOTE 7 – LONG-TERM DEBT OTHER THAN PENSIONS

Changes in long-term debt for the fiscal year ended June 30, 2019, were as follows:

	Balance, July 1, 2018	Additions	Deductions	Balance, June 30, 2019	Amount Due Within One Year
General Obligation Bonds:					
Principal Payments	$ 34,987,102	$ 12,000,000	$ 1,550,332	$ 45,436,770	$ 1,673,358
Accreted Interest	3,886,801	376,926	414,668	3,849,059	436,642
Unamortized Issuance Premium	1,957,857	724,705	136,507	2,546,055	165,399
Total - G.O. Bonds	40,831,760	13,101,631	2,101,507	51,831,884	2,275,399
Compensated Absences	477,213	34,326	-	511,539	-
Other Postemployment Benefits	22,940,212	2,826,104	3,094,482	22,671,834	-
TOTALS	$ 64,249,185	$ 15,962,061	$ 5,195,989	$ 75,015,257	$ 2,275,399

The postemployment healthcare benefits and compensated absences are liquidated by the funds recording the associated salary expense. The general obligation bonds are liquidated through property tax collections as administered by the County through the Bond Interest and Redemption Fund.

NOTE 7 – LONG-TERM DEBT OTHER THAN PENSIONS (continued)

A. General Obligation Bonds

Election of 1997
On March 4, 1997, the voters of the District approved a measure authorizing the District to issue up to $4.7 million of general obligation bonds for the purpose of renovating and modernizing school facilities.

Election of 2000
On June 6, 2000, the voters of the District approved a measure authorizing the District to issue up to $6.95 million of general obligation bonds for the purpose of repairing, renovating and modernizing three elementary schools and two junior high schools.

Election of 2004
On November 2, 2004, the voters of the District approved a measure by a 74% affirmative vote authorizing the District to issue up to $17.1 million of general obligation bonds for the purpose of repairing, renovating and modernizing three elementary schools and two junior high schools and to improve pedestrian safety in school parking lots.

Election of 2012 (Measure T)
On November 6, 2012, the voters of the District approved a measure by more than a 55% affirmative vote authorizing the District to issue up to $19.6 million of general obligation bonds. The Bonds were issued to finance the repair, upgrading, modernization, renovation, construction and equipping of certain District property and facilities, to pay capitalized interest on the Bonds, and to pay certain costs of issuing the Bonds.

Election of 2018 (Measure B)
On June 5, 2018, the voters of the District approved a measure by more than a 55% affirmative vote authorizing the District to issue up to $34.2 million of general obligation bonds. The Bonds will be issued to improve the quality of education; upgrade, modernize, and construct classrooms, restrooms and school facilities; repair or replace leaky roofs; renovate plumbing, sewer, and build new classrooms.

Prior-Year Defeasance of Debt
In prior years, the District defeased certain general obligation bonds by placing the proceeds of new refunding bonds in an irrevocable trust to provide for all future debt service payments on the old bonds. Accordingly, the trust account assets and the liability for the defeased bonds are not included in the District's financial statements. At June 30, 2019, none of the defeased debt remains outstanding.

The difference between the reacquisition price and the net carrying amount of the old debt is reported as a deferred outflow of resources and recognized as a component of interest expense in a systematic and rational manner over the remaining life of the old debt or the life of the new debt, whichever is shorter. At June 30, 2019, deferred amounts on refunding were $656,900.

NOTE 7 – LONG-TERM DEBT OTHER THAN PENSIONS (continued)

A. General Obligation Bonds (continued)

A summary of all bond issued and outstanding at June 30, 2019 follows:

Series	Issue Date	Maturity Date	Interest Rate	Original Issue	Balance, July 1, 2018	Issuances	Redemptions	Balance, June 30, 2019
Election of 1997								
Series A	6/18/1998	6/1/2023	4.40% - 5.40%	$ 2,085,011	$ 333,849	$ -	$ 60,492	$ 273,357
Series B	5/6/1999	5/1/2024	4.20% - 5.20%	2,611,156	503,940	-	81,605	422,335
Election of 2000								
Series B	6/18/2002	6/1/2027	4.00% - 5.73%	3,563,545	1,009,317	-	123,235	886,082
Election of 2004								
Series B	8/9/2007	8/1/2032	4.00% - 6.859%	7,599,996	1,469,996	-	-	1,469,996
Election of 2012								
Series A	5/6/2013	8/1/2037	3.00% - 5.00%	4,000,000	1,900,000	-	30,000	1,870,000
Series B	2/3/2015	8/1/2039	2.00% - 5.00%	11,000,000	10,860,000	-	115,000	10,745,000
Series C	6/28/2017	8/1/2029	2.00% - 4.00%	4,600,000	4,600,000	-	350,000	4,250,000
Election of 2018								
Series A	6/11/2019	8/1/2044	3.00% - 5.00%	12,000,000	-	12,000,000	-	12,000,000
Refunding Bonds								
2011 Ref.	10/11/2011	8/1/2025	2.00% - 5.00%	3,980,000	1,855,000	-	185,000	1,670,000
2014 Ref.	5/2/2014	8/1/2029	3.25%	8,700,000	7,870,000	-	390,000	7,480,000
2017 Ref.	6/28/2017	8/1/2029	2.00% - 4.00%	4,675,000	4,585,000	-	215,000	4,370,000
					$ 34,987,102	$ 12,000,000	$ 1,550,332	$ 45,436,770

Accreted Interest:	Balance, July 1, 2018	Additions	Deductions	Balance, June 30, 2019
Election of 1997, Ser. A	$ 613,583	$ 46,917	$ 114,508	$ 545,992
Election of 1997, Ser. B	811,133	63,473	133,395	741,211
Election of 2000, Ser. B	1,382,712	127,840	166,765	1,343,787
Election of 2004, Ser. B	1,079,373	138,696	-	1,218,069
	$ 3,886,801	$ 376,926	$ 414,668	$ 3,849,059

The annual requirements to amortize general obligation bonds payable are as follows:

Fiscal Year	Principal	Interest	Totals
2019-20	$ 1,673,358	$ 1,867,259	$ 3,540,617
2020-21	2,888,147	1,983,266	4,871,413
2021-22	2,832,310	1,910,746	4,743,056
2022-23	2,137,718	1,986,464	4,124,182
2023-24	2,203,554	1,824,115	4,027,669
2024-29	12,321,687	6,034,200	18,355,887
2029-34	8,234,996	6,926,947	15,161,943
2034-39	7,380,000	1,907,725	9,287,725
2039-44	4,885,000	454,375	5,339,375
2044-45	880,000	13,200	893,200
	$ 45,436,770	$ 24,908,297	$ 70,345,067

NOTE 7 – LONG-TERM DEBT OTHER THAN PENSIONS (continued)

B. Other Postemployment Benefits (OPEB) Liability

For the fiscal year ended June 30, 2019, the District reported total OPEB liability, deferred outflows of resources, deferred inflows of resources, and OPEB expense for the following plans:

Pension Plan	Net OPEB Liability	Deferred Outflows of Resources	Deferred Inflows of Resources	OPEB Expense
District Plan	$ 22,168,697	$ 2,561,626	$ (3,653,320)	$ 1,656,475
MPP Program	503,137	-	-	(54,468)
Total	$ 22,671,834	$ 2,561,626	$ (3,653,320)	$ 1,602,007

The details of each plan are as follows:

District Plan

Plan Description

The District's single-employer defined benefit OPEB plan offers medical and prescription drug benefits to its employees and retirees through Gold Coast Joint Benefits Trust. Dental and vision coverages are also offered through Gold Coast. The authority to establish and amend the benefit terms and financing requirements are governed by collective bargaining agreements with plan members. No assets are accumulated in a trust that meets the criteria in paragraph 4 of Statement 75.

Benefits Provided

The postretirement health plans and the District's obligation vary by employee group as described below.

The postretirement health plans and the District's obligation vary by employee group as described below. Certificated, Classified, Certificated Management, Classified Management, and Confidential employees who have attained age 55 and completed at least 15 years of continuous service with the District immediately prior to retirement are eligible to receive District-paid medical and prescription drug coverage for the retiree and eligible dependents up to a District cap, which was $1,214 per month in 2017-18. Retirees may elect dental and vision coverage and are responsible for the full cost of premiums for those coverages, if elected. Classified employees who are less than 50% full-time do not earn eligibility for District-paid retiree health benefits. District-paid benefits end at age 65.

Employees Covered By Benefit Terms

At July 1, 2018, the following employees were covered by the benefit terms:

Inactive employees or beneficiaries currently receiving benefit payments	49
Active employees	673
Total	722

Total OPEB Liability

The District's Total OPEB Liability of $22,168,697 was based on an actuarial valuation as of July 1, 2018, a measurement date of June 30, 2019, and a discount rate of 3.50%. The results of the July 1, 2018 actuarial valuation were rolled forward using standard actuarial methods in order to determine the Total OPEB Liability as of the June 30, 2019 measurement date.

NOTE 7 – LONG-TERM DEBT OTHER THAN PENSIONS (continued)

B. Other Postemployment Benefits (OPEB) Liability (continued)

District Plan (continued)

Actuarial Assumptions and Other Inputs
The total OPEB liability in the July 1, 2018 actuarial valuation was determined using the following actuarial assumptions and other inputs, applied to all periods included in the measurement, unless otherwise specified:

Valuation Date	July 1, 2018
Inflation	2.25%
Salary increases	3.0% average, including inflation
Healthcare cost trend rates	8.0% for 2018-19, decreasing to 5.0% for 2021-22 and after
Retirees' share of benefit-related costs	District assumed to pay full composite medical premium for all future years.

Discount Rate
The discount rate of 3.50% is based on the Bond Buyer 20-bond General Obligation Index.

Mortality Rates
Mortality rates were based on the RP-2014 Employee and Healthy Annuitant Mortality Tables for Males or Females, as appropriate, projected using a generational projection based on 100% of scale MP-2016 for years 2014 through 2029, 50% of MP-2016 for years 2030 through 2049, and 20% of MP-2016 for 2050 and thereafter.

Changes in the Total OPEB Liability

	Total OPEB Liability
Balance at July 1, 2018	$ 22,382,607
Changes for the year:	
Service cost	930,396
Interest	862,540
Difference between expected and actual experience	(2,261,323)
Changes of assumptions	1,033,168
Benefit payments	(778,691)
Net changes	(213,910)
Balance at June 30, 2019	$ 22,168,697

NOTE 7 – LONG-TERM DEBT OTHER THAN PENSIONS (continued)

B. Other Postemployment Benefits (OPEB) Liability (continued)

District Plan (continued)

Sensitivity of the total OPEB liability to changes in the discount rate
The following presents the total OPEB liability of the District, as well as what the District's total OPEB liability would be if it were calculated using a discount rate that is one percentage-point lower or one percentage-point higher than the current discount rate:

Discount Rate		OPEB Liability
1% decrease (2.50%)	$	23,951,587
Current discount rate (3.50%)	$	22,168,697
1% increase (4.50%)	$	20,498,762

Sensitivity of the total OPEB liability to changes in the healthcare cost trend rates
The following presents the total OPEB liability of the District, as well as what the District's total OPEB liability would be if it were calculated using healthcare cost trend rates that are one percentage-point lower or one percentage-point higher than the current healthcare cost trend rates:

Healthcare Cost Trend Rate		OPEB Liability
1% decrease (7.0% decreasing to 4.0%)	$	19,743,070
Current rate (8.0% decreasing to 5.0%)	$	22,168,697
1% increase (9.0% decreasing to 6.0%)	$	24,992,576

OPEB Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB
For the year ended June 30, 2019, the District recognized OPEB expense of $1,656,475. In addition, at June 30, 2019, the District reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	$ 765,702	$ (2,775,767)
Changes of assumptions	1,795,924	(877,553)
Total	$ 2,561,626	$ (3,653,320)

The deferred outflows of resources and deferred inflows of resources related to the differences between expected and actual experience and changes of assumptions in the measurement of the total OPEB liability will be amortized over the Expected Average Remaining Service Life (EARSL) of all members that are provided benefits (active, inactive, and retirees) as of the beginning of the measurement period. The EARSL for the measurement period is 9.0 years.

NOTE 7 - LONG-TERM DEBT OTHER THAN PENSIONS (continued)

B. Other Postemployment Benefits (OPEB) Liability (continued)

District Plan (continued)

OPEB Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB (continued)

The amount reported as deferred outflows of resources related to OPEB will be recognized in OPEB expense as follows:

Year Ended June 30:	Deferred Outflows of Resources	Deferred Inflows of Resources
2020	$ 320,204	$ (456,665)
2021	320,204	(456,665)
2022	320,204	(456,665)
2023	320,204	(456,665)
2024	320,204	(456,665)
Thereafter	960,606	(1,369,995)
	$ 2,561,626	$ (3,653,320)

Medicare Premium Payment (MPP) Program

Plan Description

The MPP Program is a cost-sharing multiple-employer other postemployment benefit (OPEB) plan established pursuant to Chapter 1032, Statutes of 2000 (SB 1435). CalSTRS administers the MPP Program through the Teachers' Health Benefit Fund (THBF).

A full description of the MPP Program regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2017 annual actuarial valuation report, Medicare Premium Payment Program. This report and CalSTRS audited financial information are publicly available reports that can be found on the CalSTRS website under Publications at: http://www.calstrs.com/actuarial-financial-and-investor-information.

Benefits Provided

The MPP Program pays Medicare Part A premiums and Medicare Parts A and B late enrollment surcharges for eligible members of the DB Program who were retired or began receiving a disability allowance prior to July 1, 2012, and were not eligible for premium-free Medicare Part A. The MPP Program is closed to new entrants as members who retire on or after July 1, 2012, are not eligible for coverage under the MPP Program.

As of June 30, 2018, 5,984 retirees participated in the MPP Program. The number of retired members who will participate in the program in the future is unknown because eligibility cannot be predetermined.

The MPP Program is funded on a pay-as-you-go basis from a portion of monthly employer contributions. In accordance with California Education Code section 25930, contributions that would otherwise be credited to the DB Program each month are instead credited to the MPP Program to fund monthly program and administrative costs. Total redirections to the MPP Program are monitored to ensure that total incurred costs do not exceed the amount initially identified as the cost of the program.

NOTE 7 – LONG-TERM DEBT OTHER THAN PENSIONS (continued)

B. Other Postemployment Benefits (OPEB) Liability (continued)

Medicare Premium Payment (MPP) Program (continued)

Total OPEB Liability

At June 30, 2019, the District reported a liability of $503,137 for its proportionate share of the net OPEB liability for the MPP Program. The total OPEB liability for the MPP Program as of June 30, 2018, was determined by applying update procedures to the financial reporting actuarial valuation as of June 30, 2017, and rolling forward the total OPEB liability to June 30, 2018. The District's proportion of the net OPEB liability was based on a projection of the District's long-term share of contributions to the OPEB plan relative to the projected contributions of all participating school districts and the State, actuarially determined. The District's proportions of the net OPEB liability for the two most recent measurement periods were:

	Percentage Share of MPP Program		
	Fiscal Year Ending June 30, 2019	Fiscal Year Ending June 30, 2018	Change Increase/ (Decrease)
Measurement Date	June 30, 2018	June 30, 2017	
Proportion of the Net OPEB Liability	0.131446%	0.132540%	-0.001094%

For the year ended June 30, 2019, the District reported OPEB expense of $(54,468).

Actuarial Assumptions and Other Inputs

The total OPEB liability in the June 30, 2017 actuarial valuation was determined using the following actuarial assumptions and other inputs, applied to all periods included in the measurement, unless otherwise specified:

Measurement Date	June 30, 2018
Valuation Date	June 30, 2017
Experience Study	July 1, 2010, through June 30, 2015
Actuarial Cost Method	Entry age normal
Investment Rate of Return	3.87%
Healthcare Cost Trend Rates	3.70% for Medicare Part A, and 4.10% for Medicare Part B

In addition, assumptions were made about future participation (enrollment) into the MPP Program because CalSTRS is unable to determine which members not currently participating meet all eligibility criteria for enrollment in the future. Assumed enrollment rates were derived based on past experience and are stratified by age with the probability of enrollment diminishing as the members' age increases. This estimated enrollment rate was then applied to the population of members who may meet criteria necessary for eligibility and are not currently enrolled in the MPP Program. Based on this, the estimated number of future enrollments used in the financial reporting valuation was 459, or an average of 0.27 percent of the potentially eligible population (171,593).

NOTE 7 – LONG-TERM DEBT OTHER THAN PENSIONS (continued)

B. Other Postemployment Benefits (OPEB) Liability (continued)

Medicare Premium Payment (MPP) Program (continued)

Actuarial Assumptions and Other Inputs (continued)
CalSTRS uses a generational mortality assumption, which involves the use of a base mortality table and projection scales to reflect expected annual reductions in mortality rates at each age, resulting in increases in life expectancies each year into the future. The base mortality tables are CalSTRS custom tables derived to best fit the patterns of mortality among its members. The projection scale was set equal to 110 percent of the ultimate improvement factor from the Mortality Improvement Scale (MP-2016) table issued by the Society of Actuaries.

The MPP Program is funded on a pay-as-you-go basis with contributions generally being made at the same time and in the same amount as benefit payments and expenses coming due. Any funds within the MPP Program as of June 30, 2018, were to manage differences between estimated and actual amounts to be paid and were invested in the Surplus Money Investment Fund, which is a pooled investment program administered by the State Treasurer.

Discount Rate
The discount rate used to measure the total OPEB liability was 3.87%. The MPP Program is funded on a pay-as-you-go basis, and under the pay-as-you-go method, the OPEB plan's fiduciary net position was not projected to be sufficient to make projected future benefit payments. Therefore, a discount rate of 3.87 percent, which is The Bond Buyer's 20-Bond GO Index from Bondbuyer.com as of June 30, 2018, was applied to all periods of projected benefit payments to measure the total OPEB liability. The discount rate increased 0.29 percent from 3.58 percent as of June 30, 2017.

Sensitivity of the District's proportionate share of the net OPEB liability to changes in the discount rate
The following presents the District's proportionate share of the net OPEB liability, as well as what the District's proportionate share of the net OPEB liability would be if it were calculated using a discount rate that is one percentage-point lower or one percentage-point higher than the current discount rate:

Discount Rate		MPP OPEB Liability
1% decrease (2.87%)	$	556,493
Current discount rate (3.87%)	$	503,137
1% increase (4.87%)	$	454,958

Sensitivity of the District's proportionate share of the net OPEB liability to changes in the Medicare costs trend rates
The following presents the District's proportionate share of the net OPEB liability, as well as what the District's proportionate share of the net OPEB liability would be if it were calculated using Medicare costs trend rates that are one percentage-point lower or one percentage-point higher than the current rates:

Medicare Cost Trend Rates		MPP OPEB Liability
1% decrease (2.7% Part A and 3.1% Part B)	$	458,809
Current rate (3.7% Part A and 4.1% Part B)	$	503,137
1% increase (4.7% Part A and 5.1% Part B)	$	550,808

NOTE 8 - PENSION PLANS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Certificated employees are members of the California State Teachers' Retirement System (CalSTRS), and classified employees are members of the California Public Employees' Retirement System (CalPERS).

For the fiscal year ended June 30, 2019, the District reported net pension liabilities, deferred outflows of resources, deferred inflows of resources, and pension expense for each of the above plans as follows:

Pension Plan	Net Pension Liability	Deferred Outflows of Resources	Deferred Inflows of Resources	Pension Expense
CalSTRS	$ 76,823,475	$ 26,160,583	$ 4,074,092	$ 12,076,129
CalPERS	23,777,959	7,118,198	-	4,776,687
Total	$ 100,601,434	$ 33,278,781	$ 4,074,092	$ 16,852,816

The details of each plan are as follows:

A. California State Teachers' Retirement System (CalSTRS)

Plan Description

The District contributes to the State Teachers Retirement Plan (STRP) administered by the California State Teachers' Retirement System (CalSTRS). STRP is a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2017, annual actuarial valuation report, Defined Benefit Program Actuarial Valuation. This report and CalSTRS audited financial information are publicly available reports that can be found on the CalSTRS website under Publications at: http://www.calstrs.com/actuarial-financial-and-investor-information.

Benefits Provided

The STRP provides retirement, disability and survivor benefits to beneficiaries. Benefits are based on members' final compensation, age, and years of service credit. Members hired on or before December 31, 2012, with five years of credited service are eligible for the normal retirement benefit at age 60. Members hired on or after January 1, 2013, with five years of credited service are eligible for the normal retirement benefit at age 62. The normal retirement benefit is equal to 2.0% of final compensation for each year of credited service.

The STRP is comprised of four programs: Defined Benefit Program, Defined Benefit Supplement Program, Cash Balance Benefit Program, and Replacement Benefits Program. The STRP holds assets for the exclusive purpose of providing benefits to members and beneficiaries of these programs. CalSTRS also uses plan assets to defray reasonable expenses of administering the STRP. Although CalSTRS is the administrator of the STRP, the state is the sponsor of the STRP and obligor of the trust. In addition, the state is both an employer and nonemployer contributing entity to the STRP. The District contributes exclusively to the STRP Defined Benefit Program, thus disclosures are not included for the other plans.

NOTE 8 – PENSION PLANS (continued)

A. California State Teachers' Retirement System (CalSTRS)

Benefits Provided (continued)
The STRP provisions and benefits in effect at June 30, 2019, are summarized as follows:

	STRP Defined Benefit Program	
	On or before	On or after
Hire Date	December 31, 2012	January 1, 2013
Benefit Formula	2% at 60	2% at 62
Benefit Vesting Schedule	5 years of service	5 years of service
Benefit Payments	Monthly for life	Monthly for life
Retirement Age	60	62
Monthly Benefits as a Percentage of Eligible Compensation	2.0%-2.4%	2.0%-2.4%
Required Member Contribution Rate	10.25%	10.205%
Required Employer Contribution Rate	16.28%	16.25%
Required State Contribution Rate	9.828%	9.828%

Contributions
Required member District and State of California contributions rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. The contributions rates are expressed as a level percentage of payroll using the entry age normal actuarial method. In accordance with AB 1469, employer contributions into the CalSTRS will be increasing to a total of 19.1% of applicable member earnings phased over a seven year period.

The contribution rates for each program for the year ended June 30, 2019, are presented above and the District's total contributions were $7,494,658.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions
At June 30, 2019, the District reported a liability for its proportionate share of the net pension liability that reflected a reduction for State pension support provided to the District. The amount recognized by the District as its proportionate share of the net pension liability, the related state support and the total portion of the net pension liability that was associated with the District were as follows:

District's proportionate share of net pension liability	$	76,823,475
State's proportionate share of the net pension liability associated with the District		43,985,033
Total	$	120,808,508

NOTE 8 – PENSION PLANS (continued)

A. California State Teachers' Retirement System (CalSTRS) (continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (continued)

The net pension liability was measured as of June 30, 2018. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plan relative to the projected contributions of all participating school districts and the State, actuarially determined. The District's proportions of the net pension liability for the two most recent measurement periods were:

	Percentage Share of Risk Pool		
	Fiscal Year Ending June 30, 2019	Fiscal Year Ending June 30, 2018	Change Increase/ (Decrease)
Measurement Date	June 30, 2018	June 30, 2017	
Proportion of the Net Pension Liability	0.083588%	0.083275%	0.000313%

For the year ended June 30, 2019, the District recognized pension expense of $12,076,129. In addition, the District recognized pension expense and revenue of $1,499,881 for support provided by the State. At June 30, 2019, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Pension contributions subsequent to measurement date	$ 7,494,658	$ -
Net change in proportionate share of net pension liability	6,492,965	-
Difference between projected and actual earnings on pension plan investments	-	2,958,189
Changes of assumptions	11,934,734	-
Differences between expected and actual experience	238,226	1,115,903
Total	$ 26,160,583	$ 4,074,092

The deferred outflows of resources related to pensions resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the subsequent fiscal year. The deferred outflows/(inflows) of resources related to the difference between projected and actual earnings on pension plan investments will be amortized over a closed five-year period. The deferred outflows/(inflows) of resources related to the net change in proportionate share of net pension liability, changes of assumptions, and differences between expected and actual experience in the measurement of the total pension liability will be amortized over the Expected Average Remaining Service Life (EARSL) of all members that are provided benefits (active, inactive, and retirees) as of the beginning of the measurement period. The EARSL for the measurement period is 7 years.

NOTE 8 – PENSION PLANS (continued)

A. California State Teachers' Retirement System (CalSTRS) (continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (continued)

Amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30,	Deferred Outflows/(Inflows) of Resources
2020	$ 4,292,194
2021	3,182,978
2022	1,164,321
2023	3,155,394
2024	2,597,817
Thereafter	199,129
Total	$ 14,591,833

Actuarial Methods and Assumptions

The total pension liability for the STRP was determined by applying update procedures to the financial reporting actuarial valuation as of June 30, 2017, and rolling forward the total pension liability to June 30, 2018. In determining the total pension liability, the financial reporting actuarial valuation used the following actuarial methods and assumptions:

Valuation Date	June 30, 2017
Experience Study	July 1, 2010 through June 30, 2015
Actuarial Cost Method	Entry age normal
Investment Rate of Return	7.1%
Consumer Price of Inflation	2.75%
Wage Growth	3.5%

CalSTRS uses a generational mortality assumption, which involves the use of a base mortality table and projection scales to reflect expected annual reductions in mortality rates at each age, resulting in increases in life expectancies each year into the future. The base mortality tables are CalSTRS custom tables derived to best fit the patterns of mortality among our members. The projection scale was set equal to 110 percent of the ultimate improvement factor from the Mortality Improvement Scale (MP-2016) table issued by the Society of Actuaries.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. The best-estimate ranges were developed using capital market assumptions from CalSTRS' general investment consultant (Pension Consulting Alliance–PCA) as inputs to the process. The actuarial investment rate of return assumption was adopted by the board in February 2017 in conjunction with the most recent experience study.

NOTE 8 - PENSION PLANS (continued)

A. California State Teachers' Retirement System (CalSTRS) (continued)

Actuarial Methods and Assumptions (continued)
For each future valuation, CalSTRS' consulting actuary reviews the return assumption for reasonableness based on the most current capital market assumptions. Best estimates of expected 20-year geometrically linked real rates of return and the assumed asset allocation for each major asset class as of June 30, 2019, are summarized in the following table:

Asset Class	Assumed Asset Allocation	Long-Term Expected Real Rate of Return
Global Equity	47%	6.30%
Fixed Income	12%	0.30%
Real Estate	13%	5.20%
Private Equity	13%	9.30%
Risk Mitigating Strategies	9%	2.90%
Inflation Sensitive	4%	3.80%
Cash/Liquidity	2%	(1.00)%

Discount Rate
The discount rate used to measure the total pension liability was 7.1%. The projection of cash flows used to determine the discount rate assumed the contributions from plan members and employers will be made at statutory contribution rates. Projected inflows from investment earnings were calculated using the long-term assumed investment rate of return (7.1%) and assuming that contributions, benefit payments and administrative expense occurred midyear. Based on these assumptions, the STRP's fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term assumed investment rate of return was applied to all periods of projected benefit payments to determine total pension liability.

The following presents the District's proportionate share of the net pension liability calculated using the current discount rate as well as what the net pension liability would be if it were calculated using a discount rate that is one percent lower or higher than the current rate:

Discount Rate	Net Pension Liability
1% decrease (6.10%)	$ 112,537,401
Current discount rate (7.10%)	76,823,475
1% increase (8.10%)	47,213,165

On Behalf Payments
The State of California makes contributions to CalSTRS on behalf of the District. These payments consist of State General Fund contributions to CalSTRS pursuant to Sections 22954 and 22955.1 of the Education Code and Public Resources Code Section 6217.5. In addition, for the 2018-19 fiscal year, California Senate Bill No. 90 (SB 90) was signed into law on June 27, 2019, and appropriated supplemental contributions of $2,246,000,000. Under accounting principles generally accepted in the United States of America, these amounts are reported as revenues and expenditures in the fund financial statements. The total amount recognized by the District for its proportionate share of the State's on-behalf contributions is $7,012,484.

NOTE 8 – PENSION PLANS (continued)

B. California Public Employees Retirement System (CalPERS)

Plan Description
Qualified employees are eligible to participate in the Schools Pool under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer defined benefit pension plan administered by CalPERS. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2017 annual actuarial valuation report, Schools Pool Accounting Report. This report and CalPERS audited financial information are publically available reports that can be found on the CalPERS website under Forms and Publications at: https://www.calpers.ca.gov/page/employers/actuarial-services/gasb.

Benefits Provided
CalPERS provides service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members, who must be public employees and beneficiaries. Benefits are based on years of service credit, a benefit factor, and the member's final compensation. Members hired on or before December 31, 2012, with five years of total service are eligible to retire at age 50 with statutorily reduced benefits. Members hired on or after January 1, 2013, with five years of total service are eligible to retire at age 52 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after five years of service. The Basic Death Benefit is paid to any member's beneficiary if the member dies while actively employed. An employee's eligible survivor may receive the 1957 Survivor Benefit if the member dies while actively employed, is at least age 50 (or 52 for members hired on or after January 1, 2013), and has at least five years of credited service. The cost of living adjustments for each plan are applied as specified by the Public Employees' Retirement Law.

The CalPERS provisions and benefits in effect at June 30, 2019, are summarized as follows:

	Schools Pool (CalPERS)	
Hire Date	On or before December 31, 2012	On or after January 1, 2013
Benefit Formula	2% at 55	2% at 62
Benefit Vesting Schedule	5 years of service	5 years of service
Benefit Payments	Monthly for life	Monthly for life
Retirement Age	55	62
Monthly Benefits as a Percentage of Eligible Compensation	1.1%-2.5%	1.0%-2.5%
Required Employee Contribution Rate	7.00%	6.50%
Required Employer Contribution Rate	18.062%	18.062%

NOTE 8 – PENSION PLANS (continued)

B. California Public Employees Retirement System (CalPERS) (continued)

Contributions

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers are determined on an annual basis by the actuary and shall be effective on the July 1 following notice of a change in the rate. Total plan contributions are calculated through the CalPERS annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The District is required to contribute the difference between the actuarially determined rate and the contribution rate of employees. The contribution rates are expressed as a percentage of annual payroll. The contribution rates for each plan for the year ended June 30, 2019, are presented above and the total District contributions were $2,204,850.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

As of June 30, 2019, the District reported net pension liabilities for its proportionate share of the CalPERS net pension liability totaling $23,777,959. The net pension liability was measured as of June 30, 2018. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plan relative to the projected contributions of all participating school districts, actuarially determined. The District's proportions of the net pension liability for the two most recent measurement periods were:

	Percentage Share of Risk Pool		
	Fiscal Year Ending June 30, 2019	Fiscal Year Ending June 30, 2018	Change Increase/ (Decrease)
Measurement Date	June 30, 2018	June 30, 2017	
Proportion of the Net Pension Liability	0.089179%	0.089121%	0.000058%

For the year ended June 30, 2019, the District recognized pension expense of $4,776,687. At June 30, 2019, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Pension contributions subsequent to measurement date	$ 2,204,850	$ -
Net change in proportionate share of net pension liability	785,395	-
Difference between projected and actual earnings on pension plan investments	195,033	-
Changes of assumptions	2,374,124	-
Differences between expected and actual experience	1,558,796	-
Total	$ 7,118,198	$ -

NOTE 8 - PENSION PLANS (continued)

B. California Public Employees Retirement System (CalPERS) (continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (continued)

The deferred outflows of resources related to pensions resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the subsequent fiscal year. The deferred outflows/(inflows) of resources related to the difference between projected and actual earnings on pension plan investments will be amortized over a closed five-year period. The deferred outflows/(inflows) of resources related to the net change in proportionate share of net pension liability, changes of assumptions, and differences between expected and actual experience in the measurement of the total pension liability will be amortized over the Expected Average Remaining Service Life (EARSL) of all members that are provided benefits (active, inactive, and retirees) as of the beginning of the measurement period. The EARSL for the measurement period is 4 years.

Amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30,	Deferred Outflows/(Inflows) of Resources
2020	$ 2,894,444
2021	2,150,233
2022	6,281
2023	(137,610)
2024	-
Thereafter	-
Total	$ 4,913,348

Actuarial Methods and Assumptions

Total pension liability for the Schools Pool was determined by applying update procedures to a financial reporting actuarial valuation as of June 30, 2017, and rolling forward the total pension liability to June 30, 2018. The financial reporting actuarial valuation as of June 30, 2017, used the following methods and assumptions, applied to all prior periods included in the measurement:

Valuation Date	June 30, 2017
Experience Study	1997-2015
Actuarial Cost Method	Entry age normal
Discount Rate	7.15%
Consumer Price of Inflation	2.75%
Wage Growth	Varies by entry age and service

Post-retirement mortality rates are based on CalPERS' experience and include 15 years of projected ongoing mortality improvement using 90 percent of Scale MP 2016 published by the Society of Actuaries.

NOTE 8 – PENSION PLANS (continued)

B. California Public Employees Retirement System (CalPERS) (continued)

Actuarial Methods and Assumptions (continued)
In determining the long-term expected rate of return, CalPERS took into account both short-term and long-term market return expectations as well as the expected pension fund cash flows. Using historical returns of all the funds' asset classes, expected compound returns were calculated over the short-term (first ten years) and the long-term (11+ years) using a building-block approach. Using the expected nominal returns for both short-term and long-term, the present value of benefits was calculated for each fund. The expected rate of return was set by calculating the single equivalent expected return that arrived at the same present value of benefits for cash flows as the one calculated using both short-term and long-term returns. The expected rate of return was then set equivalent to the single equivalent rate calculated above and adjusted to account for assumed administration expenses.

The target asset allocation and best estimates of real rates of return for each major asset class are summarized in the following table:

Asset Class	Assumed Asset Allocation	Real Return Years 1-10	Real Return Years 11+
Global Equity	50%	4.80%	5.98%
Fixed Income	28%	1.00%	2.62%
Inflation Assets	0%	0.77%	1.81%
Private Equity	8%	6.30%	7.23%
Real Assets	13%	3.75%	4.93%
Liquidity	1%	0.00%	(0.92%)

Discount Rate
The discount rate used to measure the total pension liability was 7.15%. The projection of cash flows used to determine the discount rate assumed the contributions from plan members and employers will be made at statutory contribution rates. Based on these assumptions, the School Employer Pool fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term assumed investment rate of return was applied to all periods of projected benefit payments to determine total pension liability.

The following presents the District's proportionate share of the net pension liability calculated using the current discount rate as well as what the net pension liability would be if it were calculated using a discount rate that is one percent lower or higher than the current rate:

Discount Rate	Net Pension Liability
1% decrease (6.15%)	$ 34,619,571
Current discount rate (7.15%)	23,777,959
1% increase (8.15%)	14,783,290

NOTE 8 – PENSION PLANS (continued)

B. California Public Employees Retirement System (CalPERS) (continued)

On-Behalf Payments
The State of California normally makes no contributions to CalPERS on behalf of the District. However, for the 2018-19 fiscal year, California Senate Bill No. 90 (SB 90) was signed into law on June 27, 2019, and appropriated contributions of $904,000,000. Under accounting principles generally accepted in the United States of America, these amounts are reported as revenues and expenditures in the fund financial statements. The total amount recognized by the District for its proportionate share of the State's on-behalf contributions is $806,179.

C. Social Security
As established by Federal law, all public sector employees who are not members of their employer's existing retirement system (CalSTRS or CalPERS) must be covered by social security or an alternative plan. The District has elected to use the Social Security as its alternative plan.

D. Payables to the Pension Plans
At June 30, 2019, the District reported payables of $46,556 and $3,491 for the outstanding amount of legally required contributions to the CalSTRS and CalPERS pension plans, respectively, required for the fiscal year ended June 30, 2019.

NOTE 9 – COMMITMENTS AND CONTINGENCIES

A. State and Federal Allowances, Awards, and Grants
The District has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursement will not be material.

B. Construction Commitments
As of June 30, 2019, the District had commitments with respect to unfinished capital projects of nearly $3.6 million.

C. Litigation
The District is involved in certain legal matters that arose out of the normal course of business. The District has not accrued a liability for any potential litigation against it because it does not meet the criteria to be considered a liability at June 30, 2019.

NOTE 10 – RISK MANAGEMENT

The District participates in two joint powers agreement (JPA) entities, the Ventura County Schools' Self-Funding Authority (VCSSFA) and Gold Coast Joint Benefits Trust (GCJBT).

VCSSFA provided workers' compensation, property and liability coverage for its member school district though a varying combination of self-insurance and excess overage. The District pays a premium commensurate with the level of coverage requested.

NOTE 10 – RISK MANAGEMENT (continued)

GCJBT arranges for health and welfare benefits for employees and retirees of participating school districts and their eligible dependents. Member districts pay a monthly premium per eligible participant.

Each JPA is governed by a board consisting of a representative from each member district. Each governing board controls the operations of its JPA independent of any influences by the District beyond the District's representation on the governing boards.

Each JPA is independently accountable for its fiscal matters. VCSFFA and GCJBT maintain their own accounting records. Budgets are not subject to any approval other than that of the respective governing boards. Member districts share surpluses and deficits proportionately to their participation in the JPA. Separate financial statements for each JPA may be obtained from the respective entity.

The relationship between the District and the JPAs are such that none of the JPAs is a component unit of the District for financial reporting purposes.

Required Supplementary Information

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HUENEME ELEMENTARY SCHOOL DISTRICT

Budgetary Comparison Schedule – General Fund

For the Fiscal Year Ended June 30, 2019

	Budgeted Amounts		Actual	Variance with Final Budget -
	Original	Final	(Budgetary Basis)	Pos (Neg)
Revenues				
LCFF Sources	$ 87,074,124	$ 87,704,429	$ 87,240,338	$ (464,091)
Federal Sources	4,340,586	5,744,446	5,165,059	(579,387)
Other State Sources	5,896,079	5,588,188	13,386,690	7,798,502
Other Local Sources	5,010,584	5,855,095	5,924,774	69,679
Total Revenues	102,321,373	104,892,158	111,716,861	6,824,703
Expenditures				
Current:				
Certificated Salaries	46,863,654	47,847,607	47,600,603	247,004
Classified Salaries	12,860,122	13,560,530	13,365,377	195,153
Employee Benefits	23,066,785	23,474,243	30,597,787	(7,123,544)
Books and Supplies	5,037,820	6,202,649	4,357,448	1,845,201
Services and Other Operating Expenditures	8,241,920	9,361,133	7,868,625	1,492,508
Transfers of indirect costs	(194,641)	(194,641)	(178,882)	(15,759)
Capital Outlay	140,000	2,599,415	2,026,952	572,463
Intergovernmental	3,637,397	3,692,397	3,620,889	71,508
Total Expenditures	99,653,057	106,543,333	109,258,799	(2,715,466)
Excess (Deficiency) of Revenues Over (Under) Expenditures	2,668,316	(1,651,175)	2,458,062	4,109,237
Fund Balances, July 1, 2018	9,673,345	11,008,405	11,008,402	(3)
Fund Balances, June 30, 2019	$ 12,341,661	$ 9,357,230	$ 13,466,464	$ 4,109,234

The actual amounts reported in this schedule include $7,818,665 recorded as State revenue and employee benefits expenditures for the STRS and PERS On-Behalf contributions, but which were not included in the budget.

HUENEME ELEMENTARY SCHOOL DISTRICT

Schedule of Proportionate Share of the Net Pension Liability
For the Fiscal Year Ended June 30, 2019

*Last Ten Fiscal Years**

	2017-18	2016-17	2015-16	2014-15	2013-14
CalSTRS					
District's proportion of the net pension liability	0.0836%	0.0833%	0.0820%	0.0820%	0.0690%
District's proportionate share of the net pension liability	$ 76,823,475	$ 77,012,630	$ 66,322,420	$ 55,205,680	$ 40,321,530
State's proportionate share of the net pension liability associated with the District	43,985,033	45,560,021	37,761,729	29,197,641	24,348,125
Totals	$ 120,808,508	$ 122,572,651	$ 104,084,149	$ 84,403,321	$ 64,669,655
District's covered-employee payroll	$ 44,784,421	$ 43,985,429	$ 41,878,000	$ 37,390,000	$ 34,189,000
District's proportionate share of the net pension liability as a percentage of its covered-employee payroll	171.54%	175.09%	158.37%	147.65%	117.94%
Plan fiduciary net position as a percentage of the total pension liability	71%	69%	70%	74%	77%
CalPERS					
District's proportion of the net pension liability	0.0892%	0.0891%	0.0883%	0.0805%	0.0779%
District's proportionate share of the net pension liability	$ 23,777,959	$ 21,275,636	$ 17,439,305	$ 11,865,779	$ 8,843,547
District's covered-employee payroll	$ 11,807,192	$ 11,401,447	$ 10,597,000	$ 8,974,000	$ 8,177,000
District's proportionate share of the net pension liability as a percentage of its covered-employee payroll	201.39%	186.60%	164.57%	132.22%	108.15%
Plan fiduciary net position as a percentage of the total pension liability	71%	72%	74%	79%	83%

* *This schedule is required to show information for ten years; however, until a full ten year trend is compiled, information is presented for those years for which information is available.*

See accompanying notes to required supplementary information.

HUENEME ELEMENTARY SCHOOL DISTRICT
Schedule of Pension Contributions
For the Fiscal Year Ended June 30, 2019

*Last Ten Fiscal Years**

	2018-19	2017-18	2016-17	2015-16	2014-15
CalSTRS					
Contractually required contribution	$ 7,494,658	$ 6,462,392	$ 5,533,367	$ 4,493,597	$ 3,320,260
Contributions in relation to the contractually required contribution	7,494,658	6,462,392	5,533,367	4,493,597	3,320,260
Contribution deficiency (excess):	$ -	$ -	$ -	$ -	$ -
District's covered-employee payroll	$ 46,035,985	$ 44,784,421	$ 43,985,429	$ 41,878,000	$ 37,390,000
Contributions as a percentage of covered-employee payroll	16.28%	14.43%	12.58%	10.73%	8.88%
CalPERS					
Contractually required contribution	$ 2,204,850	$ 1,833,775	$ 1,583,433	$ 1,255,444	$ 1,056,313
Contributions in relation to the contractually required contribution	2,204,850	1,833,775	1,583,433	1,255,444	1,056,313
Contribution deficiency (excess):	$ -	$ -	$ -	$ -	$ -
District's covered-employee payroll	$ 12,207,119	$ 11,807,192	$ 11,401,447	$ 10,597,000	$ 8,974,000
Contributions as a percentage of covered-employee payroll	18.062%	15.531%	13.888%	11.847%	11.771%

* *This schedule is required to show information for ten years; however, until a full ten year trend is compiled, information is presented for those years for which information is available.*

See accompanying notes to required supplementary information.

HUENEME ELEMENTARY SCHOOL DISTRICT

Schedule of Changes in the District's Total OPEB Liability and Related Ratios
For the Fiscal Year Ended June 30, 2019

Last 10 Fiscal Years*

	2018	2017
Total OPEB liability		
Service cost	$ 930,396	$ 1,043,926
Interest	862,540	791,281
Differences between expected and actual experience	(2,261,323)	-
Changes of assumptions or other inputs	1,033,168	-
Benefit payments	(778,691)	(777,429)
Net change in total OPEB liability	(213,910)	1,057,778
Total OPEB liability - beginning	22,382,607	21,324,829
Total OPEB liability - ending	$ 22,168,697	$ 22,382,607
Covered-employee payroll	$ 60,075,705	$ 58,884,316
Total OPEB liability as a percentage of covered-employee payroll	36.90%	38.01%

Notes to Schedule:
In 2017-18, the discount rate was changed from 3.6% to 3.5%.

** This schedule is required to show information for ten years; however, until a full ten year trend is compiled, information is presented for those years for which information is available.*

HUENEME ELEMENTARY SCHOOL DISTRICT

Schedule of the District's Proportionate Share of the Net OPEB Liability – MPP Program
For the Fiscal Year Ended June 30, 2019

	2018	2017
District's proportion of net OPEB liability	0.1314%	0.1325%
District's proportionate share of net OPEB liability	$ 503,137	$ 557,605
Covered-employee payroll	N/A	N/A
District's net OPEB liability as a percentage of covered-employee payroll	N/A	N/A
Plan fiduciary net position as a percentage of the total OPEB liability	0.40%	0.01%

Notes to Schedule:

As of June 30, 2012, active members are no longer eligible for future enrollment in the MPP Program; therefore, the covered payroll disclosure is not applicable.

This schedule is required to show information for ten years; however, until a full ten year trend is compiled, information is presented for those years for which information is available.

NOTE 1 - PURPOSE OF SCHEDULES

Budgetary Comparison Schedule
The District employs budget control by object codes and by individual appropriation accounts. Budgets are prepared on the modified accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board and provisions of the California Education Code. The governing board is required to hold a public hearing and adopt an operating budget no later than July 1 of each year. The adopted budget is subject to amendment throughout the year to give consideration to unanticipated revenue and expenditures primarily resulting from events unknown at the time of budget adoptions with the legal restriction that expenditures cannot exceed appropriations by major object account.

The amounts reported as the original budgeted amounts in the budgetary statements reflect the amounts when the original appropriations were adopted. The amounts reported as the final budgeted amounts in the budgetary statements reflect the amounts after all budget amendments have been accounted for.

This schedule presents information for the original and final budgets and actual results of operations, as well as the variances from the final budget to actual results of operations.

Schedule of the District's Proportionate Share of the Net Pension Liability
This schedule presents information on the District's proportionate share of the net pension liability (NPL), the plans' fiduciary net position and, when applicable, the State's proportionate share of the NPL associated with the District. In the future, as data becomes available, ten years of information will be presented.

Change in benefit terms – There were no changes in benefit terms since the previous valuations for both CalSTRS and CalPERS.

Change of assumptions - In 2018, demographic assumptions and inflation rate were changed in accordance to the CalPERS Experience Study and Review of Actuarial Assumptions December 2017. There were no changes in the discount rate.

Schedule of District Contributions
This schedule presents information on the District's required contribution, the amounts actually contributed, and any excess or deficiency related to the required contribution. In the future, as data becomes available, ten years of information will be presented.

Schedule of Changes in the District's Total OPEB Liability and Related Ratios
This schedule presents information on the District's changes in the total OPEB liability, including beginning and ending balances, and the total OPEB liability. In the future, as data becomes available, ten years of information will be presented.

Change in benefit terms – There were no changes in benefit terms since the previous valuation.

Change of assumptions – Liability changes resulting from changes in economic and demographic assumptions are also deferred based on the average working life.

NOTE 1 – PURPOSE OF SCHEDULES (continued)

Schedule of the District's Proportionate Share of the Net OPEB Liability – MPP Program
This schedule presents information on the District's proportionate share of the net OPEB liability – MPP Program and the plans' fiduciary net position. In the future, as data becomes available, ten years of information will be presented.

Change in benefit terms – There were no changes in benefit terms since the previous valuation.

Change of assumptions – The plan rate of investment return assumption was changed from 3.58 percent to 3.87 percent since the previous valuation.

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Supplementary Information

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HUENEME ELEMENTARY SCHOOL DISTRICT

Local Educational Agency Organization Structure
June 30, 2019

The Hueneme Elementary School District was established in 1873 and consists of an area comprising approximately eight square miles, including the City of Port Hueneme, a small portion of the City of Oxnard, and adjacent unincorporated territory in Ventura County. The District operates nine elementary schools and two junior high schools. There were no boundary changes during the year.

BOARD OF EDUCATION

Member	Office	Term Expires
Charles Weis, Ph.D.	President	December 2022
Darlene A. Bruno	Clerk	December 2020
Scott E. Swenson	Member	December 2022
Bexy I. Gomez	Member	December 2022
Siugen Constanza	Member	December 2020

DISTRICT ADMINISTRATORS

Dr. Christine Walker,
Superintendent

Dr. Carlos Dominguez,
Deputy Superintendent, Human Resources

Helen Cosgrove,
Assistant Superintendent, Educational Resources

David Ragsdale,
Assistant Superintendent, Technology and Strategic Operations

Cathy Niss,
Chief Business Official

HUENEME ELEMENTARY SCHOOL DISTRICT

Schedule of Average Daily Attendance
For the Fiscal Year Ended June 30, 2019

	Second Period Report Certificate No. (90E5EADE)	Annual Report Certificate No. (1975DB55)
Regular ADA & Extended Year:		
TK/Grades K-3	3,521.37	3,513.42
Grades 4-6	2,609.76	2,601.42
Grades 7-8	1,814.73	1,808.00
Total Regular ADA	7,945.86	7,922.84
Special Education, Nonpublic, Nonsectarian Schools:		
TK/Grades K-3	2.94	2.92
Grades 4-6	1.82	1.82
Grades 7-8	0.82	0.82
Total Special Education, Nonpublic, Nonsectarian Schools	5.58	5.56
Total ADA	7,951.44	7,928.40

See accompanying note to supplementary information.

HUENEME ELEMENTARY SCHOOL DISTRICT
Schedule of Instructional Time
For the Fiscal Year Ended June 30, 2019

Grade Level	Required Minutes	2018-19 Actual Minutes	Number of Days Traditional Calendar*	Status
Kindergarten	36,000	35,590	178	Complied
Grade 1	50,400	49,800	178	Complied
Grade 2	50,400	49,800	178	Complied
Grade 3	50,400	49,800	178	Complied
Grade 4	54,000	53,350	178	Complied
Grade 5	54,000	53,350	178	Complied
Grade 6	54,000	53,842	178	Complied
Grade 7	54,000	53,842	178	Complied
Grade 8	54,000	53,842	178	Complied

*The District had emergency closures on November 9 and 14, 2018. The CDE granted the District a waiver pursuant to California Education Code sections 46200, 46201, 46207, and/or 46208.

HUENEME ELEMENTARY SCHOOL DISTRICT

Schedule of Financial Trends and Analysis
For the Fiscal Year Ended June 30, 2019

General Fund	(Budget) 2020 [2]	2019	2018	2017
Revenues and other financing sources	$ 100,039,394	$ 111,716,861	$ 101,715,427	$ 92,813,854
Expenditures	101,090,108	109,258,799	100,796,364	96,319,700
Change in fund balance (deficit)	(1,050,714)	2,458,062	919,063	(3,505,846)
Ending fund balance	$ 12,415,750	$ 13,466,464	$ 11,008,402	$ 10,089,339
Available reserves [1]	$ 4,346,668	$ 4,323,936	$ 2,912,745	$ 2,889,591
Available reserves as a percentage of total outgo	4.3%	4.0%	2.9%	3.0%
Total long-term debt	$ 173,702,326	$ 175,616,691	$ 162,537,451	$ 148,419,318
Average daily attendance at P-2	7,951	7,951	8,133	8,146

The General Fund balance has increased by $3,377,125 over the past two years. The fiscal year 2019-20 adopted budget projects a decrease of $1,050,714. For a district of this size, the state recommends available reserves of at least 3% of total general fund expenditures, transfers out, and other uses (total outgo).

The District has incurred an operating deficit in only one of the past three years, but anticipates incurring an operating deficit during the 2019-20 fiscal year. Long-term debt has increased by $27,197,313 over the past two years.

Average daily attendance has decreased by 195 over the past two years. No further decrease of ADA is anticipated during fiscal year 2019-20.

[1] Available reserves consist of all undesignated fund balances and all funds designated for economic uncertainty in the General Fund.

[2] Revised Final Budget September, 2019

HUENEME ELEMENTARY SCHOOL DISTRICT

Reconciliation of Annual Financial and Budget Report with Audited Financial Statements
For the Fiscal Year Ended June 30, 2019

	General Fund
June 30, 2019, annual financial and budget report (SACS) fund balances	$ 13,216,618
Adjustments and reclassifications:	
Increasing (decreasing) the fund balance:	
Lottery receivables underreported	249,846
June 30, 2019, audited financial statement fund balances	$ 13,466,464

See accompanying note to supplementary information.

HUENEME ELEMENTARY SCHOOL DISTRICT
Schedule of Expenditures of Federal Awards
For the Fiscal Year Ended June 30, 2019

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Cluster Expenditures	Federal Expenditures
Federal Programs:				
U.S. Department of Agriculture:				
Passed through California Dept. of Education (CDE):				
Child Nutrition Cluster:				
School Breakfast Program - Especially Needy	10.553	13526	$ 1,460,630	
National School Lunch Program	10.555	13523	3,705,458	
USDA Donated Foods	10.555	N/A	377,064	
Total Child Nutrition Cluster				$ 5,543,152
Total U.S. Department of Agriculture				5,543,152
U.S. Department of Education:				
Federal Impact Aid	84.041	10015		268,301
Passed through California Dept. of Education (CDE):				
Every Student Succeeds Act (ESSA):				
Title I, Part A, Basic Grants Low-Income and Neglected	84.010	14329		1,775,137
Title II, Part A, Teacher Quality Improvement	84.367	14341		464,641
English Language Acquisition Grants Cluster:				
Title III, Immigrant Education Program	84.365	15146	5,762	
Title III, Limited English Proficiency	84.365	14346	324,753	
Total English Language Acquisition Grants Cluster				330,515
Title IV, Part A, Student Support and Academic Enrichment	84.424	15396		5,981
Passed through Ventura County SELPA:				
Individuals with Disabilities Education Act (IDEA):				
Local Assistance Entitlement	84.027	13379	1,713,107	
IDEA Preschool Grants, Part B, Section 619	84.173	13430	61,908	
Total Special Education (IDEA) Cluster				1,775,015
Total U.S. Department of Education				4,619,590
U.S .Department of Health & Human Services:				
Passed through California Dept. of Education:				
Medi-Cal Billing Option	93.778	10013		290,111
Total U.S. Department of Health & Human Services				290,111
Total Expenditures of Federal Awards				$ 10,452,853

Of the Federal expenditures presented in the schedule, the District provided no Federal awards to subrecipients.

NOTE 1 - PURPOSE OF SCHEDULES

Schedule of Average Daily Attendance (ADA)

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of the District. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds are made to school districts. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

Schedule of Instructional Time

The District has participated in the Incentives for Longer Instructional Day and Longer Instructional Year. The District has met its LCFF target funding. This schedule presents information on the amount of instructional time offered by the District and whether the District complied with Article 8 (commencing with Section 46200) of Chapter 2 Part 26 of the Education Code.

Schedule of Financial Trends and Analysis

This schedule discloses the District's financial trends by displaying past years' data along with current year budget information. These financial trend disclosures are used to evaluate the District's ability to continue as a going concern for a reasonable period of time.

Reconciliation of Annual Financial and Budget Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balance of all funds reported on the Unaudited Actual financial report to the audited financial statements.

Schedule of Expenditures of Federal Awards

The schedule of expenditures of Federal awards includes the Federal grant activity of the District and is presented on the modified accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of the Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards.* Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of the financial statements. The District did not elect to use the ten percent de minimis indirect cost rate.

The following schedule provides a reconciliation between revenues reported on the Statement of Revenues, Expenditures, and Changes in Fund Balances and the related expenditures reported on the Schedule of Expenditures of Federal Awards. The reconciling amounts represent Federal funds that have been recorded as revenues that have not been expended by June 30, 2019.

	CFDA Number	Amount
Total Federal Revenues from the Statement of Revenues, Expenditures, and Changes in Fund Balances		$ 10,708,211
Differences between Federal Revenues and Expenditures:		
Medi-Cal Administrative Activities	93.778	(296,951)
Medi-Cal Billing Option	93.778	41,593
Total Schedule of Expenditures of Federal Awards		$ 10,452,853

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Other Independent Auditors' Reports

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INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Education
Hueneme Elementary School District
Port Hueneme, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Hueneme Elementary School District as of and for the year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise Hueneme Elementary School District's basic financial statements, and have issued our report thereon dated October 21, 2019.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Hueneme Elementary School District's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Hueneme Elementary School District's internal control. Accordingly, we do not express an opinion on the effectiveness of the Hueneme Elementary School District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the District's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Jeff Nigro, CPA, CFE | Elizabeth Nigro, CPA | Peter Glenn, CPA | Paul J. Kaymark, CPA | Michael Klein, CPA, CMA, EA

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Compliance and Other Matters

As part of obtaining reasonable assurance about whether Hueneme Elementary School District's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Nigro & Nigro, PC

Murrieta, California
October 21, 2019

INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

Board of Education
Hueneme Elementary School District
Port Hueneme, California

Report on Compliance for Each Major Federal Program

We have audited Hueneme Elementary School District's compliance with the types of compliance requirements described in the OMB *Compliance Supplement* that could have a direct and material effect on each of Hueneme Elementary School District's major federal programs for the year ended June 30, 2019. Hueneme Elementary School District's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of Hueneme Elementary School District's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Hueneme Elementary School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Hueneme Elementary School District's compliance.

Opinion on Each Major Federal Program

In our opinion, Hueneme Elementary School District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2019.

Jeff Nigro, CPA, CFE | Elizabeth Nigro, CPA | Peter Glenn, CPA | Paul J. Kaymark, CPA | Michael Klein, CPA, CMA, EA

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Report on Internal Control Over Compliance

Management of Hueneme Elementary School District is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Hueneme Elementary School District's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the District's internal control over compliance.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Nigro & Nigro, PC

Murrieta, California
October 21, 2019

INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE

Board of Education
Hueneme Elementary School District
Port Hueneme, California

Report on State Compliance

We have audited Hueneme Elementary School District's compliance with the types of compliance requirements described in the *2018-19 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* that could have a direct and material effect on each of the Hueneme Elementary School District's state government programs as noted on the following page for the fiscal year ended June 30, 2019.

Management's Responsibility

Management is responsible for compliance with state laws, regulations, and the terms and conditions of its State programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of Hueneme Elementary School District's state programs based on our audit of the types of compliance requirements referred to on the following page. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2018-19 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to on the following page that could have a direct and material effect on a state program occurred. An audit includes examining, on a test basis, evidence about Hueneme Elementary School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each state program. However, our audit does not provide a legal determination of Hueneme Elementary School District's compliance.

In connection with the audit referred to above, we selected and tested transactions and records to determine the District's compliance with the State laws and regulations applicable to the following items:

Description	Procedures Performed
Local Education Agencies Other Than Charter Schools:	
Attendance	Yes
Teacher Certification and Misassignments	Yes
Kindergarten Continuance	Yes
Independent Study	No (see below)
Continuation Education	Not Applicable
Instructional Time	Yes
Instructional Materials	Yes
Ratio of Administrative Employees to Teachers	Yes

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Description	Procedures Performed
Classroom Teacher Salaries	Yes
Early Retirement Incentive	Not Applicable
Gann Limit Calculation	Yes
School Accountability Report Card	Yes
Juvenile Court Schools	Not Applicable
Middle or Early College High Schools	Not Applicable
K-3 Grade Span Adjustment	Yes
Transportation Maintenance of Effort	Yes
Apprenticeship: Related and Supplemental Instruction	Not Applicable
Comprehensive School Safety Plan	Yes
District of Choice	Not Applicable
School Districts, County Offices of Education, and Charter Schools:	
California Clean Energy Jobs Act	Yes
After/Before School Education and Safety Program	Yes
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study - Course Based	Not Applicable
Charter Schools:	
Attendance	Not Applicable
Mode of Instruction	Not Applicable
Nonclassroom-Based Instruction/Independent Study	Not Applicable
Determination of Funding for Nonclassroom-Based Instruction	Not Applicable
Annual Instructional Minutes – Classroom Based	Not Applicable
Charter School Facility Grant Program	Not Applicable

We did not perform testing for independent study because the ADA was under the level that requires testing.

Unmodified Opinion on Compliance with State Programs

In our opinion, Hueneme Elementary School District complied, in all material respects, with the types of compliance requirements referred to above for the year ended June 30, 2019.

Nigro & Nigro, PC

Murrieta, California
October 21, 2019

Findings and Questioned Costs

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SECTION I - SUMMARY OF AUDITORS' RESULTS

Financial Statements

Type of auditors' report issued	Unmodified
Internal control over financial reporting:	
Material weakness(es) identified?	No
Significant deficiency(s) identified not considered to be material weaknesses?	None reported
Noncompliance material to financial statements noted?	No

Federal Awards

Internal control over major programs:	
Material weakness(es) identified?	No
Significant deficiency(s) identified not considered to be material weaknesses?	None reported
Type of auditors' report issued on compliance for major programs:	Unmodified
Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance Sec. 200.516	No

Identification of major programs:

CFDA Numbers	Name of Federal Program or Cluster
84.027, 84.173	Special Education (IDEA) Cluster
84.010	Title I, Part A

Dollar threshold used to distinguish between Type A and Type B programs:	$ 750,000
Auditee qualified as low-risk auditee?	Yes

State Awards

Type of auditors' report issued on compliance for state programs:	Unmodified

SECTION II - FINANCIAL STATEMENT FINDINGS

This section identifies the significant deficiencies, material weaknesses, and instances of noncompliance related to the financial statements that are required to be reported in accordance with *Government Auditing Standards.* Pursuant to Assembly Bill (AB) 3627, all audit findings must be identified as one or more of the following categories:

Five Digit Code	AB 3627 Finding Types
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Programs
43000	Apprenticeship: Related and Supplemental Instruction
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

There were no financial statement findings in 2018-19.

SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

This section identifies the audit findings required to be reported by the Uniform Guidance, Section 200.516 (e.g., significant deficiencies, material weaknesses, and instances of noncompliance, including questioned costs).

There were no federal award findings or questioned costs in 2018-19.

SECTION IV - STATE AWARD FINDINGS AND QUESTIONED COSTS

This section identifies the audit findings pertaining to noncompliance with state program rules and regulations.

There were no state award findings or questioned costs in 2018-19.

HUENEME ELEMENTARY SCHOOL DISTRICT

Summary Schedule of Prior Audit Findings

For the Fiscal Year Ended June 30, 2019

Original Finding No.	Finding	Code	Recommendation	Current Status
Finding 2018-001: CALPADS Unduplicated Pupil Counts	Supplemental and concentration grant amounts are calculated based on the percentage of "unduplicated pupils" enrolled in the LEA on Census Day (first Wednesday in October). The percentage equals: • Unduplicated count of pupils who (1) are English learners, (2) meet income or categorical eligibility requirements for free or reduced-price meals under the National School Lunch Program, or (3) are foster youth. "Unduplicated count" means that each pupil is counted only once even if the pupil meets more than one of these criteria (*EC* sections 2574(b)(2) and 42238.02(b)(1)). • Divided by total enrollment in the LEA (*EC* sections 2574(b)(1) and 42238.02(b)(5)). All pupil counts are based on Fall 1 certified enrollment reported in the CALPADS as of Census Day. During our testing of the free and reduced-price meal eligible students reported in the CALPADS 1.17 and 1.18 reports, we noted one student who was reported as free or reduced priced meal eligible that did not qualify based on the income survey on file.	40000	We recommend that the District update the application review process to ensure no errors exist.	Implemented
Finding 2018-002: Instructional Materials	California Education Code Section 60119 requires that school districts conduct a public hearing regarding the sufficiency of textbooks and instructional materials. Furthermore, the District must provide 10-day notice of the public hearing. The notice must include the time, place, and purpose of the hearing and must be posted at a minimum of three public locations within the District.	70000	We recommend that the District ensure that the notice which is posted during the 2018-19 school year adhere to the requirements for the posting of the public notice with the time, place and purpose at three public locations.	Implemented

HUENEME ELEMENTARY SCHOOL DISTRICT

Summary Schedule of Prior Audit Findings
For the Fiscal Year Ended June 30, 2019

Original Finding No.	Finding	Code	Recommendation	Current Status
Finding 2018-002: Instructional Materials (continued)	The notice posted by the District did not provide the time of the public hearing regarding the sufficiency of textbooks and instructional materials nor was it posted at three separate public locations.			

HUENEME ELEMENTARY SCHOOL DISTRICT

BOARD AGENDA ITEM:	CALIFORNIA DEPARTMENT OF EDUCATION REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
BOARD MEETING DATE:	January 27, 2020
FROM:	Cathy Niss, Chief Business Official Dr. Christine Walker, Superintendent

STAFF COMMENT

RECOMMENDATION

It is recommended that the Governing Board approve the Request for Allowance of Attendance Due to Emergency Conditions – Form J-13A.

BACKGROUND

Two sections of the Education Code allow the State Superintendent of Public Instruction (SSPI) to grant normal apportionment credit to districts in emergencies. Education Code Section 41422 authorizes maintenance of apportionments in instances when one or more schools must be closed because of "extraordinary conditions." When the SSPI authorizes credit for days that school was closed, districts receive ADA credit for all purposes and instructional time credit for the day(s) and minutes lost to the emergency closure. The instructional time credit satisfies state law with regard to both the 175-day minimum year and "longer day and year" requirements.

Due to the Easy and Maria fires and resulting air quality concerns, the District is requesting from the California Department of Education a school closure waiver for all school sites for two days, October 31 and November 1, 2019.

ATTACHMENTS

- Request for Allowance of Attendance Due to Emergency Conditions – Form J-13A

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
FORM J-13A, REVISED DECEMBER 2017

SECTION A: REQUEST INFORMATION

- This form is used to obtain approval of attendance and instructional time credit pursuant to *Education Code (EC)* sections 41422, 46200, 46391, 46392 and *California Code of Regulations (CCR)*, Title 5, Section 428.
- Only schools that report Principal Apportionment average daily attendance (ADA) for the purpose of calculating a K–12 Local Control Funding Formula (LCFF) entitlement should submit this form.
- Refer to the instructions and frequently asked questions at https://www.cde.ca.gov/fg/aa/pa/j13a.asp for information regarding the completion of this form.

PART I: LOCAL EDUCATIONAL AGENCY (LEA)

LEA NAME:	COUNTY CODE:	DISTRICT CODE:	CHARTER NUMBER (IF APPLICABLE):
Hueneme Elementary School District	56	72462	

LEA SUPERINTENDENT OR ADMINISTRATOR NAME:	FISCAL YEAR:
Dr. Christine Walker	2019/2020

ADDRESS:	COUNTY NAME:
205 North Ventura Road	Ventura County

CITY:	STATE:	ZIP CODE:
Port Hueneme	CA	93041

CONTACT NAME:	TITLE:	PHONE:	E-MAIL:
Cathy Niss	Chief Business Official	805-488-3588 x9511	cniss@hueneme.org

PART II: LEA TYPE AND SCHOOL SITE INFORMATION APPLICABLE TO THIS REQUEST (Choose only one LEA type):

☑ SCHOOL DISTRICT	☐ COUNTY OFFICE OF EDUCATION (COE)	☐ CHARTER SCHOOL
Choose one of the following: ☑ All district school sites ☐ Select district school sites	Choose one of the following: ☐ All COE school sites ☐ Select COE school sites	

PART III: CONDITION(S) APPLICABLE TO THIS REQUEST:

☑ **SCHOOL CLOSURE:** When one or more schools were closed because of conditions described in *EC* Section 41422. LCFF apportionments should be maintained and instructional time credited in Section B for the school(s) without regard to the fact that the school(s) were closed on the dates listed, due to the nature of the emergency. Approval of this request authorizes the LEA to disregard these days in the computation of ADA (per *EC* Section 41422) without applicable penalty and obtain credit for instructional time for the days and the instructional minutes that would have been regularly offered on those days pursuant to *EC* Section 46200, et seq.

☑ There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.

☐ **MATERIAL DECREASE:** When one or more schools were kept open but experienced a material decrease in attendance pursuant to *EC* Section 46392 and *CCR*, Title 5, Section 428. Material decrease requests that include all school sites within the school district must demonstrate that the school district as a whole experienced a material decrease in attendance. Material decrease requests for one or more but not all sites within the school district must show that each site included in the request experienced a material decrease in attendance pursuant to *EC* Section 46392 and *CCR*, Title 5, Section 428. The request for substitution of estimated days of attendance for actual days of attendance is in accordance with the provisions of *EC* Section 46392. Approval of this request will authorize use of the estimated days of attendance in the computation of LCFF apportionments for the described school(s) and dates in Section C during which school attendance was materially decreased due to the nature of the emergency.

☐ There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.

☐ **LOST OR DESTROYED ATTENDANCE RECORDS:** When attendance records have been lost or destroyed as described in *EC* Section 46391. Requesting the use of estimated attendance in lieu of attendance that cannot be verified due to the loss or destruction of attendance records. This request is made pursuant to *EC* Section 46391:

"Whenever any attendance records of any district have been lost or destroyed, making it impossible for an accurate report on average daily attendance for the district for any fiscal year to be rendered, which fact shall be shown to the satisfaction of the Superintendent of Public Instruction by the affidavits of the members of the governing board of the district and the county superintendent of schools, the Superintendent of Public Instruction shall estimate the average daily attendance of such district. The estimated average daily attendance shall be deemed to be the actual average daily attendance for that fiscal year for the making of apportionments to the school district from the State School Fund."

SECTION B: SCHOOL CLOSURE

☐ **Not Applicable (Proceed to Section C)**
☑ **Supplemental Page(s) Attached**

PART I: NATURE OF EMERGENCY (Describe in detail.)

On October 26, 2019, historic winds struck California causing red flag warnings due to extremely dangerous fire weather condition prompting Governor Newsom to declare a proclamation of a state of emergency. In the evening of October 30, 2019 District Administration closed all schools on October 31, 2019 due to air quality concerns related to the Easy Fire. On the evening of October 31, 2019 the Maria fire broke out causing the Hueneme Elementary School District to also close all schools on November 1, 2019.

PART II: SCHOOL INFORMATION (Use the supplemental Excel form at https://www.cde.ca.gov/fg/aa/pa/j13a.asp if more than 10 lines are needed for this request. Attach a copy of a school calendar. If the request is for multiple school sites, and the sites have differing school calendars, attach a copy of each different school calendar to the request.)

A	B	C	D	E	F	G	H	I
School Name	School Code	Site Type	Days in School Calendar	Emergency Days Built In	Built In Emergency Days Used	Date(s) of Emergency Closure	Closure Dates Requested	Total Number of Days Requested
See Supplemental Form								

PART III: CLOSURE HISTORY (List closure history for all schools in Part II. Refer to the instructions for an example.)

A	B	C	D	E	F
School Name	School Code	Fiscal Year	Closure Dates	Nature	Weather Related Yes/No
See Supplemental Form					

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS, FORM J-13A (REVISED DECEMBER 2017)
SUPPLEMENTAL FORM FOR SCHOOL CLOSURE
SECTION B - PART II: SCHOOL INFORMATION

LEA NAME: Hueneme Elementary School District **FISCAL YEAR:** 2019-20

Refer to the instructions and frequently asked questions at https://www.cde.ca.gov/fg/aa/pa/j13a.asp for information regarding the completion of this form. Before printing, select and hide all unused rows. Contact CDE if the request requires more than the allotted rows.

A	B	C	D	E	F	G	H	I
School Name	School Code	Site Type	Days in School Calendar	Emergency Days Built In	Built In Emergency Days Used	Date(s) of Emergency Closure	Closure Dates Requested	Total Number of Days Requested
Ansgar Larsen Elementary School	6055016	Traditional	180	0	0	10/31 and11/01	10/31 and11/01	2
Art Haycox Elementary School	6055024	Traditional	180	0	0	10/31 and11/01	10/31 and11/01	2
Charles Blackstock Junior High	6055032	Traditional	180	0	0	10/31 and11/01	10/31 and11/01	2
E. O. Green Junior High	6055040	Traditional	180	0	0	10/31 and11/01	10/31 and11/01	2
Fred L Williams Elementary School	6055057	Traditional	180	0	0	10/31 and11/01	10/31 and11/01	2
Hollywood Beach Elementary School	6055065	Traditional	180	0	0	10/31 and11/01	10/31 and11/01	2
Hueneme Elementary School	6055073	Traditional	180	0	0	10/31 and11/01	10/31 and11/01	2
Julien Hathaway Elementary School	6055081	Traditional	180	0	0	10/31 and11/01	10/31 and11/01	2
Parkview Elementary School	6055099	Traditional	180	0	0	10/31 and11/01	10/31 and11/01	2
Richard Bard Elementary School	6055107	Traditional	180	0	0	10/31 and11/01	10/31 and11/01	2
Sunkist Elementary School	6055115	Traditional	180	0	0	10/31 and11/01	10/31 and11/01	2

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS, FORM J-13A (REVISED DECEMBER 2017)
SUPPLEMENTAL FORM
SECTION C - PART II: MATERIAL DECREASE CALCULATION

LEA NAME: Hueneme Elementary School District **FISCAL YEAR:** 2019-20

Refer to the instructions and frequently asked questions at https://www.cde.ca.gov/fg/aa/pa/j13a.asp for information regarding the completion of this form. Before printing, select and hide all unused rows. Contact CDE if the request requires more than the allotted rows.

A	B	C	D	E	F	G	H
School Name	School Code	"Normal" Attendance (October/May)	Dates Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance	Qualifier: 90% or Less (F/C)	Net Increase of Apportionment Days (C-F)
N/A			–				
			–				
			–				
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			–				
			–				
	TOTAL	0.00			0		0.00

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS, FORM J-13A (REVISED DECEMBER 2017)
SUPPLEMENTAL FORM
SECTION C - PART III: MATERIAL DECREASE CALCULATION FOR CONTINUATION HIGH SCHOOLS

LEA NAME: Hueneme Elementary School District FISCAL YEAR: 2019-20

Refer to the instructions and frequently asked questions at https://www.cde.ca.gov/fg/aa/pa/j13a.asp for information regarding the completion of this form. Before printing, select and hide all unused rows. Contact CDE if the request requires more than the allotted rows.

A	B	C	D	E	F	G	H
School Name	School Code	"Normal" Attendance Hours	Date Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance Hours	Qualifier: 90% or Less (F/C)	Net Increase of Hours (C-F)
N/A							

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS, FORM J-13A (REVISED DECEMBER 2017)
SUPPLEMENTAL FORM
SECTION C - PART III: MATERIAL DECREASE CALCULATION FOR CONTINUATION HIGH SCHOOLS

LEA NAME: **Hueneme Elementary School District** **FISCAL YEAR:** **2019-20**

Refer to the instructions and frequently asked questions at https://www.cde.ca.gov/fg/aa/pa/j13a.asp for information regarding the completion of this form. Before printing, select and hide all unused rows. Contact CDE if the request requires more than the allotted rows.

A	B	C	D	E	F	G	H
School Name	School Code	"Normal" Attendance Hours	Date Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance Hours	Qualifier: 90% or Less (F/C)	Net Increase of Hours (C-F)
	TOTAL	0.00			0.00		0.00

Part III Closure History

School Name	School Code	Fiscal Year	Closure Dates	Nature	Weather Related Yes/No
Ansgar Larsen Elemetary School	6055016	2017-18	12/5-12/8, 12/13-12/15	Thomas Fires	Yes
Art Haycox Elementary School	6055024	2017-18	12/5-12/8, 12/13-12/15	Thomas Fires	Yes
Charles Blackstock Junior High	6055032	2017-18	12/5-12/8, 12/13-12/15	Thomas Fires	Yes
E.O. Green Junior High	6055040	2017-18	12/5-12/8, 12/13-12/15	Thomas Fires	Yes
Fred L Williams Elementary School	6055057	2017-18	12/5-12/8, 12/13-12/15	Thomas Fires	Yes
Hollywood Beach Elementary School	6055065	2017-18	12/5-12/8, 12/13-12/15	Thomas Fires	Yes
Hueneme Elementary School	6055073	2017-18	12/5-12/8, 12/13-12/15	Thomas Fires	Yes
Julian Hathaway Elementary School	6055081	2017-18	12/5-12/8, 12/13-12/15	Thomas Fires	Yes
Parkview Elementary School	6055099	2017-18	12/5-12/8, 12/13-12/15	Thomas Fires	Yes
Richard Bard Elementary School	6055107	2017-18	12/5-12/8, 12/13-12/15	Thomas Fires	Yes
Sunkist Elementary School	6055155	2017-18	12/5-12/8, 12/13-12/15	Thomas Fires	Yes
Ansgar Larsen Elemetary School	6055016	2018-19	11/9, 11/14	Hill and Woolsey Fires	Yes
Art Haycox Elementary School	6055024	2018-19	11/9, 11/14	Hill and Woolsey Fires	Yes
Charles Blackstock Junior High	6055032	2018-19	11/9, 11/14	Hill and Woolsey Fires	Yes
E.O. Green Junior High	6055040	2018-19	11/9, 11/14	Hill and Woolsey Fires	Yes
Fred L Williams Elementary School	6055057	2018-19	11/9, 11/14	Hill and Woolsey Fires	Yes
Hollywood Beach Elementary School	6055065	2018-19	11/9, 11/14	Hill and Woolsey Fires	Yes
Hueneme Elementary School	6055073	2018-19	11/9, 11/14	Hill and Woolsey Fires	Yes
Julian Hathaway Elementary School	6055081	2018-19	11/9, 11/14	Hill and Woolsey Fires	Yes
Parkview Elementary School	6055099	2018-19	11/9, 11/14	Hill and Woolsey Fires	Yes
Richard Bard Elementary School	6055107	2018-19	11/9, 11/14	Hill and Woolsey Fires	Yes
Sunkist Elementary School	6055155	2018-19	11/9, 11/14	Hill and Woolsey Fires	Yes

SECTION C: MATERIAL DECREASE

☒ **Not Applicable (Proceed to Section D)**
☐ **Supplemental Page(s) Attached**

PART I: NATURE OF EMERGENCY (Describe in detail.)

PART II: MATERIAL DECREASE CALCULATION (Use the supplemental Excel file at https://www.cde.ca.gov/fg/aa/pa/j13a.asp if more than 10 lines are needed for this request. Refer to the instructions for information on completing the form including the definition of "normal" attendance.)

A	B	C	D	E	F	G*	H
School Name	School Code	"Normal" Attendance (October/May)	Dates Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance	Qualifier: 90% or Less (F/C)	Net Increase of Apportionment Days (C-F)
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
	Total:	0.00			0		0.00

PART III: MATERIAL DECREASE CALCULATION FOR CONTINUATION HIGH SCHOOLS (Provide the attendance in hours. Use the supplemental Excel file at https://www.cde.ca.gov/fg/aa/pa/j13a.asp if more than 5 lines are needed for this request. Refer to the instructions for information on completing the form including the definition of "normal" attendance.)

A	B	C	D	E	F	G*	H
School Name	School Code	"Normal" Attendance Hours	Date Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance Hours	Qualifier: 90% or Less (F/C)	Net Increase of Hours (C-F)
						0.00%	0.00
						0.00%	0.00
						0.00%	0.00
						0.00%	0.00
						0.00%	0.00
	Total:	0.00			0.00		0.00

**Qualifier should be 90% or less except when the governor declares a state of emergency or in the case of a Necessary Small School (NSS) site.*

SECTION D: LOST OR DESTROYED ATTENDANCE RECORDS

☑ **Not Applicable (Proceed to Section E)**

PART I: PERIOD OF REQUEST The entire period covered by the lost or destroyed records commences with _____ up to and including _____.

PART II: CIRCUMSTANCES (Describe below circumstances and extent of records lost or destroyed.)

PART III: PROPOSAL (Describe below the proposal to reconstruct attendance records or estimate attendance in the absence of records.)

SECTION E: AFFIDAVIT

PART I: AFFIDAVIT OF SCHOOL DISTRICT, COUNTY OFFICE OF EDUCATION, OR CHARTER SCHOOL GOVERNING BOARD MEMBERS – All applicable sections below must be completed to process this J-13A request.

We, members constituting a majority of the governing board of _____, hereby swear (or affirm) that the foregoing statements are true and are based on official records.

Board Members Names	Board Members Signatures
Darlene Bruno, President	
Siugen Constanza, Clerk	
Bexy Gomez, Member	
Charles Weis, Member	
Scott Swenson, Member	

At least a majority of the members of the governing board shall execute this affidavit.

Subscribed and sworn (or affirmed) before me, this _____ day of _____, _____.

Witness: Christine Walker _____ Title: Superintendent of Ventura County, California
(Name) (Signature)

PART II: APPROVAL BY SUPERINTENDENT OF CHARTER SCHOOL AUTHORIZER (Only applicable to charter school requests)

Superintendent (or designee): _____ _____ Authorizing LEA Name: _____
(Name) (Signature)

PART III: AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS

The information and statements contained in the foregoing request are true and correct to the best of my knowledge and belief.

County Superintendent of Schools (or designee): _____ _____
(Name) (Signature)

Subscribed and sworn (or affirmed) before me, this _____ day of _____, _____.

Witness: _____ _____ Title: _____ of _____ County, California
(Name) (Signature)

COE contact/individual responsible for completing this section:

Name: _____ Title: _____ Phone: _____ E-mail: _____

HUENEME ELEMENTARY SCHOOL DISTRICT

BOARD AGENDA ITEM:	AUTHORIZATION TO PUBLISH CALLS FOR BIDS FOR INSTALLATION OF HOLLYWOOD BEACH SCHOOL PORTABLE RESTROOM (HESD #19-20-04)
BOARD MEETING DATE:	January 27, 2020
FROM:	David Ragsdale, Assistant Superintendent, Technology and Strategic Operations Dr. Christine Walker, Superintendent

STAFF COMMENT

RECOMMENDATION

It is recommended that the Governing Board:

(1) authorize administrative staff to publish calls for bids for the installation of a portable restroom at Hollywood Beach School (HESD #19-20-04)

(2) direct the Superintendent or her designee to proceed with the bid process

BACKGROUND

At the June 25, 2018 meeting, the Governing Board voted to approve the purchase of portable restrooms for Julien Hathaway, Hueneme, and Hollywood Beach schools. Due to design changes initiated by District staff, the planning period for the building at Beach was extended. The plan for the restroom for Hollywood Beach School has received approval from the Division of the State Architect (DSA). Staff now seeks Governing Board authorization to seek bids for the installation of this restroom.

HUENEME ELEMENTARY SCHOOL DISTRICT

BOARD AGENDA ITEM:	AUTHORIZATION TO PUBLISH CALLS FOR BIDS FOR HVAC (HEATING, VENTILATION, AND AIR CONDITIONING), ELECTRICAL, AND FIRE ALARM UPGRADES AT JULIEN HATHAWAY SCHOOL, ART HAYCOX SCHOOL, AND FRED WILLIAMS SCHOOL
BOARD MEETING DATE:	January 27, 2020
FROM:	David Ragsdale, Assistant Superintendent, Technology and Strategic Operations Dr. Christine Walker, Superintendent

STAFF COMMENT

RECOMMENDATION

It is recommended that the Governing Board:

(1) Authorize administrative staff to publish calls for bids for HVAC, electrical, and fire alarm upgrades at Julien Hathaway School (HESD #19-20-05)

(2) Authorize administrative staff to publish calls for bids for HVAC, electrical, and fire alarm upgrades at Art Haycox School (HESD #19-20-06)

(3) Authorize administrative staff to publish calls for bids for HVAC, electrical, and fire alarm upgrades at Fred Williams School (HESD #19-20-07)

(4) Direct the Superintendent or her designee to proceed with the bid process for all three projects

BACKGROUND

These will be the first three of eleven projects expending Measure B Bond funds to modernize facilities within the District. The goals of these projects are:

(1) Install new HVAC units to provide modern climate control systems to rooms that do not currently have air conditioning.

(2) Increase electrical capacity to meet the demands of new HVAC systems, as well as provide dedicated power to data network and kitchen locations.

(3) Upgrade fire and life safety systems.

Staff plans to bid the three projects separately.

HUENEME ELEMENTARY SCHOOL DISTRICT

BOARD AGENDA ITEM: APPROVAL OF AND AUTHORIZATION TO PUBLISH NEW SCHOOL ACCOUNTABILITY REPORT CARDS

BOARD MEETING DATE: January 27, 2020

FROM: Dr. Christine Walker, Superintendent

STAFF COMMENT

RECOMMENDATION

It is recommended that the Governing Board approve School Accountability Report Cards (SARCs), as presented, for the district's nine elementary schools and two junior high schools, and authorize that they be made available to the public by February 1, 2020.

BACKGROUND:

Beginning in 1989-90, Proposition 98 required California school district governing boards to annually publish, by February 1, a School Accountability Report Card (SARC) for elementary and secondary schools under its jurisdiction.

Current year SARCs for the Hueneme Elementary School District were developed by Document Tracking Services (DTS) based on the California Department of Education (CDE) template to report 2018-2019 data. District staff provided input and other required data was mined by DTS from state databases.

SARCs must be published in languages other than English when the number of students whose primary language is not English is at or above 15% of the total school population. In the Hueneme Elementary School District, SARCs will be published in Spanish for all schools except Hollywood Beach Elementary.

As part of its service, DTS provides the district with a copy of each SARC in Portable Document Format (PDF). By February 1, 2020, board-approved SARCs can be accessed and printed from the district's Internet website at www.hueneme.org.

Every school office will have an electronic copy of their school's SARC (PDFs in English and Spanish, as applicable), and a limited number of printed copies. Office personnel will make additional copies as needed for interested members of the public.

All proposed SARCs are available for review in the district office. The SARCs for all elementary and junior high schools are included in the meeting packet.

RICHARD BARD ELEMENTARY SCHOOL
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	RICHARD BARD ELEMENTARY SCHOOL
Street	622 East Pleasant Valley Road
City, State, Zip	Port Hueneme, CA 93041
Phone Number	(805) 488-3583
Principal	Ms. Vanessa Perez
Email Address	vperez@hueneme.org
Website	http://www.hueneme.org/o/bard-elementary
County-District-School (CDS) Code	56-72462-6055107

Entity	Contact Information
District Name	HUENEME ELEMENTARY SCHOOL DISTRICT
Phone Number	(805) 488-3588
Superintendent	Dr. Christine Walker
Email Address	cwalker@hueneme.org
Website	www.hueneme.org

School Description and Mission Statement (School Year 2019-20)

Richard Bard Elementary School is one of 11 schools in the Hueneme Elementary School District. The school was established in 1955. Classes are arranged on a traditional schedule. Approximately 700 students in grades transitional kindergarten through fifth were enrolled for the 2018-2019 school year. Approximately 40% of these students are considered to be English Learners. Almost 79% of the students participated in the free or reduced lunch program.

We are a learning community of students, families, highly qualified professionals, and the neighboring community. We are committed to providing a comprehensive educational experience that meets the academic, cultural, social, and emotional needs of all students and prepares them to exceed district and state standards. Critical thinking skills and a lifelong love of learning are nurtured. We embrace that children have the right to rigorous academic standards, consistent curriculum, fair assessment and rigorous instruction. Our theme this school year is "Growing Hearts and Minds" at Bard Elementary and we take pride in educating the whole child.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	120
Grade 1	105
Grade 2	116
Grade 3	116
Grade 4	101
Grade 5	117
Total Enrollment	675

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	3.1
Asian	0.7
Filipino	3
Hispanic or Latino	77.3
Native Hawaiian or Pacific Islander	1
White	9
Two or More Races	3
Socioeconomically Disadvantaged	76.1
English Learners	42.5
Students with Disabilities	11.3
Foster Youth	0.1
Homeless	0.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	31	31	31	360
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	7

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2018

Textbooks and instructional materials were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) for grades K-8 and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Materials are available to 100% of our pupils. Zero percent (0%) of pupils in this district lack their own assigned textbooks and instructional materials.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 McGraw-Hill School Education, Reading Wonders, 2017 6-8 Houghton Mifflin Harcourt, California Collections 2017	Yes	0
Mathematics	K-5 enVision MATH Common Core, 2015, Pearson Education, Inc. 6-8 McGraw-Hill, California Math Courses 1-3, 2015	Yes	0
Science	K-5 Houghton Mifflin, Science, 2007 6-8 McDougal Littell, Focus on Earth Science; Focus on Life Science; Focus on Physical Science; 2007	Yes	0
History-Social Science	K-5 Houghton Mifflin, History Social Science, 2007 6-8 Teachers Curriculum Institute (TCI), History Alive!, 2017	Yes	0
Visual and Performing Arts	Pearson Scott Foresman, Scott Foresman Art, California Edition, 2004 Pearson Scott Foresman, Silver Burdett Making Music, California Edition, 2008	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

At Bard School, our custodial and grounds staff take great pride in maintaining organized, clean and safe facilities. District Administration and the Governing Board have placed a great emphasis on campus safety and security. Together, school and District personnel work to ensure that the facility is maintained in a manner that assures that it is clean, safe and functional as determined pursuant to an interim evaluation instrument developed by the State of California Office of Public School Construction. An emergency plan has been implemented at each site. The primary purpose of this plan is to prepare the staff and students to cope with disasters and to protect life and property after a disaster. Regular fire, earthquake and intruder drills are conducted.

Bard School has embraced technology and all our classrooms have computers for students and teachers and Smart TVs that are networked with access to the Internet for teacher-supervised projects. Wireless access points have been added to the campus for easy access for mobile devices. We have incorporated one to one technology in over half of our classrooms through the use of either iPads or Chromebooks.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 09/03/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	31	37	28	29	50	50
Mathematics (grades 3-8 and 11)	21	28	18	18	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	323	307	95.05	4.95	36.81
Male	160	154	96.25	3.75	34.42
Female	163	153	93.87	6.13	39.22
Black or African American	--	--	--	--	--
American Indian or Alaska Native	20	20	100.00	0.00	20.00
Asian	--	--	--	--	--
Filipino	12	12	100.00	0.00	66.67
Hispanic or Latino	245	232	94.69	5.31	32.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	26	23	88.46	11.54	56.52

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	264	254	96.21	3.79	31.10
English Learners	189	183	96.83	3.17	24.59
Students with Disabilities	35	33	94.29	5.71	21.21
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	323	306	94.74	5.26	28.43
Male	160	154	96.25	3.75	29.87
Female	163	152	93.25	6.75	26.97
Black or African American	--	--	--	--	--
American Indian or Alaska Native	20	20	100.00	0.00	5.00
Asian	--	--	--	--	--
Filipino	12	12	100.00	0.00	50.00
Hispanic or Latino	245	231	94.29	5.71	28.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	26	23	88.46	11.54	34.78
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	264	253	95.83	4.17	24.90
English Learners	189	182	96.30	3.70	21.98
Students with Disabilities	35	33	94.29	5.71	21.21
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	21.1	15.8	0.9

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parents and guardians of students attending Bard School are encouraged and invited to support our school-wide program. They are invited to volunteer in the classroom and frequent home-school communication occurs to keep our families informed of events at school. Parents serve on PTA and organize fundraisers, Book Fairs, and student and staff appreciation events. They also volunteer their time to support teachers in the classroom. At Bard, parents recognize their role as their child's first teacher. Our PTA has been a strong support both financially and with their time. Parents are welcome to stay at our monthly flag gatherings and administration holds a "Coffee with the Principal" each month to connect with parents.

If you are interested and available to volunteer your time, feel free to contact your child's teacher or the principal at 805-488-3583 for more information.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.9	1.5	1.4	3.4	1.6	1.7	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Date Last Discussed with Staff: September 30, 2019
Date of Last Review/Update: December 16, 2019

Richard Bard Elementary School strives to maintain a safe, healthful, nurturing and orderly school campus that encourages positive attitudes in students and staff. A joint effort between students and staff helps keep the campus clean and litter-free.

Bard's Safe School Plan for 2019-2020 was reviewed and updated. Key elements of the plan include C.H.A.M.P.S. (Conversation, Help, Activity, Movement, Participation, Successful Students) Positive Behavior Support System, Character Education Program, monthly fire, earthquake and evacuation drills, and emergency and supply kits that are provided for each classroom. A yearly lock down drill is conducted with the local police department to simulate an active shooter event. Staff has been trained by the Oxnard Police Department in practices that help ensure the safety of students and staff in the event of an active shooter situation. Additionally, as part of our school safety plan we ordered and provided walkie-talkies for all of our teachers and support staff.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	32		4	1	21	2	5		23		5	
1	20	3	3		26		4		25		3	
2	26		3		23		5		22	1	4	
3	23		5		22	1	4		24	1	4	1
4	27	2	1	1	29		2	2	25		4	
5	30		2	2	26	2	1	1	23	1	4	
Other**	9	1							8	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	675.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	2.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11,353	$1,962	$9,391	$115,502

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A	$8,797	$92,783.00
Percent Difference - School Site and District	N/A	N/A	6.5	21.8
State	N/A	N/A	$7,506.64	$82,663.00
Percent Difference - School Site and State	N/A	N/A	22.3	33.1

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

In the 2018-19 school year, the Hueneme Elementary School District spent an average of $10,772 to educate each student, excluding food services:

- Title I: Funds are allocated to serve economically disadvantaged students.
- Title II: Provides funding for preparing, training and recruiting high quality teachers and principals.
- Title III: Provides funding for supplemental services for English Language Learners, their teachers and parents.
- Special Education: Provides funding to meet the unique needs of individuals with disabilities.
- After School Education & Safety (ASES): Funding is provided to implement recreation, academic, and enrichment programs after school.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$51,260	$45,741
Mid-Range Teacher Salary	$84,265	$81,840
Highest Teacher Salary	$110,583	$102,065
Average Principal Salary (Elementary)	$129,087	$129,221
Average Principal Salary (Middle)	$138,051	$132,874
Average Principal Salary (High)	$0	$128,660
Superintendent Salary	$213,278	$224,581
Percent of Budget for Teacher Salaries	39%	36%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

Administrators, teachers and paraprofessionals participate in professional development focused on the California Common Core State Standards in order to improve their skills in teaching and assessment of student learning. The primary focus areas are instruction of grade-level content standards, intervention strategies for students who have not mastered standards, and assessment of student progress.

The primary area of focus for the most recent three-year period was:

- English Language Arts
- English Language Development
- Writing
- Mathematics
- C.H.A.M.P.S. Program (Conversation, Help, Activity, Movement, Participation, Successful Students)

Professional development is offered during the teaching day, on three student-free staff development days, during summer institutes, after school, and on weekends. Substitute teachers are provided and the negotiated hourly rate is offered for attendance.

During the school year, teachers are supported by classroom observations, staff meetings, and grade-level/content area collaboration. Professional learning agendas are based on student achievement data and teacher input. In reading/language arts and mathematics, student performance data is ongoing and evaluated using a common assessment. A Student Progress Report aligned to the California Common Core State Standards is sent to parents at the end of each trimester.

HOLLYWOOD BEACH ELEMENTARY SCHOOL
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	HOLLYWOOD BEACH ELEMENTARY SCHOOL
Street	4000 Sunset Lane
City, State, Zip	Oxnard, CA 93035
Phone Number	(805) 986-8720
Principal	Ms. Tracy Lipsett
Email Address	tlipsett@hueneme.org
Website	http://beach.hueneme.org/
County-District-School (CDS) Code	56-72462-6055065

Entity	Contact Information
District Name	HUENEME ELEMENTARY SCHOOL DISTRICT
Phone Number	(805) 488-3588
Superintendent	Dr. Christine Walker
Email Address	cwalker@hueneme.org
Website	www.hueneme.org

School Description and Mission Statement (School Year 2019-20)

Hollywood Beach Elementary School is one of eleven schools in the Hueneme Elementary School District. Hollywood Beach serves the residents of Hollywood Beach and Silver Strand Beach neighborhoods. It truly is a “community school” that serves as a meeting place for several community functions each week.

Hollywood Beach School enrolls students from Kindergarten to sixth grade. We currently provide:

- an Academic Intervention Program for grade 1 in reading
- a Gifted & Talented Education (GATE) Program for eligible students in grades 3-6
- Tutoring classes for students in grade 2, 4, 5 and 6

Our school mission is to provide an opportunity for students to receive the best education possible and to build a foundation for success. As a shared responsibility between school and home, we strive to instill in each child a sense of pride, independence, self-discipline, academic excellence and the desire to become an outstanding citizen. Our school motto is, "Beach Pelicans treat everyone with dignity and respect." We also adhere to the Hueneme School District vision statement, "Inspiring and empowering every student to thrive every day." The District's Mission Statement is, "We will INSPIRE our students to explore, dream big, and develop social and civic responsibility through a balanced learning program. They will THRIVE as we foster perseverance and resiliency in a safe, culturally responsive, and inclusive community. We will EMPOWER our students by teaching them critical thinking skills through a rigorous academic experience in a digitally-rich environment."

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	44
Grade 1	49
Grade 2	51
Grade 3	42
Grade 4	60
Grade 5	53
Grade 6	57
Total Enrollment	356

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.1
Asian	1.4
Filipino	4.2
Hispanic or Latino	34.8
Native Hawaiian or Pacific Islander	0.3
White	45.2
Two or More Races	11
Socioeconomically Disadvantaged	36.5
English Learners	4.2
Students with Disabilities	10.7
Homeless	

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	15	15	16	360
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	7

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2018

Textbooks and instructional materials were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) for grades K-8 and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Materials are available to 100% of our pupils. Zero percent (0%) of pupils in this district lack their own assigned textbooks and instructional materials.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 McGraw-Hill School Education, Reading Wonders, 2017 6-8 Houghton Mifflin Harcourt, California Collections, 2017	Yes	0
Mathematics	K-5 enVision MATH Common Core, 2015, Pearson Education, Inc. 6-8 McGraw-Hill, California Math Courses 1-3, 2015	Yes	0
Science	K-5 Houghton Mifflin, Science, 2007 6-8 McDougal Littell, Focus on Earth Science; Focus on Life Science; Focus on Physical Science; 2007	Yes	0
History-Social Science	K-5 Houghton Mifflin, History Social Science, 2007 6-8 Teachers Curriculum Institute (TCI), History Alive!, 2017	Yes	0
Visual and Performing Arts	Pearson Scott Foresman, Scott Foresman Art, California Edition, 2004 Pearson Scott Foresman, Silver Burdett Making Music, California Edition, 2008	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Hollywood Beach School is highly suited as a learning environment. The facility is safe and clean, and there is adequate space for the number of staff and students at the school. The custodial staff and the groundskeeper work collectively to ensure the building and grounds are clean and free of litter and graffiti. Together, school and District personnel work to ensure that the facility is maintained in a manner that assures it is clean, safe and functional as determined pursuant to an interim evaluation instrument developed by the State of California Office of Public School Construction. Signs are posted to inform residents that skateboards, bikes, and dogs are not allowed on the campus.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 08/29/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	57	57	28	29	50	50
Mathematics (grades 3-8 and 11)	44	49	18	18	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	197	190	96.45	3.55	57.37
Male	98	94	95.92	4.08	55.32
Female	99	96	96.97	3.03	59.38
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	70	67	95.71	4.29	49.25
Native Hawaiian or Pacific Islander					
White	85	84	98.82	1.18	58.33

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	24	23	95.83	4.17	78.26
Socioeconomically Disadvantaged	80	79	98.75	1.25	44.30
English Learners	--	--	--	--	--
Students with Disabilities	26	24	92.31	7.69	37.50
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	197	193	97.97	2.03	48.70
Male	98	96	97.96	2.04	55.21
Female	99	97	97.98	2.02	42.27
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	70	67	95.71	4.29	35.82
Native Hawaiian or Pacific Islander					
White	85	85	100.00	0.00	51.76
Two or More Races	24	23	95.83	4.17	56.52
Socioeconomically Disadvantaged	80	79	98.75	1.25	32.91
English Learners	--	--	--	--	--
Students with Disabilities	26	24	92.31	7.69	25.00
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	15.7	25.5	41.2

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Hollywood Beach School thrives because parents are committed to the success of this school. Parents participate in all aspects of the school program. Formal opportunities, such as the Hollywood Beach Parent Teacher Association, provide parents with leadership roles. Parent volunteers both in and outside the classroom are mainstays at Hollywood Beach. Teachers coordinate the use of volunteers in their rooms and many parents remain “on call” to assist whenever and wherever needed. Parents always support their children by attending field trips, performances, and extra-curricular activities. Our on-line web site allows parents to see what is happening at the school on a continual basis. The staff encourages parents to stay involved in the academic progress of their children by regularly reviewing homework assignments, classroom assessments, and by encouraging children to read every day. Our Accelerated Reader program allows parents to view their child's progress report on-line to see what types of books are read, and how often they are reading. Contact the principal at (805) 986-8720 for information about how to become involved at Hollywood Beach School.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.8	0.3	0.5	3.4	1.6	1.7	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Comprehensive School Safety Plan is a step-by-step guide for managing safety-related issues at Hollywood Beach School that is reviewed and updated every year. The plan includes the results of a needs assessment and a plan for improving safety issues at the school. Key elements of the plan include C.H.A.M.P.S. (Conversation, Help, Activity, Movement, Participation, Successful Students) Positive Behavior Support System, frequent fire, earthquake and evacuation drills, and emergency and supply kits that are provided for each classroom. Lock-down drills are conducted with the local police department to simulate an active shooter event.

Our school safety plan was last reviewed and updated on February 6, 2019 for the 2019-2020 school year by our School Safety Committee. It will be discussed at a future staff meeting, and updated.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	38			1	45			1	44			1
1	23		2		26		2		25		2	
2	25		2		21		2		26		2	
3	26		2		27		2		21		2	
4	33		1	1	27		2		30		2	
5	24		2		35			2	27		2	
6	25		14		23		14		29		14	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	356.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	1.0

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Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10,882	$1,308	$9,574	$125,030

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A	$8,797	$92,783.00
Percent Difference - School Site and District	N/A	N/A	8.5	29.6
State	N/A	N/A	$7,506.64	$82,663.00
Percent Difference - School Site and State	N/A	N/A	24.2	40.8

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Types of Services Funded (Fiscal Year 2018-19)

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Category	District Amount	State Average For Districts In Same Category
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Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
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- English Language Arts
- English Language Development
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- Mathematics
- C.H.A.M.P.S. Program (Conversation, Help, Activity, Movement, Participation, Successful Students)

Professional development is offered during the teaching day, on three student-free staff development days, during summer institutes, after school, and on weekends. Substitute teachers are provided and the negotiated hourly rate is offered for attendance.

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CHARLES F. BLACKSTOCK JUNIOR HIGH SCHOOL
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	CHARLES F. BLACKSTOCK JUNIOR HIGH SCHOOL
Street	701 East Bard Road
City, State, Zip	Oxnard, CA 93033
Phone Number	(805) 488-3644
Principal	Thomas Beneke
Email Address	tbeneke@hueneme.org
Website	http://blackstock.hueneme.org
County-District-School (CDS) Code	56-72462-6055032

Entity	Contact Information
District Name	HUENEME ELEMENTARY SCHOOL DISTRICT
Phone Number	(805) 488-3588
Superintendent	Dr. Christine Walker
Email Address	cwalker@hueneme.org
Website	www.hueneme.org

School Description and Mission Statement (School Year 2019-20)

Charles F. Blackstock Junior High School was established in 1966 and is located in the city of Oxnard, California. Blackstock is one of 11 schools in the Hueneme Elementary School District. Our school currently serves approximately 1,400 students in grades 6-8 and has over 100 full and part-time employees including teachers, classified, support personnel and administrators. As a neighborhood school, we are fortunate to have strong community support. We have redesigned many of our traditional educational programs to include a 3-period block schedule, a later starting time and reduced class sizes. As a community of educators, we are actively incorporating the California common core NGS and California state standards into every aspect of the curriculum. Our motivated and dedicated employees work alongside volunteers to maximize the intellectual, physical, social and emotional potential of each and every student.

Working in partnership with other district programs, Blackstock is able to offer after school academic, enrichment and recreational classes to students. In partnership with California State University Channel Islands, Pepperdine University, California Lutheran University and the University of California at Santa Barbara, we are able to assist in the training of college graduates who wish to enter the field of education as a teacher, counselor or administrator. At Blackstock, we work hard to provide a positive educational environment characterized by high expectations for the individual success of students and staff alike. Blackstock uses CHAMPS, Safe School Ambassadors, Restorative Practices as well as Community Circles behavioral programs to provide structures and opportunities for all students to thrive in an educational environment that fosters excellence.

At Blackstock Jr. High School, we believe all students deserve an education that incorporates a meaning-centered, integrated curriculum requiring critical thinking and the use of educational technology. Blackstock is a one to one technology school that allows students access to technology in every classroom environment. As an educational collective, the Blackstock staff believes that one of the most excellent, expedient and valuable ways in which to support the children and youth of our community is through the power of education.

The Blackstock staff believes students should be actively involved in a respectful, caring, cohesive educational community. Our students also have the opportunity to participate in AVID (Advancement Via Individual Determination) as an elective class, which includes Cornell note-taking, college tutors, and a clear path to college success. Blackstock is currently identified as an AVID School of Distinction.

Blackstock staff members are actively engaged in the perpetual process of building our capacity to communicate and involve all relevant constituents in the decision making process of the school. We ensure that these decisions are made based upon data, research and relevant information. Continual development of associate administrators and teaching staff is essential for the long term sustainability of programs, and for attaining the highest achievement levels possible.

The children who attend our school will be safe, respected, and protected. Blackstock staff inspires students to explore, dream big, and develop social and civic responsibility through a balanced learning program. Students will thrive as we foster perseverance and resiliency in a safe, culturally responsive, and inclusive environment.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 6	477
Grade 7	527
Grade 8	467
Total Enrollment	1,471

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.1
Asian	0.3
Filipino	6.3
Hispanic or Latino	88.8
Native Hawaiian or Pacific Islander	0.2
White	2.4
Two or More Races	1.4
Socioeconomically Disadvantaged	91.9
English Learners	28.7
Students with Disabilities	11.6
Foster Youth	0.1
Homeless	0.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	57	58	57	360
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	3	3	2	7

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2018

Textbooks and instructional materials were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) for grades K-8 and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Materials are available to 100% of our pupils. Zero percent (0%) of pupils in this district lack their own assigned textbooks and instructional materials.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 McGraw-Hill School Education, Reading Wonders, 2017 6-8 Houghton Mifflin Harcourt, California Collections, 2017	Yes	0
Mathematics	K-5 enVision MATH Common Core, 2015, Pearson Education, Inc. 6-8 McGraw-Hill, California Math Courses 1-3, 2015	Yes	0
Science	K-5 Houghton Mifflin, History Social Science, 2007 6-8 McDougal Littell, World History: Ancient Civilizations; Medieval & Early Modern Times; Creating America: Beginnings through World War I, 2006	Yes	0
History-Social Science	K-5 Houghton Mifflin, History Social Science, 2007 6-8 Teachers Curriculum Institute (TCI), History Alive!, 2017	Yes	0
Visual and Performing Arts	Pearson Scott Foresman, Scott Foresman Art, California Edition, 2004 Pearson Scott Foresman, Silver Burdett Making Music, California Edition, 2008	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Blackstock has in recent years completed classroom modernization including the redesign of classrooms and grounds with the removal and replacement of carpet, electrical systems, natural gas plumbing, furniture, windows, data/telecommunications, plumbing, as well as lighting advances and other improvements throughout common areas (office, library, etc.), and all permanent classrooms. Blackstock campus is in a nearly permanent state of improvement to facilitate the most excellent campus possible. Blackstock School maintains facilities that provide for a safe, clean learning environment. The front office and entrance have been redesigned to provide a more secure egress and regress for students, staff and community. Our campus contains areas for classrooms, a cafeteria and kitchen, library, and support personnel space. In addition, we have adequate playground areas for all students. Blackstock has recently installed a large shade structure to provide shade and cover for physical education classes as well as students during nutrition and lunch breaks. Blacktop areas will also be resurfaced and repainted in the near future.

Our school site is well maintained. Our classrooms and restrooms are cleaned on a daily basis by our custodial staff. The restrooms are inspected throughout the school day by the head custodian in order to identify items in need of repair and cleanliness. Graffiti is immediately removed when found and the yards and hallways are cleaned and/or swept daily. In addition to our custodial staff, Blackstock maintains a full time groundskeeper who constantly maintains the grass, plants, and yard areas. Daily inspections and staff input serve to identify repair and safety needs around campus. Small issues are resolved immediately and our district maintenance staff corrects larger needs as quickly as possible. Evidence of successful facility maintenance is apparent when visiting our safe and clean campus. Together, school and district personnel work to ensure that the facility is maintained in a manner that assures it is clean, safe and functional as determined pursuant to an interim evaluation instrument developed by the State of California Office of Public School Construction.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 08/28/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	29	29	28	29	50	50
Mathematics (grades 3-8 and 11)	17	13	18	18	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1460	1441	98.70	1.30	29.29
Male	709	697	98.31	1.69	24.25
Female	751	744	99.07	0.93	34.01
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	92	90	97.83	2.17	57.78
Hispanic or Latino	1295	1279	98.76	1.24	26.58
Native Hawaiian or Pacific Islander	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	37	36	97.30	2.70	25.00
Two or More Races	21	21	100.00	0.00	66.67
Socioeconomically Disadvantaged	1344	1328	98.81	1.19	27.03
English Learners	988	970	98.18	1.82	18.76
Students with Disabilities	174	172	98.85	1.15	2.33
Students Receiving Migrant Education Services	28	28	100.00	0.00	7.14
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1460	1456	99.73	0.27	12.64
Male	709	707	99.72	0.28	11.32
Female	751	749	99.73	0.27	13.89
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	92	92	100.00	0.00	34.78
Hispanic or Latino	1295	1291	99.69	0.31	10.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	37	37	100.00	0.00	16.22
Two or More Races	21	21	100.00	0.00	42.86
Socioeconomically Disadvantaged	1344	1341	99.78	0.22	11.11
English Learners	988	985	99.70	0.30	6.50
Students with Disabilities	174	172	98.85	1.15	1.16

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	28	28	100.00	0.00	7.14
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	18.5	16.0	7.1

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

At Blackstock Junior High School, we are committed to obtaining the best community resources for our school. Blackstock has been fortunate to have obtained and established several organizations, opportunities and activities to support active parent participation. Among these are: Parent Teacher Student Association (PTSA), School Site Council (SSC), English Learners Advisory Committee (ELAC), After School Education and Safety (ASES, our after school program), and parent volunteers. In addition, Blackstock also hosts informal meetings once a month called, "Café con Leche." These gatherings have been designed to provide parents the opportunity to communicate with counselors, teachers, administrators, state and local officials. Meetings are held on the first Thursday of each month. Café con Leche is specifically tailored to connect parents and outside agencies that support students, families and the community at large. Groups such as City Impact and MICOP provide counseling and psychological referrals. Also addressed are important community topics such as nutrition classes through Ventura County Public Health, human trafficking information through Ventura County Behavioral Health, and public and private safety as well as local gang information from the Oxnard Police Department. In addition, Blackstock regularly hosts Positive Parent Program (Triple P) classes and parent academies, which are designed to encourage positive interactions between parents and students. Parents are also invited to participate in activities to support our band, AVID program, athletics, library, and help to supervise school dances and field trips. Blackstock also hosts twice-weekly adult English Language Development (ELD) classes in the evening.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	6.9	2.2	3.6	3.4	1.6	1.7	3.6	3.5	3.5
Expulsions	0.4	0.1	0.2	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Date Last Discussed with Staff: November 19, 2018

Date of Review/Update: January 8, 2019

Key elements of our school safety plan are designed for the following:

- To provide a safe learning environment for students and staff
- To provide response guidelines in the event of a disaster or emergency
- To ensure the legal rights of all students/staff to work in a safe and orderly environment

- To review the buildings and plans, identify structural needs, establish safe zones, procedures, and provide training

Blackstock School has developed a comprehensive School Safety Plan that covers all the necessary and required aspects of planning for emergency responses, staff training and support, and student safety. Regular drills and practices are held for various emergency events. Students, staff and parents are informed as to what will be done in the case of natural and/or man-made emergencies. Students at our school receive instruction on acceptance of diverse cultures, positive character traits, personal responsibility, and an understanding of the laws, rules and regulations of our society and school district. Our school has very high behavior and discipline standards.

Blackstock School's Safe School Committee reviews and coordinates emergency response guidelines in concert with the District Disaster Plan and District Safety Committee. The Disaster Plan delineates roles of key personnel and their actions during emergency situations. This document is reviewed and approved by our School Site Council. Our school is a "closed campus," meaning that all outer perimeter gates are locked during school hours and students must have permission to leave. Visitors are required to sign in at the office, where they are given a visitor's badge before entering the campus. The campus is open to students at 8:00 a.m., and offers work places until 6:00 p.m. Our ASES after school program serves over 100 students daily for homework club, academic support, sports and enrichment classes. This program provides a safe environment for students who wish to remain past the regular school dismissal time.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	24	12	27		24	9	31		26	11	31	2
Mathematics	23	8	28		24	19	16	1	27	1	31	4
Science	22	20	16		24	12	21	2	28	1	32	2
Social Science	27	2	28		23	19	16	1	26	10	25	1

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	735.5

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0

Title	Number of FTE* Assigned to School
Resource Specialist (non-teaching)	1.3

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$9,448	$1,854	$7,595	$106,532
District	N/A	N/A	$8,797	$92,783.00
Percent Difference - School Site and District	N/A	N/A	-14.7	13.8
State	N/A	N/A	$7,506.64	$82,663.00
Percent Difference - School Site and State	N/A	N/A	1.2	25.2

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

In the 2018-19 school year, the Hueneme Elementary School District spent an average of $10,772 to educate each student, excluding food services:

- Title I: Funds are allocated to serve economically disadvantaged students.
- Title II: Provides funding for preparing, training and recruiting high quality teachers and principals.
- Title III: Provides funding for supplemental services for English Language Learners, their teachers and parents.
- Special Education: Provides funding to meet the unique needs of individuals with disabilities.
- After School Education & Safety (ASES): Funding is provided to implement recreation, academic, and enrichment programs after school.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$51,260	$45,741
Mid-Range Teacher Salary	$84,265	$81,840
Highest Teacher Salary	$110,583	$102,065
Average Principal Salary (Elementary)	$129,087	$129,221
Average Principal Salary (Middle)	$138,051	$132,874
Average Principal Salary (High)	$0	$128,660
Superintendent Salary	$213,278	$224,581
Percent of Budget for Teacher Salaries	39%	36%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

Administrators, teachers and paraprofessionals participate in professional development focused on the California Common Core State Standards in order to improve their skills in teaching and assessment of student learning. The primary focus areas are instruction of grade-level content standards, intervention strategies for students who have not mastered standards, and assessment of student progress.

The primary area of focus for the most recent three-year period was:

- English Language Arts
- English Language Development
- Writing
- Mathematics
- C.H.A.M.P.S. Program (Conversation, Help, Activity, Movement, Participation, Successful Students)

Professional development is offered during the teaching day, on three student-free staff development days, during summer institutes, after school, and on weekends. Substitute teachers are provided and the negotiated hourly rate is offered for attendance.

During the school year, teachers are supported by classroom observations, staff meetings, and grade-level/content area collaboration. Professional learning agendas are based on student achievement data and teacher input. In reading/language arts and mathematics, student performance data is ongoing and evaluated using a common assessment. A Student Progress Report aligned to the California Common Core State Standards is sent to parents at the end of each trimester.

E.O. GREEN JUNIOR HIGH SCHOOL
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	E.O. GREEN JUNIOR HIGH SCHOOL
Street	3739 South C Street
City, State, Zip	Oxnard, CA 93033
Phone Number	(805) 986-8750
Principal	Heidi Haines
Email Address	hhaines@hueneme.org
Website	http://green.hueneme.org
County-District-School (CDS) Code	56-72462-6055040

Entity	Contact Information
District Name	HUENEME ELEMENTARY SCHOOL DISTRICT
Phone Number	(805) 488-3588
Superintendent	Dr. Christine Walker
Email Address	cwalker@hueneme.org
Website	www.hueneme.org

School Description and Mission Statement (School Year 2019-20)

E.O. Green Junior High School was established in 1960 in the city of Oxnard, California. Approximately 1,313 grade 6 through 8 students are enrolled. Approximately 17.8% of those students are English language learners and approximately 86% participate in the free and reduced lunch program.

E.O. Green's mission is to create a student-centered learning environment that will promote lifelong learning, positive self-concepts, and collaborative relationships while preparing students for productive and successful college/career-readiness and citizenship in our society. Our school is dedicated to our motto, "Everyone at E.O. Green is treated with dignity and respect." We strive to provide a safe, supportive environment for students, staff and community members, and promote a positive partnership between home, school and community. We believe strongly in the Hueneme School District mission and vision, and focus on inspiring and empowering all students to thrive every day.

Our excellent teaching and support staff is committed to providing a positive climate for learning in which all students can reach their full potential in academics, attitudes, athletics, and the arts. We strive to facilitate successful student transitions from the self-contained classroom of our district's elementary schools to our departmentalized instructional program. We incorporate technology into student learning, and are always in pursuit of excellence in our implementation of the New California State Standards. Student achievement data is collected and analyzed to determine areas of student success and areas for instructional improvement. Academically at-risk students are identified early and provided with targeted, differentiated interventions. Our goal is to provide a school community in which every child is provided with the skills and tools needed to succeed in high school, and ultimately, for college and career-readiness.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 6	377
Grade 7	474
Grade 8	426
Total Enrollment	1,277

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.2
Asian	0.6
Filipino	1.8
Hispanic or Latino	86.6
Native Hawaiian or Pacific Islander	0.3
White	7
Two or More Races	2.3
Socioeconomically Disadvantaged	83.2
English Learners	16.8
Students with Disabilities	12.4
Foster Youth	0.3
Homeless	0.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	52	56	55	360
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	4	5	5	7

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2018

Textbooks and instructional materials were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) for grades K-8 and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Materials are available to 100% of our pupils. Zero percent (0%) of pupils in this district lack their own assigned textbooks and instructional materials.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 McGraw-Hill School Education, Reading Wonders, 2017 6-8 Houghton Mifflin Harcourt, California Collections, 2017	Yes	0
Mathematics	K-5 enVision MATH Common Core, 2015, Pearson Education, Inc. 6-8 McGraw-Hill, California Math Courses 1-3, 2015	Yes	0
Science	K-5 Houghton Mifflin, History Social Science, 2007 6-8 McDougal Littell, Focus on Earth Science; Focus on Life Science; Focus on Physical Science; 2007	Yes	0
History-Social Science	K-5 Houghton Mifflin, Science, 2007 6-8 Teaches Curriculum Institute (TCI), History Alive!, 2017	Yes	0
Foreign Language	7-8 Holt, Ven conmigo, 2003	Yes	0
Visual and Performing Arts	Pearson Scott Foresman, Scott Foresman Art, California Edition, 2004 Pearson Scott Foresman, Silver Burdett Making Music, California Edition, 2008	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

E.O. Green is one of two junior high schools in the Hueneme Elementary School District. Green promotes a safe, clean environment for students, staff, volunteers, and others. Our custodial team takes pride in maintaining clean and attractive facilities. The district administers a scheduled maintenance program to ensure that all classrooms are well maintained and to provide a pleasant learning environment. Together, school and district personnel work to ensure that the facility is clean, safe, and functional as determined by an interim evaluation instrument developed by the State of California Office of Public School Construction.

Safety of students and staff is a primary concern. Adult supervision is provided in the classrooms and outside areas before and after school, and during nutrition, lunch and passing times. Restrooms are supervised throughout the day. School administrators supervise entrance and exit points of the campus, along with campus assistants. To limit unauthorized access to our campus, gates are locked each morning when instruction begins, including the new security gate that directs all traffic during the school day through the school office. All visitors are required to sign in at the office and must wear a visitor identification badge. Teachers, classified staff and after school staff/coaches are on duty daily to supervise after-school tutorials, enrichment classes, and recreational activities.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 08/30/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	26	28	28	29	50	50
Mathematics (grades 3-8 and 11)	15	14	18	18	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1254	1239	98.80	1.20	28.09
Male	634	629	99.21	0.79	25.28
Female	620	610	98.39	1.61	30.98
Black or African American	12	12	100.00	0.00	16.67
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	20	20	100.00	0.00	50.00
Hispanic or Latino	1095	1081	98.72	1.28	25.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	86	85	98.84	1.16	47.06

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	29	29	100.00	0.00	62.07
Socioeconomically Disadvantaged	1047	1037	99.04	0.96	24.30
English Learners	560	556	99.29	0.71	13.13
Students with Disabilities	154	152	98.70	1.30	3.29
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1254	1240	98.88	1.12	14.11
Male	634	629	99.21	0.79	16.69
Female	620	611	98.55	1.45	11.46
Black or African American	12	12	100.00	0.00	8.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	20	20	100.00	0.00	35.00
Hispanic or Latino	1095	1082	98.81	1.19	11.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	86	85	98.84	1.16	31.76
Two or More Races	29	29	100.00	0.00	31.03
Socioeconomically Disadvantaged	1047	1037	99.04	0.96	11.09
English Learners	560	556	99.29	0.71	2.70
Students with Disabilities	154	152	98.70	1.30	1.32
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	21.4	20.0	18.7

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Strong partnerships with our parents are critical to the accomplishment of academic, social and behavioral excellence at E.O. Green Junior High School. Opportunities for parent involvement include:

- Parent and military volunteers for playground games, Military Kids Club, sports, library, campus supervision and classroom assistance
- Active Parent-Teacher-Student Association (PTSA), "Coffee with the Principal/Cafe con la directora" monthly, ongoing Triple P Parenting Classes, Parent Academy classes, and Parent Education nights
- School Site Council (SSC) and English Learners Advisory Committee (ELAC)
- Achieving Via Individual Determination (AVID) Program, various academic and service learning clubs (CJSF, ASB, GSA, Renaissance), and after-school sports teams that stress good sportsmanship and academic success, where parent involvement is welcome
- At-Risk Tutoring Program, Drop-in Homework Clinic, ASES after-school program and other volunteer opportunities. such as Portfolio Fair and Career Days

Please contact our counselors, Dr. Diane Gomez or Mrs. Alma Alvarez-Rice, at 805-986-8750, if you are interested in parental involvement opportunities. Our PTSA President, Mrs. Bobbie Zavala, accepts messages at this number as well.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	9.3	4.6	3.9	3.4	1.6	1.7	3.6	3.5	3.5
Expulsions	0.2	0.0	0.1	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Date of Last Review/Update: October 15, 2019
Date Last Discussed with Staff: October 21, 2019

The Hueneme Board of Education has directed that schools be prepared for any actual or anticipated disaster. E.O. Green Junior High School has a Comprehensive School Site Safety Plan (available in the school office) which meets district and state requirements. This plan is monitored and reviewed annually by the School Safety Committee and is shared with faculty at least once per year. Emergency drills are conducted with students and staff regularly: fire and earthquake drills are done on a trimester basis, and lockdown drills are done twice yearly in cooperation with Oxnard Police Department.

The safety plan includes disaster procedures, procedures for safe entry and exit of students, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, school dress code, and school discipline policies. Safety procedures and elements of the Comprehensive School Safety Plan are reviewed by school staff at the start of each school year. Other methods of promoting school safety include campus supervision, many CPR-certified staff members, and a telephone and intercom communication system. Classrooms are equipped with first aid kits and fire extinguishers. We strive to maintain a safe and orderly school campus that supports a strong academic climate, and utilize the C.H.A.M.P.S. (Conversation/Help/Activity/Movement/Participation/Successful Students) positive behavior system and a five-step discipline plan, along with behavioral interventions and restorative practices used to promote a safe campus.

Our safety plan was last reviewed and updated in October, 2019. In our updated plan, we strengthened our procedures for safety during emergencies. We also provided teachers and students with information on the use of C.H.A.M.P.S. Positive Behavioral Support system, and on restorative practices.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	28	6	20	5	31	2	15	12	28	4	24	6
Mathematics	28	2	28	4	30	1	23	11	30		30	4
Science	32	1	8	16	32	1	7	18	31	1	18	11
Social Science	30	2	12	8	31	3	10	14	28	3	21	7

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	638.5

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.4
Other	1.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$9,696	$1,795	$7,901	$110,243
District	N/A	N/A	$8,797	$92,783.00
Percent Difference - School Site and District	N/A	N/A	-10.7	17.2
State	N/A	N/A	$7,506.64	$82,663.00
Percent Difference - School Site and State	N/A	N/A	5.1	28.6

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

In the 2018-19 school year, the Hueneme Elementary School District spent an average of $10,772 to educate each student, excluding food services:

- Title I: Funds are allocated to serve economically disadvantaged students.
- Title II: Provides funding for preparing, training and recruiting high quality teachers and principals.
- Title III: Provides funding for supplemental services for English Language Learners, their teachers and parents.
- Special Education: Provides funding to meet the unique needs of individuals with disabilities.
- After School Education & Safety (ASES): Funding is provided to implement recreation, academic, and enrichment programs after school.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$51,260	$45,741
Mid-Range Teacher Salary	$84,265	$81,840
Highest Teacher Salary	$110,583	$102,065
Average Principal Salary (Elementary)	$129,087	$129,221
Average Principal Salary (Middle)	$138,051	$132,874
Average Principal Salary (High)	$0	$128,660
Superintendent Salary	$213,278	$224,581
Percent of Budget for Teacher Salaries	39%	36%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

Administrators, teachers and paraprofessionals participate in professional development focused on the New California State Standards in order to improve their skills in teaching and assessment of student learning. The primary focus areas are the instruction of grade-level content standards, intervention strategies for students who have not mastered standards, Designated ELD, Integrated ELD, and assessment of student progress to drive instruction. Additional support has been provided by site experts in these areas as well as well. Topics were chosen by analyzing data at the school and district level, in order to better provide for the needs of students and to support staff

The primary area of focus for the most recent three-year period was:

- English Language Arts
- English Language Development
- Writing
- Mathematics
- Piloted Materials
- C.H.A.M.P.S. Program (Conversation, Help, Activity, Movement, Participation, Successful Students)
- Socio-emotional (e.g. Restorative Practices)

Counselors have been trained in a myriad of topics, including Restorative Justice and Suicide Prevention Training, among others.

Professional development is offered during the teaching day, on three student-free staff development days, during summer institutes, after school, and on weekends. Our school additionally has several early release days this year, to maximize training in ELD and other topics as needed. Substitute teachers are provided as needed. Conference attendance is also encouraged, and mentoring is available for teachers new to the profession.

During the school year, teachers are supported by classroom observations, staff meetings, and grade-level/content area collaboration, one-on-one and mentoring opportunities are available. Professional learning agendas are based on student achievement data and teacher input. In reading/language arts and mathematics, student performance data is ongoing and evaluated using a common assessment. A Student Progress Report aligned to the Common Core California State Standards is distributed to parents on a trimesterly basis, with progress report updates at mid-trimester.

JULIEN HATHAWAY ELEMENTARY SCHOOL
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	JULIEN HATHAWAY ELEMENTARY SCHOOL
Street	405 East Dollie Street
City, State, Zip	Oxnard, CA 93033
Phone Number	(805) 488-2217
Principal	Felicitas Perez
Email Address	fperez@hueneme.org
Website	http://hathaway.hueneme.org
County-District-School (CDS) Code	56-72462-6055081

Entity	Contact Information
District Name	HUENEME ELEMENTARY SCHOOL DISTRICT
Phone Number	(805) 488-3588
Superintendent	Dr. Christine Walker
Email Address	cwalker@hueneme.org
Website	www.hueneme.org

School Description and Mission Statement (School Year 2019-20)

Hathaway is a neighborhood school that has been part of the Hueneme Elementary School District since 1962. Our diverse student population consists of approximately 533 students in preschool through fifth grade. We qualify for school wide Title I funding through the Consolidated Application. We currently serve English Learners, Gifted and Talented, Migrant, Emergency Immigrant, and Special Education students.

Our school mission is to provide a quality education by ensuring that each student is known and appreciated as an individual. Within a safe and orderly environment, students will be encouraged to strive for high levels of academic achievement and become productive members of our culturally diverse community.

To achieve our school mission and to meet accountability targets, we have implemented the following goals:

- Every child will be a proficient and independent reader by the end of third grade.
- English Learners will be equipped with the English language skills needed for academic success through daily English Language Development.
- Every child will meet mathematics and language arts grade-level standards.
- Integrate technology to enhance standards-based instruction.
- Provide early intervention for students who have not mastered grade-level standards which include in-class modifications, after-school academic programs and summer school.
- Provide sustained professional development and coaching focused on teaching and learning and core academic subjects. Training is aligned with the state curriculum frameworks and district-adopted standards.
- Provide parents with information and feedback on their child's academic progress and activities and encourage parents to become involved in the school's activities.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	76
Grade 1	86
Grade 2	88
Grade 3	93
Grade 4	103
Grade 5	98
Total Enrollment	544

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.8
Asian	0.6
Filipino	3.1
Hispanic or Latino	91.5
White	1.1
Two or More Races	1.8
Socioeconomically Disadvantaged	92.1
English Learners	50.6
Students with Disabilities	8.1
Homeless	

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	26	26	26	360
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	7

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2018

Textbooks and instructional materials were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) for grades K-8 and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Materials are available to 100% of our pupils. Zero percent (0%) of pupils in this district lack their own assigned textbooks and instructional materials.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 McGraw-Hill School Education, Reading Wonders, 2017 6-8 Houghton Mifflin Harcourt, California Collections, 2017	Yes	0
Mathematics	K-5 enVisionMATH Common Core, 2015, Pearson Education, Inc. 6-8 McGraw-Hill, California Math Courses 1-3, 2015	Yes	0
Science	K-5 Houghton Mifflin, Science, 2007 6-8 McDougal Littell, Focus on Earth Science; Focus on Life Science; Focus on Physical Science; 2007	Yes	0
History-Social Science	K-5 Houghton Mifflin, History Social Science, 2007 6-8 Teachers Curriculum Institute (TCI), History Alive!, 2017	Yes	0
Visual and Performing Arts	Pearson Scott Foresman, Scott Foresman Art, California Edition, 2004 Pearson Scott Foresman, Silver Burdett Making Music, California Edition, 2008	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Julien G. Hathaway School was opened in 1962 as the ninth school in the Hueneme Elementary School District. It was one of the district's first schools to be modernized in the late 1990s during which many upgrades were made, including networked computers in all rooms and offices, and attractive and comfortable classroom interiors. Recently we added a state of the art STEAM lab that replaced the old computer lab. Students in grades 2-5 have one to one devices and students in grades K-1 have 10 devices in their classrooms. There are 34 classrooms at Hathaway and a new portable restroom building was added to accommodate the new preschool classrooms. Julien Hathaway's office was recently remodeled to make the office more modern, functional and safe. Secure doors were added at the front entrance as well as in the office to ensure student and staff safety. A handicap ramp was added to the front entrance as well new ADA compliant drinking fountains were added in 2019.

Our day, two night custodians, and an additional 4 hour custodian clean classrooms on a daily basis. Routine maintenance is also done daily. The condition of our restrooms, floors, walls, roof, plumbing and electrical systems is consistently maintained and upgraded as needed. Litter and graffiti are dealt with immediately with the help of students, the custodians, and the groundskeeper. Together, school and district personnel work to ensure that the facility is maintained in a manner that ensures it is clean, safe and functional as determined pursuant to an interim evaluation instrument developed by the State of California Office of Public School Construction.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 08/28/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	27	24	28	29	50	50
Mathematics (grades 3-8 and 11)	18	17	18	18	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	287	283	98.61	1.39	23.67
Male	157	153	97.45	2.55	23.53
Female	130	130	100.00	0.00	23.85
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	12	12	100.00	0.00	58.33
Hispanic or Latino	263	259	98.48	1.52	23.17
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	266	262	98.50	1.50	21.76
English Learners	235	231	98.30	1.70	20.35
Students with Disabilities	36	34	94.44	5.56	14.71
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	289	284	98.27	1.73	16.55
Male	158	155	98.10	1.90	15.48
Female	131	129	98.47	1.53	17.83
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	12	12	100.00	0.00	58.33
Hispanic or Latino	265	260	98.11	1.89	15.38
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	268	263	98.13	1.87	14.83
English Learners	237	233	98.31	1.69	15.88
Students with Disabilities	36	35	97.22	2.78	8.57
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	17.5	17.5	10.3

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Contacts: Felicitas Perez, Principal —or— Gabriela Silva, PTA President
Phone Number: (805) 488-2217 ext. 1899

At Hathaway School, we work under the philosophy that the parent is the child's first teacher. Therefore, opportunities for parental involvement are varied and ongoing. Parents are encouraged to be in the classroom assisting the teacher and the students during daily lessons. Parent helpers assist with teacher preparation and in the library. The PTA invites parents to become involved through fundraising efforts, enrichment activities for the students and family/community/school evening events.

Parents at Hathaway are also involved as school leaders. We have an active School Site Council and English Language Advisory Committee with strong parental representation. Parents are curricular leaders at home by supporting their children's academic development and being involved in home/school connection programs.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.6	0.7	0.9	3.4	1.6	1.7	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Date of Last Review/Update: November 12, 2019
Date Last Discussed with Staff: November 18, 2019

The Hueneme Board of Education has directed that schools be prepared for any actual or anticipated disaster. Hathaway School has a Comprehensive School Site Safety Plan (available in the school office) which meets district and state requirements. Monitored and reviewed annually by the School Safety Committee comprised of administrators, teachers, parents and students, the plan outlines rules and procedures governing safety issues at the school. The safety plan includes disaster procedures, procedures for safe entry and exit of students, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, school dress codes, and school discipline policies. Safety procedures and elements of the Comprehensive School Safety Plan are reviewed with school staff at the start of each school year.

Other factors promoting school safety include regular fire and earthquake drills, campus supervision, many CPR-certified staff members, and a well-planned communication system. Classrooms are equipped with first aid kits and fire extinguishers. We strive to maintain a safe and orderly school campus that supports a strong academic climate.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	1	3		22		4		19	4		
1	24		3		26		3		22		4	
2	24		4		25		4		26		3	
3	29		3	1	24		4		25		4	
4	29		3		28		3		29		3	
5	26	1	4		22	1	4		28		4	
Other**									9	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	544.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	2.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11,925	$2,153	$9,772	$107,579
District	N/A	N/A	$8,797	$92,783.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	10.5	14.8
State	N/A	N/A	$7,506.64	$82,663.00
Percent Difference - School Site and State	N/A	N/A	26.2	26.2

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

In the 2018-19 school year, the Hueneme Elementary School District spent an average of $10,772 to educate each student, excluding food services:

- Title I: Funds are allocated to serve economically disadvantaged students.
- Title II: Provides funding for preparing, training and recruiting high quality teachers and principals.
- Title III: Provides funding for supplemental services for English Language Learners, their teachers and parents.
- Special Education: Provides funding to meet the unique needs of individuals with disabilities.
- After School Education & Safety (ASES): Funding is provided to implement recreation, academic, and enrichment programs after school.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$51,260	$45,741
Mid-Range Teacher Salary	$84,265	$81,840
Highest Teacher Salary	$110,583	$102,065
Average Principal Salary (Elementary)	$129,087	$129,221
Average Principal Salary (Middle)	$138,051	$132,874
Average Principal Salary (High)	$0	$128,660
Superintendent Salary	$213,278	$224,581
Percent of Budget for Teacher Salaries	39%	36%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

Administrators, teachers and paraprofessionals participate in professional development focused on the California Common Core State Standards in order to improve their skills in teaching and assessment of student learning. The primary focus areas are instruction of grade-level content standards, intervention strategies for students who have not mastered standards, and assessment of student progress.

The primary area of focus for the most recent three-year period was:

- English Language Arts
- English Language Development
- Writing
- Mathematics
- C.H.A.M.P.S. Program (Conversation, Help, Activity, Movement, Participation, Successful Students)

Professional development is offered during the teaching day, on three student-free staff development days, during summer institutes, after school, and on weekends. Substitute teachers are provided and the negotiated hourly rate is offered for attendance.

During the school year, teachers are supported by classroom observations, staff meetings, and grade-level/content area collaboration. Professional learning agendas are based on student achievement data and teacher input. In reading/language arts and mathematics, student performance data is ongoing and evaluated using a common assessment. A Student Progress Report aligned to the California Common Core State Standards is sent to parents at the end of each trimester.

ART HAYCOX ELEMENTARY SCHOOL
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	ART HAYCOX ELEMENTARY SCHOOL
Street	5400 Perkins Road
City, State, Zip	Oxnard, CA 93033
Phone Number	(805) 488-3578
Principal	Mrs. Julianne Peña
Email Address	jpena@hueneme.org
Website	http://haycox.hueneme.org
County-District-School (CDS) Code	56-72462-6055024

Entity	Contact Information
District Name	HUENEME ELEMENTARY SCHOOL DISTRICT
Phone Number	(805) 488-3588
Superintendent	Dr. Christine Walker
Email Address	cwalker@hueneme.org
Website	www.hueneme.org

School Description and Mission Statement (School Year 2019-20)

Haycox School is a multi-ethnic site serving a diverse population of approximately 960 students. We qualify for Schoolwide Title I funding through the Consolidated Application, with a significant amount of low-income students as determined by returned applications for free and reduced lunch. Eighty seven percent of Haycox students are English learners, while a significant number of students qualify for Migrant Education services. The school supports Special Education services as well as programs for Gifted and Talented (GATE) students. Haycox School receives categorical funding to support the learning of these students. In addition to a rigorous curriculum of daily instruction, all special needs, at-risk or academically deficient students receive supplemental instruction from certificated and classified personnel during and after school, as well as on select Saturdays.

The school is located in the southwest corner of the city of Oxnard and is one of eleven schools in the Hueneme Elementary School District, a K-8 district comprised of nine elementary and two junior high schools. The Haycox community is predominantly Hispanic, with a majority of the families living in the multiple family dwellings spread throughout the school attendance boundaries. A large number of families work in the area's abundant agricultural businesses. Historically, Haycox has been a high poverty school with a high percentage of transiency among its students. Spanish is the primary language for most of Haycox School's English language learners, but there is a growing population of students who enter speaking only Mixteco or a combination of Mixteco and some Spanish. The staff and students are supported by the services of Mixteco interpreters.

Haycox School is a transitional kindergarten through fifth grade school. All TK and Kindergarten classes are on the extended day schedule. The primary grades concentrate on teaching core subjects using the California Common Core State Standards. The upper grades concentrate on further developing skills the students have learned and emphasize application of skills across the curriculum. Remediation and enrichment are provided as needed. Instruction in English language development is given to every student on a daily basis. Daily instructional schedules are designed to maximize learning time for students.Classroom one to one devices are available in all grades two through five, with a classroom set of 10 iPads in Kinder and first grade. Additional STEM technology is available at each grade level with a school wide STEM program planned to support the development of student skills at each grade level.

Haycox is an AVID (Advancement Via Individual Determination) certified elementary school with AVID strategies being implemented in all 5th grade classrooms and the program is developing further in some 3rd and 4th grade classrooms.

Our mission is to inspire our students to explore, dream big, and develop social and civic responsibility through a balanced learning program. They will Thrive as we foster perseverance and resiliency in a safe, culturally responsive, and inclusive community. We will Empower our students by teaching them critical thinking skills through a rigorous academic experience in a digitally-rich environment.

We are a passionate and resilient community united by high expectations and serving all students.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	175
Grade 1	170
Grade 2	181
Grade 3	178
Grade 4	159
Grade 5	135
Total Enrollment	998

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.1
American Indian or Alaska Native	0.6
Asian	0.1
Filipino	0.6
Hispanic or Latino	81.8
White	16.8
Socioeconomically Disadvantaged	98.5
English Learners	88.1
Students with Disabilities	8
Foster Youth	0.2
Homeless	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	45	45	42	360
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	7

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2018

Textbooks and instructional materials were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) for grades K-8 and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Materials are available to 100% of our pupils. Zero percent (0%) of pupils in this district lack their own assigned textbooks and instructional materials.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 McGraw-Hill School Education, Reading Wonders, 2017 6-8 Houghton Mifflin Harcourt, California Collections, 2017	Yes	0
Mathematics	K-5 enVisionMATH Common Core, 2015, Pearson Education, Inc. 6-8 McGraw-Hill, California Math Courses 1-3, 2015	Yes	0
Science	K-5 Houghton Mifflin, Science, 2007 6-8 McDougal Littell, Focus on Earth Science; Focus on Life Science; Focus on Physical Science; 2007	Yes	0
History-Social Science	K-5 Houghton Mifflin, History Social Science, 2007 6-8 Teachers Curriculum Institute (TCI), History Alive!, 2017	Yes	0
Visual and Performing Arts	Pearson Scott Foresman, Scott Foresman Art, California Edition, 2004 Pearson Scott Foresman, Silver Burdett Making Music, California Edition, 2008	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Safety, cleanliness and adequacy of school facilities are ongoing commitments at Haycox. The school facilities are used for multiple community programs on a continuous basis. A collaborative effort between programs and school staff has ensured an ongoing improvement of and best use of space.

Suitability and condition of restrooms, floors, walls, roof, plumbing and electrical systems is regularly monitored. The facility includes, as part of the learning environment, lighting, heating, cooling and noise negotiation. Efforts to keep buildings and grounds free of litter and graffiti are addressed daily. Haycox places great importance on the need to ensure that buildings, grounds and playground equipment are in good repair, attractive, and safe for students and staff. Electrical and plumbing systems, floors, walls and the roof are all in good condition.

Administration and custodians constantly monitor the buildings and grounds. Together, school and district personnel work to ensure that the facility is maintained in a manner that ensures it is clean, safe and functional as determined pursuant to an interim evaluation instrument developed by the State of California Office of Public School Construction.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 08/30/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	13	15	28	29	50	50
Mathematics (grades 3-8 and 11)	10	9	18	18	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	479	465	97.08	2.92	15.05
Male	231	224	96.97	3.03	14.73
Female	248	241	97.18	2.82	15.35
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	333	319	95.80	4.20	15.99
Native Hawaiian or Pacific Islander					
White	139	139	100.00	0.00	12.23

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races					
Socioeconomically Disadvantaged	471	457	97.03	2.97	14.88
English Learners	455	441	96.92	3.08	14.06
Students with Disabilities	50	50	100.00	0.00	2.00
Students Receiving Migrant Education Services	26	22	84.62	15.38	9.09
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	478	475	99.37	0.63	9.26
Male	230	229	99.57	0.43	12.66
Female	248	246	99.19	0.81	6.10
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	332	329	99.10	0.90	8.51
Native Hawaiian or Pacific Islander					
White	139	139	100.00	0.00	10.07
Two or More Races					
Socioeconomically Disadvantaged	470	467	99.36	0.64	9.21
English Learners	454	451	99.34	0.66	8.87
Students with Disabilities	50	50	100.00	0.00	2.00
Students Receiving Migrant Education Services	26	26	100.00	0.00	3.85

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	19.1	23.4	7.1

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parents are an integral component to student learning and Haycox encourages parent involvement. Written notes are sent to parents to inform them about school events in both English and Spanish. Parents are notified through the automated SMS text and voice message communication system for events, reminders and general information in English, Spanish and Mixteco. A monthly newsletter and calendar are accessible on the school website, as well as sent home to the students highlighting special events in the upcoming month. We have parent volunteers in the classroom. Field trips always include parent participation. Often, there is standing room only at our back-to-school night and spring open house. Trimester assemblies recognize exemplary student behavior, academic proficiency, and improvement, and parents are invited to attend assemblies to watch their children being recognized. During the school day a Mixteco translator is at Haycox to assist parents. Parent conferences are held twice a year.

Triple P (Positive Parenting Program) classes are provided at Haycox School by our school counselors and Migrant parent meetings are also held at Haycox. Workshops and programs put on by teachers, administration, and organizations prepare parents to assist their children toward academic success.Numerous other parent education sessions are conducted throughout the year, featuring such topics as school expectations, transitioning to junior high, homework support, reading support, nutrition, drug and gang awareness, family resilience, neighborhood safety and community resources. This year a family academy had been established to include Game Night, Literacy Night, Math Night, and STEAM Night. The intention of these events is to involve parents and students in activities which are academic and fun, further enhancing parents confidence and willingness to become involved in their children's academic success.

Haycox has an elected School Site Council and English Language Advisory Committee that meets approximately six times each school year to discuss school programs and budget. Haycox is represented on the District Advisory Committee, the District English Learner Advisory Committee, and the Gifted & Talented Education (GATE) Committee. Any parent who would like to become involved with Haycox School can speak to their child's teacher or call the office at (805) 488-3578 to speak to the Principal, Julianne Peña, or one of the Assistant Principals, Evelyn Jimenez or Dustin Friedman.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.5	0.5	0.1	3.4	1.6	1.7	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Haycox School Safety Plan is updated annually and was approved by the School Site Council and by the English Language Advisory Committee. It includes fire and earthquake drills, as well as evacuation and lock-down procedures. In the event of an emergency, staff members are briefed with specific duties and reporting locations. The plan was presented to the leadership and reviewed with staff.

Last summer the administrative offices were remodeled and the primary entrance to the school was updated to increase safety and security for students and staff. A new anti-climb fence has been installed around the perimeter of the school. Also, in order to improve safety for children on the playground, we have established a school-wide program creating specific areas for play activities separate form walking and resting areas. This has helped to create a more calm atmosphere and a safer playground.

Safety matters are regularly discussed with Leadership and with the staff in order to review procedures and confirm understanding of expectations. For further security, all staff wear Haycox identification cards. All visitors are required to sign in at the office and wear a visitor badge while on campus. Parents must sign students out if they are picked up early from school. Only individuals listed on the student's emergency card, with proper identification are allowed to pick up students. Teachers release students after school to known members of the family or babysitters as long as parents have provided authorization on the school emergency card. Students enter and leave the campus through only two exits, for safety reasons, with a staff member monitoring the transition at the beginning and end of the school day. All employees are asked to question or report anyone on campus who is not displaying proper identification.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	46		1	4	40		1	4	35		2	3
1	24		8		24		8		21		8	
2	24		6		22		8		23		8	
3	29		5	1	22	1	6		25		7	
4	40		3	1	29		5		27		6	
5	30		6		26		6		27		5	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	499.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	1.0
Other	4.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10,731	$1,622	$9,109	$109,744
District	N/A	N/A	$8,797	$92,783.00
Percent Difference - School Site and District	N/A	N/A	3.5	16.7
State	N/A	N/A	$7,506.64	$82,663.00
Percent Difference - School Site and State	N/A	N/A	19.3	28.1

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

In the 2018-19 school year, the Hueneme Elementary School District spent an average of $10,772 to educate each student, excluding food services:

- Title I: Funds are allocated to serve economically disadvantaged students.
- Title II: Provides funding for preparing, training and recruiting high quality teachers and principals.
- Title III: Provides funding for supplemental services for English Language Learners, their teachers and parents.
- Special Education: Provides funding to meet the unique needs of individuals with disabilities.
- After School Education & Safety (ASES): Funding is provided to implement recreation, academic, and enrichment programs after school.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$51,260	$45,741
Mid-Range Teacher Salary	$84,265	$81,840

Category	District Amount	State Average For Districts In Same Category
Highest Teacher Salary	$110,583	$102,065
Average Principal Salary (Elementary)	$129,087	$129,221
Average Principal Salary (Middle)	$138,051	$132,874
Average Principal Salary (High)	$0	$128,660
Superintendent Salary	$213,278	$224,581
Percent of Budget for Teacher Salaries	39%	36%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

Administrators, teachers and paraprofessionals participate in professional development focused on the California Common Core State Standards in order to improve their skills in teaching and assessment of student learning. The primary focus areas are instruction of grade-level content standards, intervention strategies for students who have not mastered standards, and assessment of student progress.

The primary area of focus for the most recent three-year period was:

- English Language Arts
- English Language Development
- Writing
- Mathematics
- C.H.A.M.P.S. Program (Conversation, Help, Activity, Movement, Participation, Successful Students)

In addition, this year all Haycox teachers have participated in Foundational Skills professional development to support students' acquisition of reading skills across all grade levels. We have also enhanced training in the area of Social Emotional Learning.

Professional development is offered during the teaching day, on three student-free staff development days, during summer institutes, after school, and on weekends. Substitute teachers are provided and the negotiated hourly rate is offered for attendance.

During the school year, teachers are supported by classroom observations, staff meetings, and grade-level/content area collaboration. Professional learning agendas are based on student achievement data and teacher input. In reading/language arts and mathematics, student performance data is ongoing and evaluated using a common assessment. A Student Progress Report aligned to the California Common Core State Standards is sent to parents at the end of each trimester.

HUENEME ELEMENTARY SCHOOL
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	HUENEME ELEMENTARY SCHOOL
Street	354 North Third Street
City, State, Zip	Port Hueneme, CA 93041
Phone Number	(805) 488-3569
Principal	Monica Shallenberger
Email Address	mshallenberger@hueneme.org
Website	http:/hueneme.hueneme.org
County-District-School (CDS) Code	56-72462-6055073

Entity	Contact Information
District Name	HUENEME ELEMENTARY SCHOOL DISTRICT
Phone Number	(805) 488-3588
Superintendent	Dr. Christine Walker
Email Address	cwalker@hueneme.org
Website	www.hueneme.org

School Description and Mission Statement (School Year 2019-20)

Hueneme Elementary School was originally built as a one-room schoolhouse in the late 1800's. The school was rebuilt in 1928 at its current site and is now designated as an historical landmark. Our diverse student population consists of approximately 370 students. We qualify for schoolwide Title I funding through the Consolidated Application. Approximately 68% of our students are qualified to participate in the free or reduced lunch program. Please refer to tables that follow titled, "Student Enrollment by Grade Level" and "Student Enrollment by Group" to see our 2019-2020 demographics.

Our school and district vision and mission are:

VISION: Inspiring and empowering every student to thrive every day

MISSION: We will Inspire our students to explore, dream big, and develop social and civic responsibility through a balanced learning program. They will Thrive as we foster perseverance and resiliency in a safe, culturally responsive, and inclusive community. We will Empower our students by teaching them critical thinking skills through a rigorous academic experience in a digitally-rich environment.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	80
Grade 1	67
Grade 2	73
Grade 3	56
Grade 4	49
Grade 5	64
Total Enrollment	389

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	0.3
Asian	1.3
Filipino	2.1
Hispanic or Latino	74.3
Native Hawaiian or Pacific Islander	0.5
White	13.1
Two or More Races	5.9
Socioeconomically Disadvantaged	70.7
English Learners	23.4
Students with Disabilities	15.2
Homeless	0.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	20	20	20	360
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	7

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2018

Textbooks and instructional materials were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) for grades K-8 and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Materials are available to 100% of our pupils. Zero percent (0%) of pupils in this district lack their own assigned textbooks and instructional materials.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 McGraw-Hill School Education, Reading Wonders, 2017 6-8 Houghton Mifflin Harcourt, California Collections, 2017	Yes	0
Mathematics	K-5 enVisionMATH Common Core, 2015, Pearson Education, Inc. 6-8 McGraw-Hill, California Math Courses 1-3, 2015	Yes	0
Science	K-5 Houghton Mifflin, Science, 2007 6-8 McDougal Littell, Focus on Earth Science; Focus on Life Science; Focus on Physical Science; 2007	Yes	0
History-Social Science	K-5 Houghton Mifflin, History Social Science, 2007 6-8 Teachers Curriculum Institute (TCI), History Alive!, 2017	Yes	0
Visual and Performing Arts	Pearson Scott Foresman, Scott Foresman Art, California Edition, 2004 Pearson Scott Foresman, Silver Burdett Making Music, California Edition, 2008	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Hueneme Elementary School was modernized during the 1999-2000 school year. Modernized areas included classrooms, cafeteria, library, computer lab, and the office. This process also included new wiring, plumbing, doors, windows/window coverings, floor coverings, ceilings, and a schoolwide intercom/fire alarm system. The parking facilities and large playground were refurbished in 2001. A beautiful new playground was installed for the Kindergarten and was completed in January 2004. An outdoor stage was designed by our local Seabees from the Port Hueneme Base and built by our Hueneme District maintenance crew in 2004. In 2011, a new playground was installed for grades 1-6. In the summer of 2014, the exterior of the campus buildings was painted, rooms were painted inside, re-roofing was completed on several buildings, and the bookroom was refurbished. In 2018, Hueneme received 8 new outdoor tables with attached benches. In addition, 8 outdoor umbrellas were also purchased. This space has become a beautiful outdoor picnic area that is enjoyed by all grade levels and staff.

Our campus/facilities are clean, safe and orderly, and are adequate to meet the needs of our students and staff. Our school site is very well maintained, with litter picked up daily and graffiti painted over when found. Our school is starting to show some wear after nearly 100 years, but the facility repairs are done in a timely manner. Staff input and daily inspections help identify repair and safety needs–which are resolved by our custodial staff and/or by our district maintenance staff as quickly as possible. Together, school and district personnel work to ensure that the facility is maintained in a manner that assures it is clean, safe and functional as determined pursuant to an interim evaluation instrument developed by the State of California Office of Public School Construction.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 08/30/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	40	35	28	29	50	50
Mathematics (grades 3-8 and 11)	19	24	18	18	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	163	162	99.39	0.61	35.19
Male	83	82	98.80	1.20	29.27
Female	80	80	100.00	0.00	41.25
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	124	123	99.19	0.81	30.89
Native Hawaiian or Pacific Islander	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	18	18	100.00	0.00	61.11
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	131	130	99.24	0.76	33.08
English Learners	59	58	98.31	1.69	20.69
Students with Disabilities	29	28	96.55	3.45	21.43
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	163	162	99.39	0.61	24.07
Male	83	82	98.80	1.20	25.61
Female	80	80	100.00	0.00	22.50
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	124	123	99.19	0.81	18.70
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	18	18	100.00	0.00	44.44
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	131	130	99.24	0.76	22.31
English Learners	59	58	98.31	1.69	17.24
Students with Disabilities	29	28	96.55	3.45	7.14

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	25.8	11.3	4.8

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parent involvement is strongly encouraged at Hueneme Elementary School. There are many opportunities for which parents may volunteer. These include a variety of school-wide PTA programs/activities that are coordinated by a very active and supportive PTA Board, serving on the School Site Council/English Learners Advisory Committee and the District Advisory Committee, as well as volunteering in classrooms. Parents are invited to celebrate students at Trimester award ceremonies held three times a year and encouraged to attend class fieldtrips.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.2	0.2	1.2	3.4	1.6	1.7	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Date Last Discussed with Staff: December 16, 2019
Date of Last Review/Update: December 16, 2019

This year's safety plan is focused on improving school attendance (97%), reducing discipline referrals for negative behaviors, and safe ingress and egress around our school. Our plans to meet our safety goals including the continued use of the positive behavioral support program, C.H.A.M.P.S. (Conversation, Help, Activity, Movement, Participation, Successful Students), scheduled Saturday Attendance Academies, daily monitoring/reporting out of attendance, and coordinating safety for ingress and egress with the local police department.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	20	2	2		21	1	3		21	1	3	
1	21	1	2		25		2		21	1	2	
2	25		2		24		3		26		2	
3	18	2	2		25		2		19	1	3	
4	28		2		32		2		25		2	
5	19	1	2		20	1	2		32		1	1
Other**					9	1						

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	389.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	.8
Resource Specialist (non-teaching)	1.0
Other	1.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13,656	$3,769	$9,887	$92,754
District	N/A	N/A	$8,797	$92,783.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	11.7	0.0
State	N/A	N/A	$7,506.64	$82,663.00
Percent Difference - School Site and State	N/A	N/A	27.4	11.5

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

In the 2018-19 school year, the Hueneme Elementary School District spent an average of $10,772 to educate each student, excluding food services:

- Title I: Funds are allocated to serve economically disadvantaged students.
- Title II: Provides funding for preparing, training and recruiting high quality teachers and principals.
- Title III: Provides funding for supplemental services for English Language Learners, their teachers and parents.
- Special Education: Provides funding to meet the unique needs of individuals with disabilities.
- After School Education & Safety (ASES): Funding is provided to implement recreation, academic, and enrichment programs after school.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$51,260	$45,741
Mid-Range Teacher Salary	$84,265	$81,840
Highest Teacher Salary	$110,583	$102,065
Average Principal Salary (Elementary)	$129,087	$129,221
Average Principal Salary (Middle)	$138,051	$132,874
Average Principal Salary (High)	$0	$128,660
Superintendent Salary	$213,278	$224,581
Percent of Budget for Teacher Salaries	39%	36%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

Administrators, teachers and paraprofessionals participate in professional development focused on the California Common Core State Standards in order to improve their skills in teaching and assessment of student learning. The primary focus areas are instruction of grade-level content standards, intervention strategies for students who have not mastered standards, and assessment of student progress.

The primary area of focus for the most recent three-year period was:

- English Language Arts
- English Language Development
- Writing
- Mathematics
- C.H.A.M.P.S. Program (Conversation, Help, Activity, Movement, Participation, Successful Students)

Professional development is offered during the teaching day, on three student-free staff development days, during summer institutes, after school, and on weekends. Substitute teachers are provided and the negotiated hourly rate is offered for attendance.

During the school year, teachers are supported by classroom observations, staff meetings, and grade-level/content area collaboration. Professional learning agendas are based on student achievement data and teacher input. In reading/language arts and mathematics, student performance data is ongoing and evaluated using a common assessment. A Student Progress Report aligned to the California Common Core State Standards is sent to parents at the end of each trimester.

ANSGAR LARSEN ELEMENTARY SCHOOL
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	ANSGAR LARSEN ELEMENTARY SCHOOL
Street	550 East Thomas Avenue
City, State, Zip	Oxnard, CA 93033
Phone Number	(805) 986-8740
Principal	Marisol Guillen
Email Address	mguillen@hueneme.org
Website	http://larsen.hueneme.org/
County-District-School (CDS) Code	56-72462-6055016

Entity	Contact Information
District Name	Hueneme Elementary School District
Phone Number	(805) 488-3588
Superintendent	Dr. Christine Walker
Email Address	cwalker@hueneme.org
Website	www.hueneme.org

School Description and Mission Statement (School Year 2019-20)

Ansgar Larsen Elementary School is a K-5 school in the Hueneme Elementary School District. Larsen School was constructed in 1952 and is located in South Oxnard. Our school strives for excellence by providing unique and varied opportunities for students to succeed regardless of social, economic, language, or racial differences. The instructional program in each classroom is based on State content standards. Students are provided a rigorous curriculum and assessed through a variety of means including common formative assessments, and CAASPP assessments.

VISION: Inspiring and empowering every student to thrive every day

MISSION: We will Inspire our students to explore, dream big, and develop social and civic responsibility through a balanced learning program. They will Thrive as we foster perseverance and resiliency in a safe, culturally responsive, and inclusive community. We will Empower our students by teaching them critical thinking skills through a rigorous academic experience in a digitally-rich environment.

To achieve our school and district vision, we have implemented the following goals:

- Every child will be a proficient and independent reader by the end of third grade;
- English Learners will be equipped with the English language skills needed for academic success through daily ELD;
- Every child will meet mathematics grade level standards;
- Technology will be integrated to enhance standards-based instruction;
- Early intervention will be provided for students who have not mastered grade level standards, including in-class modifications, before and after school academic programs, and Migrant Saturday School;
- Professional development and coaching will focus on research-based instructional strategies, analysis of student achievement data to guide instruction, early intervention, and collaboration. Training will be aligned with the state curriculum frameworks and the California Common Core State Standards; and collaboration days, Leadership Days will be scheduled to discuss data and student needs.
- Parents will be regularly provided with information and feedback on their child's academic progress, will be informed on academic interventions offered by the school and community, and will be encouraged to be actively involved in the school's activities.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	121
Grade 1	111
Grade 2	96
Grade 3	121
Grade 4	120
Grade 5	118
Total Enrollment	687

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.1
Asian	0.1
Filipino	0.7
Hispanic or Latino	72.3
Native Hawaiian or Pacific Islander	0.1
White	26.2
Two or More Races	0.3
Socioeconomically Disadvantaged	90.2
English Learners	66.2
Students with Disabilities	7.7
Homeless	

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	30	31	30	360
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	7

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2018

Textbooks and instructional materials were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) for grades K-8 and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Materials are available to 100% of our pupils. Zero percent (0%) of pupils in this district lack their own assigned textbooks and instructional materials.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 McGraw-Hill School Education, Reading Wonders, 2017 6-8 Houghton Mifflin Harcourt, California Collections, 2017	Yes	0
Mathematics	K-5 enVisionMATH Common Core, 2015, Pearson Education, Inc. 6-8 McGraw-Hill, California Math Courses 1-3, 2015	Yes	0
Science	K-5 Houghton Mifflin, Science, 2007 6-8 McDougal Littell, Focus on Earth Science; Focus on Life Science; Focus on Physical Science; 2007	Yes	0
History-Social Science	K-5 Houghton Mifflin, History Social Science, 2007 6-8 Teachers Curriculum Institute (TCI), History Alive!, 2017	Yes	0
Visual and Performing Arts	Pearson Scott Foresman, Scott Foresman Art, California Edition, 2004 Pearson Scott Foresman, Silver Burdett Making Music, California Edition, 2008	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Ansgar Larsen Elementary School strives to maintain a safe, clean and orderly school campus. A joint effort between students and staff helps keep the campus clean and litter-free. Student Council representatives have taken on the job of recycling waste materials and keeping the school clean. Group members come to the school on weekends to pick up trash and set a great example for others to follow. The school's library and computer lab are opened one hour before and after school, providing children a place where they can learn and be supervised when a parent's work schedule does not align with school hours. Students enrolled in the After School Education and Safety Program (ASES) remain three hours after school for Academics, Enrichment and Recreation. The entrance to Larsen School was reconfigured to provide children safe passage, with sidewalks and student entrances that keep them away from parking areas and traffic. Community members and parents volunteer daily to monitor the drop-off and pick-up circle. Newsletters, automated voice messages, SMS messages and letters/notes are sent home to remind students and parents of safety issues before and after school. Together, school and district personnel work to ensure that the facility is maintained in a manner that assures cleanliness, safety and functionality as determined pursuant to an evaluation instrument developed by the State of California Office of Public School Construction.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 08/29/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	22	25	28	29	50	50
Mathematics (grades 3-8 and 11)	14	18	18	18	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	362	358	98.90	1.10	24.58
Male	187	185	98.93	1.07	22.16
Female	175	173	98.86	1.14	27.17
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino	--	--	--	--	--
Hispanic or Latino	334	330	98.80	1.20	24.85
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	20	20	100.00	0.00	10.00
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	329	325	98.78	1.22	23.69
English Learners	303	299	98.68	1.32	21.07
Students with Disabilities	34	34	100.00	0.00	14.71
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	362	359	99.17	0.83	17.55
Male	187	185	98.93	1.07	20.00
Female	175	174	99.43	0.57	14.94
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino	--	--	--	--	--
Hispanic or Latino	334	331	99.10	0.90	17.52
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	20	20	100.00	0.00	10.00
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	329	326	99.09	0.91	16.56
English Learners	303	300	99.01	0.99	15.33
Students with Disabilities	34	34	100.00	0.00	8.82
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	22.2	22.2	17.1

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Contact Person: Marisol Guillen, Principal
Contact Person Phone Number: (805) 986-8740

By building and maintaining a partnership among our stakeholders- staff, parents, and community members, we will continue to excel and improve Larsen Elementary. With this goal in mind, I wish to extend an invitation to all our parents to be part of their child's education by becoming actively involved in Parent Teacher Association (PTA), English Language Advisory Committee (ELAC), School Site Council (SSC), and other school events. At Larsen Elementary School, our parents have many opportunities to be engaged in their child's education. Parents and family members are invited and encouraged to volunteer in classrooms, help maintain a safe school environment, and support the numerous motivational programs available. Accelerated Reader, MobyMax, Epic, Reading Works, Teaching Books, Digits Math and Typing Club. Parents participate in our K-3 and 4-5 Parent Academies and Parent Project Workshops. I assure you that through this participation, you will feel more connected to the school and our students.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.5	0.9	0.6	3.4	1.6	1.7	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Date of Last Review/Update: December 3, 2019
Date Last Discussed with Staff: December 3, 2019

Ansgar Larsen Elementary School is committed to making sure that all students are given the opportunity to learn in a safe and supportive environment. Teachers and administrators work together and with people in the community, including law enforcement officials, to ensure that student safety is a priority. We maintain an active Safe School Plan that is reviewed and updated every year and shared with staff annually. Each year, we hold major disaster evacuation drills and make necessary adjustments as our school changes. Fire drills are conducted monthly, and three Lock-Down drills are conducted in collaboration with the Oxnard Police Department. Emergency supplies are replaced in each classroom every year and a new disaster plan is given to each staff member.

Specific programs and strategies for keeping students and staff members safe will be set out, including keeping the grounds neat and tidy, and security measures taken on a regular basis by staff members. The plan includes procedures for safe ingress and egress, disaster procedures, procedures for serious disciplinary matters, child reporting procedures, school dress code, and a sexual harassment policy. School safety is also promoted through our campus supervision, NCPI trained staff, a school-wide intercom communication system and each classroom counts with a first aid kit. CHAMPS program and Restorative Justice Practices are utilized to create a learning environment where students are safe, responsible, motivated and focused on academics.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	31	1	1	2	46			3	40			3
1	25		5		20	4	1		22		5	
2	24		4		26		4		24		4	
3	28	1	3	1	28		5		24		5	
4	27		4		28		4		29		3	
5	24	1	5		23	1	4		30	1	3	1
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	687.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	2.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11,168	$2,034	$9,134	$116,313
District	N/A	N/A	$8,797	$92,783.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	3.8	22.5
State	N/A	N/A	$7,506.64	$82,663.00
Percent Difference - School Site and State	N/A	N/A	19.6	33.8

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

In the 2018-19 school year, the Hueneme Elementary School District spent an average of $10,772 to educate each student, excluding food services:

- Title I: Funds are allocated to serve economically disadvantaged students.
- Title II: Provides funding for preparing, training and recruiting high quality teachers and principals.
- Title III: Provides funding for supplemental services for English Language Learners, their teachers and parents.
- Special Education: Provides funding to meet the unique needs of individuals with disabilities.
- After School Education & Safety (ASES): Funding is provided to implement recreation, academic, and enrichment programs after school.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$51,260	$45,741
Mid-Range Teacher Salary	$84,265	$81,840
Highest Teacher Salary	$110,583	$102,065
Average Principal Salary (Elementary)	$129,087	$129,221
Average Principal Salary (Middle)	$138,051	$132,874
Average Principal Salary (High)	$0	$128,660
Superintendent Salary	$213,278	$224,581
Percent of Budget for Teacher Salaries	39%	36%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

Administrators, teachers and paraprofessionals participate in professional development focused on the California Common Core State Standards in order to improve their skills in teaching and assessment of student learning. The primary focus areas are instruction of grade-level content standards, intervention strategies for students who have not mastered standards, and assessment of student progress.

The primary area of focus for the most recent three-year period was:

- English Language Arts
- English Language Development
- Writing
- Mathematics
- C.H.A.M.P.S. Program (Conversation, Help, Activity, Movement, Participation, Successful Students)

Professional development is offered during the teaching day, on three student-free staff development days, during summer institutes, after school, and on weekends. Substitute teachers are provided and the negotiated hourly rate is offered for attendance.

During the school year, teachers are supported by classroom observations, staff meetings, and grade-level/content area collaboration. Professional learning agendas are based on student achievement data and teacher input. In reading/language arts and mathematics, student performance data is ongoing and evaluated using a common assessment. A Student Progress Report aligned to the California Common Core State Standards is sent to parents at the end of each trimester.

PARKVIEW ELEMENTARY SCHOOL
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	PARKVIEW ELEMENTARY SCHOOL
Street	1416 Sixth Place
City, State, Zip	Port Hueneme, CA 93041
Phone Number	(805) 986-8730
Principal	Cara Comstock
Email Address	ccomstock@hueneme.org
Website	http://parkview.hueneme.org/
County-District-School (CDS) Code	56-72462-6055099

Entity	Contact Information
District Name	HUENEME ELEMENTARY SCHOOL DISTRICT
Phone Number	(805) 488-3588
Superintendent	Dr. Christine Walker
Email Address	cwalker@hueneme.org
Website	www.hueneme.org

School Description and Mission Statement (School Year 2019-20)

Parkview Elementary School is one of 11 schools in the Hueneme Elementary School District. Classes are arranged on a traditional schedule comprised of trimesters. Kindergarten students attend for an extended day, leaving at 1:30 p.m. Approximately 640 students in grades kindergarten through five were enrolled during the most recent year. Of these, more than half of the total student body are classified as English learners (please see data tables included in this SARC) and 81.3% qualified for the free or reduced lunch program. All of our students receive free lunch and breakfast because we are a Provision II school. Parkview is in its second year of implementing a 50/50 Two Way Bilingual Program. Parkview strives to improve student performance in English/Language Arts, Math and English Language Development using collaboration around student data, implementation of research-based practices, and the encouragement of parental involvement.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	103
Grade 1	106
Grade 2	99
Grade 3	109
Grade 4	114
Grade 5	110
Total Enrollment	641

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.3
Asian	0.6
Filipino	1.1
Hispanic or Latino	91.6
Native Hawaiian or Pacific Islander	0.2
White	4.2
Two or More Races	1.4
Socioeconomically Disadvantaged	82.7
English Learners	45.6
Students with Disabilities	11.9
Foster Youth	0.2
Homeless	0.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	31	30	31	360
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	7

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2018

Textbooks and instructional materials were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) for grades K-8 and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Materials are available to 100% of our pupils. Zero percent (0%) of pupils in this district lack their own assigned textbooks and instructional materials.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 McGraw-Hill School Education, Reading Wonders, 2017 6-8 Houghton Mifflin Harcourt, California Collections, 2017	Yes	0
Mathematics	K-5 enVisionMATH Common Core, 2015, Pearson Education, Inc. 6-8 McGraw-Hill, California Math Courses 1-3, 2015	Yes	0
Science	K-5 Houghton Mifflin, Science, 2007 6-8 McDougal Littell, Focus on Earth Science; Focus on Life Science; Focus on Physical Science; 2007	Yes	0
History-Social Science	K-5 Houghton Mifflin, History Social Science, 2007 6-8 Teachers Curriculum Institute (TCI), History Alive!, 2017	Yes	0
Visual and Performing Arts	Pearson Scott Foresman, Scott Foresman Art, California Edition, 2004 Pearson Scott Foresman, Silver Burdett Making Music, California Edition, 2008	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Parkview has adequate facilities to support its large student population. We have a large library, cafeteria, several offices for counseling and psychologist's use, and classrooms for our after school and academic intervention program. Our facilities are well maintained and clean.

The heating and cooling systems are upgraded as needed and the fire alarm and intercom systems are maintained regularly. The principal and custodians work together to ensure that the buildings are clean and litter free. Together, school and district personnel work to ensure that the facility is maintained in a manner that assures it is clean, safe and functional as determined pursuant to an interim evaluation instrument developed by the State of California Office of Public School Construction.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 08/30/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	23	29	28	29	50	50
Mathematics (grades 3-8 and 11)	18	19	18	18	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	323	319	98.76	1.24	29.15
Male	169	169	100.00	0.00	26.63
Female	154	150	97.40	2.60	32.00
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	293	289	98.63	1.37	28.03
Native Hawaiian or Pacific Islander					
White	12	12	100.00	0.00	33.33

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	267	263	98.50	1.50	24.71
English Learners	190	186	97.89	2.11	24.19
Students with Disabilities	37	37	100.00	0.00	16.22
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	323	320	99.07	0.93	19.06
Male	169	168	99.41	0.59	19.05
Female	154	152	98.70	1.30	19.08
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	293	290	98.98	1.02	18.62
Native Hawaiian or Pacific Islander					
White	12	12	100.00	0.00	8.33
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	267	264	98.88	1.12	14.77
English Learners	190	187	98.42	1.58	13.37
Students with Disabilities	37	37	100.00	0.00	10.81
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	12.5	26.0	13.5

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

This year, Parkview School had approximately 50 regular volunteers. Many parents volunteer in classrooms, attend field trips, and participate in schoolwide activities. Our School Site Council and English Learner Advisory Committee provide the opportunity for parent contributions and input into decisions regarding our school. Parents also have the opportunity to participate in monthly parent meetings during which parents can learn ways to help their children succeed in school and give input regarding school programs. Parent meeting topics include Loving Solutions parenting classes, Dual Immersion informational meetings, and community support resources.

Parents are invited to participate in our PTA which, this year, will sponsor several fundraisers with the goal of providing music and cultural assemblies, additional books for the school's library, and providing funds for enriching field trips for each classroom. If you are interested in opportunities for parental involvement, please contact the Principal, Cara Comstock, at 805-986-8730 or by email, ccomstock@hueneme.org.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	3.9	0.7	1.8	3.4	1.6	1.7	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Parkview Elementary strives to maintain a safe, healthful, nurturing and orderly school campus. Both students and staff contribute to keeping the campus a safe and comfortable place to learn and work. Teachers and support staff also use CHAMPS and Positive Behavior Intervention Strategies as a way to maintain safe and effective learning environments. Children are taught the six pillars of character through the Character Counts Program, which serves to prevent bullying and foster good citizenship. Parkview is piloting Second Step to support social-emotional learning.

Parkview's School Safety Plan was developed in conjunction with the district's Comprehensive Safe Schools plan. It was updated and reviewed by the School Site Council on 1/15/19. Updates for the 2019-20 plan will be reviewed by staff in February, 2019.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	27		4		26		4		21	1	4	
1	27		4		25		4		24		4	
2	25		4		24		5		21	2	3	
3	20	4	1		22		5		22	2	3	
4	31		3		31		3		24	1	3	
5	27	1	5		26	1	4		22	2	4	
Other**	8	2			7	2						

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	641.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.8
Resource Specialist (non-teaching)	1.4
Other	2.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11,632	$2,452	$9,180	$105,877
District	N/A	N/A	$8,797	$92,783.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	4.3	13.2
State	N/A	N/A	$7,506.64	$82,663.00
Percent Difference - School Site and State	N/A	N/A	20.1	24.6

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

In the 2018-19 school year, the Hueneme Elementary School District spent an average of $10,772 to educate each student, excluding food services:

- Title I: Funds are allocated to serve economically disadvantaged students.
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Category	District Amount	State Average For Districts In Same Category
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Highest Teacher Salary	$110,583	$102,065
Average Principal Salary (Elementary)	$129,087	$129,221
Average Principal Salary (Middle)	$138,051	$132,874
Average Principal Salary (High)	$0	$128,660
Superintendent Salary	$213,278	$224,581
Percent of Budget for Teacher Salaries	39%	36%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

Administrators, teachers and paraprofessionals participate in professional development focused on the California Common Core State Standards in order to improve their skills in teaching and assessment of student learning. The primary focus areas are instruction of grade-level content standards, intervention strategies for students who have not mastered standards, and assessment of student progress.

The primary area of focus for the most recent three-year period was:

- English Language Arts
- English Language Development
- Writing
- Mathematics
- C.H.A.M.P.S. Program (Conversation, Help, Activity, Movement, Participation, Successful Students)

Professional development is offered during the teaching day, on three student-free staff development days, during summer institutes, after school, and on weekends. Substitute teachers are provided and the negotiated hourly rate is offered for attendance.

During the school year, teachers are supported by classroom observations, staff meetings, and grade-level/content area collaboration. Professional learning agendas are based on student achievement data and teacher input. In reading/language arts and mathematics, student performance data is ongoing and evaluated using a common assessment. A Student Progress Report aligned to the California Common Core State Standards is sent to parents at the end of each trimester.

SUNKIST ELEMENTARY SCHOOL
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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DataQuest

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Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	SUNKIST ELEMENTARY SCHOOL
Street	1400 Teakwood Street
City, State, Zip	Oxnard, CA 93041
Phone Number	(805) 986-8722
Principal	Cynthia Delgado
Email Address	cdelgado@hueneme.org
Website	http:/sunkist.hueneme.org
County-District-School (CDS) Code	56-72462-6055115

Entity	Contact Information
District Name	HUENEME ELEMENTARY SCHOOL DISTRICT
Phone Number	(805) 488-3588
Superintendent	Dr. Christine Walker
Email Address	cwalker@hueneme.org
Website	www.hueneme.org

School Description and Mission Statement (School Year 2019-20)

Sunkist School was founded in 1959. The school is located in the city of Port Hueneme, California and is one of eleven schools in the Hueneme Elementary School District. Sunkist School, a TK/Kinder through 5th grade school, is a learning community of students, families, highly qualified professionals, and the neighboring public. We are committed to providing a complete education with a focus on College and Career Readiness and implementing integrated units for students to learn the California Common Core State Standards. We also work to meet the cultural, social and emotional needs of all students as we prepare them to lead effective, responsible and meaningful lives.

As a neighborhood school, we are fortunate to have strong community support. Motivated and dedicated employees and volunteers work together to develop the intellectual, physical, social and emotional potential of each student.

The week before school started, Sunkist offered two engaging events: 1. A week of Kinder Readines Camp, this helped our new students to become acclimated to the students future "home" during the school day and 2. Pre-Back to School Night, families could come for two hours and meet their teachers. This was for new and returning families.

Working in partnership with other educators in the Hueneme Elementary School District, we are able to offer after school academic, enrichment and recreation classes to students. In addition, we conduct Kaiser Permanente Assemblies, Response to Intervention Parent nights, Parent Education Nights; known as Loving Solutions and English Language Development Parent Nights. Each grade level is asked to include at least one "Opening Doors" event every year: Art Show event, Art Trek Parent Night, SPARKS Parent Day are just a few of the "Opening Doors" events, Car Show event, This is our second year of including every morning for parents to come on campus to exercise, dance or walk the track with their children. Our school is also one of five schools implementing the "Circle of Friends" club, to help students better adjust to meeting new people. The month of March, we do daily events to promote Kindness as well as each class wrote at the beginning of the year "What Kindess Looks Like at Sunkist" books. This was a way to build school community in each of the classrooms. We also work in collaboration with our local colleges and community leaders to have a College and Career Fair every April. Students in grades 4 and 5 rotate to two colleges and three careers to have an understanding of the future can hold for our students.

Sunkist is working on integrated lessons with our new Wonders implementation. Data/Collaboration days are used to help grade levels design lessons that incorporate all areas of academia as well as the social emotional piece for our students learning.

Sunkist has added two new components to helping our students be the best they can be: 1. Multi-Tiered System of Support (MTSS). In this area we have a committee of teachers, classified and administrators to help look at three areas: academics, behavior and social and emotional well being of our students. It is a 3 tier pyramid that we are working on to pertain to our Sunkist students. 2. 5th grade teachers have added Advancement Via Individual Determination (AVID). This is designed to help students with the College and Career awareness as well as organizational skills.

Sunkist Elementary School's Mission: We will INSPIRE our students to explore, dream big, and develop social and civic responsibility through a balanced learning program. They will THRIVE as we foster perseverance and resiliency in a safe, culturally responsive, and inclusive community. We will EMPOWER our students by teaching them critical thinking skills through a rigorous academic experience in a digitally-rich environment.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	88
Grade 1	97
Grade 2	110
Grade 3	94
Grade 4	94
Grade 5	104
Total Enrollment	587

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.3
Asian	0.2
Filipino	0.9
Hispanic or Latino	95.1
Native Hawaiian or Pacific Islander	0.2
White	2
Two or More Races	1.4
Socioeconomically Disadvantaged	83.8
English Learners	59.1
Students with Disabilities	8.3
Foster Youth	0.2
Homeless	

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	29	29	26	360
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	7

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2019

Textbooks and instructional materials were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) for grades K-8 and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Materials are available to 100% of our pupils. Zero percent (0%) of pupils in this district lack their own assigned textbooks and instructional materials.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 McGraw-Hill School Education, Reading Wonders, 2017 6-8 Houghton Mifflin Harcourt, California Collections, 2017	Yes	0
Mathematics	K-5 enVisionMATH Common Core, 2015, Pearson Education, Inc. 6-8 McGraw-Hill, California Math Courses 1-3, 2015	Yes	0
Science	K-5 Houghton Mifflin, Science, 2007 6-8 McDougal Littell, Focus on Earth Science; Focus on Life Science; Focus on Physical Science; 2007	Yes	0
History-Social Science	K-5 Houghton Mifflin, History Social Science, 2007 6-8 Teachers Curriculum Institute (TCI), History Alive!, 2017	Yes	0
Visual and Performing Arts	Pearson Scott Foresman, Scott Foresman Art, California Edition, 2004 Pearson Scott Foresman, Silver Burdett Making Music, California Edition, 2008	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Sunkist School maintains facilities that ensure a safe, clean learning environment. Facilities are adequate to serve the needs of our students and staff. Our school site is well maintained and is free of graffiti and litter.

Facilities are repaired whenever needed to ensure safety of students, staff and visitors. Daily inspections and staff input serve to identify needed repairs. Our safe and clean campus is evidence of successful facility maintenance. Together, school and district personnel work to ensure that the campus is maintained in a manner that ensures it is clean, safe and functional as determined pursuant to an interim evaluation instrument developed by the State of California Office of Public School Construction.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 08/28/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	36	41	28	29	50	50
Mathematics (grades 3-8 and 11)	22	30	18	18	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	289	288	99.65	0.35	40.63
Male	138	137	99.28	0.72	36.50
Female	151	151	100.00	0.00	44.37
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	275	274	99.64	0.36	39.05
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	238	238	100.00	0.00	38.66
English Learners	202	201	99.50	0.50	36.32
Students with Disabilities	36	36	100.00	0.00	13.89
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	289	288	99.65	0.35	30.21
Male	138	137	99.28	0.72	32.85
Female	151	151	100.00	0.00	27.81
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	275	274	99.64	0.36	29.20
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	238	238	100.00	0.00	31.09
English Learners	202	201	99.50	0.50	30.35
Students with Disabilities	36	36	100.00	0.00	11.11
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	13.6	19.4	18.4

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Many opportunities exist for parents to become involved at Sunkist School.

At Sunkist, parents can volunteer for different school-wide activities. The School Site Council and English Language Learners Council allow parent and community participation in policy development and allocation of school funds. Several other committees, including the District Advisory Council, District English Learners Advisory Committee, and the Gifted and Talented Education program, encourage parent participation.

We encourage our parents and guardians to join the school PTA.

We invite parents to attend evening classes for: Response to Intervention Parent nights, Parent Education Nights; known as Triple P, Loving Solutions and English Language Development Parent Nights. Every morning, before school starts, we encourage parents to exercise, dance or walk the track with their child/ren.

Our school counselor works with Interface Children and Family Services to offer parent education classes.

Any parent who would like to become a volunteer may call the office at 805-986-8722 and talk with the Office Manager, Maribel Magdelano.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.4	1.5	0.0	3.4	1.6	1.7	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Sunkist students and parents are notified yearly regarding the school-wide discipline plan, included in the folder of information sent home to parents. In an effort to ensure a safe and secure campus, parents and other visitors are required to check in at the school office and get a badge to wear while on campus.

Campus gates are locked after school begins each morning and are re-opened before dismissal time. We have paid campus assistance that supervise the students while on campus, prior to the first bell ringing.

Parents are reminded to follow established traffic regulations when dropping off or picking up their children.

First aid kits, red backpacks and fire extinguishers are in place and ready for emergency use.

The School Safety Plan was reviewed and updated in February 15, 2019 and was discussed with staff May 22, 2019 as well as November 19, 2019.

Every teacher on campus has a phone in their room as well as a walkie talkie. The walkie talkies are used for whenever the teachers leaves the room with their class they are expected to carry it with them.

Sunkist also has regular drills for the safety of our students: lockdown, fire drill, earthquake drills, and shelter in place.

We make periodic phone calls home to discuss the parking lot safety concerns, as well as, sending weekly bulletins to families to remind them of parking lot safety. The principal and assistant principal are in the front parking lot and the back gate before and after school to ensure safety of the students.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	32	1	1	2	27	1	2	1	22	1	3	
1	25		4		23		5		24		4	
2	24		4		21	3	1		22	1	4	
3	21	2	3		27		4		23		4	
4	33		2	2	27		4		23		4	
5	27	1	4		26	1	4		22	1	4	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	587.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	2.2

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11,422	$1,802	$9,621	$114,268
District	N/A	N/A	$8,797	$92,783.00
Percent Difference - School Site and District	N/A	N/A	8.9	20.8
State	N/A	N/A	$7,506.64	$82,663.00
Percent Difference - School Site and State	N/A	N/A	24.7	32.1

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

In the 2018-2019 school year, the Hueneme Elementary School District spent an average of $10,772 to educate each student, excluding food services:

- Title I: Funds are allocated to serve economically disadvantaged students.
- Title II: Provides funding for preparing, training and recruiting high quality teachers and principals.
- Title III: Provides funding for supplemental services for English Language Learners, their teachers and parents.
- Special Education: Provides funding to meet the unique needs of individuals with disabilities.
- After School Education & Safety (ASES): Funding is provided to implement recreation, academic, and enrichment programs after school.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$51,260	$45,741
Mid-Range Teacher Salary	$84,265	$81,840
Highest Teacher Salary	$110,583	$102,065
Average Principal Salary (Elementary)	$129,087	$129,221
Average Principal Salary (Middle)	$138,051	$132,874
Average Principal Salary (High)	$0	$128,660
Superintendent Salary	$213,278	$224,581
Percent of Budget for Teacher Salaries	39%	36%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

Administrators, teachers and paraprofessionals participate in professional development focused on the California Common Core State Standards in order to improve their skills in teaching and assessment of student learning. The primary focus areas are instruction of grade-level content standards, intervention strategies for students who have not mastered standards, and assessment of student progress.

The primary area of focus for the most recent three-year period was:

- English Language Arts
- English Language Development
- Writing
- Mathematics
- C.H.A.M.P.S. Program (Conversation, Help, Activity, Movement, Participation, Successful Students)

Professional development is offered during the teaching day, on three student-free staff development days, during summer institutes, after school, and on weekends. Substitute teachers are provided and the negotiated hourly rate is offered for attendance.

During the school year, teachers are supported by classroom observations, staff meetings, and grade-level/content area collaboration. Professional learning agendas are based on student achievement data and teacher input. In reading/language arts and mathematics, student performance data is ongoing and evaluated using a common assessment. A Student Progress Report aligned to the California Common Core State Standards is sent to parents at the end of each trimester.

FRED L. WILLIAMS ELEMENTARY SCHOOL
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	FRED L. WILLIAMS ELEMENTARY SCHOOL
Street	4300 Anchorage Street
City, State, Zip	Oxnard, CA 93033
Phone Number	(805) 488-3541
Principal	Maria S. Granado
Email Address	mgranado@hueneme.org
Website	http://williams.hueneme.org/
County-District-School (CDS) Code	56-72462-6055057

Entity	Contact Information
District Name	HUENEME ELEMENTARY SCHOOL DISTRICT
Phone Number	(805) 488-3588
Superintendent	Dr. Christine Walker
Email Address	cwalker@hueneme.org
Website	www.hueneme.org

School Description and Mission Statement (School Year 2019-20)

School Profile: Fred L. Williams Elementary School is a neighborhood school that has been a part of the Hueneme Elementary School District since September 11,1967. We recently celebrated our 50th Anniversary. As of December 2019, our diverse student population is composed of approximately 640 students. We qualify for Title I funding through the Consolidated Application with a socio-economically disadvantaged (SED) percentage of 87.3% (based on 2018-19 CDE Data Quest information). Based on the number of students who qualified to participate in our free and reduced lunch program, we qualify under Provision 2 which allows for 100% free and reduced lunch eligibility. Our student demographics include the following for the 2018-19 school year: 84% Hispanic or Latino, 8% Filipino, 1% African American, 2% White and 5% Mixed Race. We have approximately 53% English Learners, and 14% who were Reclassified as Fluent English Proficient. We are less than 1% Migrant & Title III Eligible Immigrants, about 9% Special Ed and approximately 4% Gifted and Talented. Our teachers are all highly qualified and we are fortunate to have two additional support teachers. Our English Language Learner Support Teacher serves our English learner students and teachers. Our Academic Intervention Teacher supports struggling readers in the primary grades (her main focus is 1st grade). We also have a full-time counselor to support students with their social-emotional and academic needs. Our school nurse is shared with other schools but we have a Health Clerk who supports students daily for 3.5 hours during our peak hours around mid-day. Our administrators include the school principal and assistant principal, who takes on a lot of the disciplinary and behavior management which allows the school principal to spend 50% of the time in classrooms.

All of our Hueneme School District schools embrace the vision of "Inspiring and empowering all students to thrive every day." The mission statement for our Williams wildcats is "We Intend to be Lifelong Learners Inspiring Achieving and Modeling Success." (WILLIAMS) Our motto for success is "Expect the Best! Achieve Success!" Prior to the launch of the school year, our collaborative leadership team met to discuss our focus on school connectedness, parent engagement and school culture. Based on the results of the California Health Kids Survey, improving school connectedness was a high area of need for our school. In order to improve in the area of school connectedness and as part of our focus to further support students with their social-emotional well being, we divided our efforts into student school connectedness, parent engagement and school culture. Student school connectedness is being addressed through Student Council, our Second Step social-emotional curriculum across the grade levels, Circle of Friends social skills group, school assemblies focused on connecting with school and each other, and additional opportunities such as our student video bulletin which allows for students to have their voices heard. We have created more opportunities for our parents to become involved through our Cafecito con las Directoras meetings, parent surveys, successful PTA membership campaign, an increase in the opportunities for parents to become involved in school events and improved public relations with our school community. Finally, we've created opportunities to work on improving our school culture as we collaborate with our staff groups, parent groups and student groups.

We have reflected, discussed and planned program goals to address our academic needs as well. Reading continues to be an area of need for our students. Our CAASPP results and updated CA Dashboard data have been shared with our stakeholders. In order to improve in the area of reading, an AR committee was formed to overhaul our Accelerated Reader (AR) program. The Transitional Kindergarten (TK) program has offered an extended day schedule which has benefited students greatly. All of our extended day kindergarten classes are offering after school reading intervention classes to their struggling students. First graders are receiving support from our Academic Intervention Teacher who is working with small reading groups during the instructional day. Grade levels are being trained every year on Daily 5/CAFE reading management systems and strategies. Our after school Fountas & Pinnell reading intervention groups are supporting struggling second grade readers. During the 2019-20 school year, a half-time Reading intervention teacher was added to support struggling third grade readers during the instructional day. We are motivated to work with all of our Williams partners and look forward to new ways to supplement our reading curriculum with fresh ideas to support all readers.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	123
Grade 1	106
Grade 2	101
Grade 3	104
Grade 4	99
Grade 5	82
Total Enrollment	615

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.5
Asian	0.7
Filipino	7.6
Hispanic or Latino	84.2
White	1.5
Two or More Races	5.5
Socioeconomically Disadvantaged	87.3
English Learners	53.2
Students with Disabilities	9.1
Homeless	

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	28	28	28	360
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	7

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2019

Textbooks and instructional materials were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) for grades K-8 and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Materials are available to 100% of our pupils. We have no students in this district who lack their own assigned textbooks and instructional materials. With the adoption of the California Common Core Standards, teachers are pulling in resources from several sources that include (but are not limited to) integrated unit curriculum and authentic assessments developed in collaboration with the Ventura County Office of Education (VCOE), Next Generation Science Standards (NGSS), Mystery Science, Scholastic News, non-fiction literature, designated and integrated English Language Development (ELD) materials and other on-line resources. We are continuing to implement our adopted ELA/ELD curriculum through McGrawHill (CA Wonders). We are also continuing to implement the Lucy Calkins Writer's Workshop as part of our ELA writing block.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 McGraw-Hill School Education, Reading Wonders, 2017 6-8 Houghton Mifflin Harcourt, California Collections 2017	Yes	0
Mathematics	K-5 enVisionMATH Common Core, 2015, Pearson Education, Inc. 6-8 McGraw-Hill, California Math Courses 1-3, 2015	Yes	0
Science	K-5 Houghton Mifflin, Science, 2007 6-8 McDougal Littell, Focus on Earth Science; Focus on Life Science; Focus on Physical Science; 2007	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	K-5 Houghton Mifflin, History Social Science, 2007 6-8 Teachers Curriculum Institute (TCI), History Alive!, 2017	Yes	0
Visual and Performing Arts	Pearson Scott Foresman, Scott Foresman Art, California Edition, 2004 Pearson Scott Foresman, Silver Burdett Making Music, California Edition, 2008	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Williams School underwent landscaping and remodeling projects during the summer of 2019. The landscaping surrounding the office and cafeteria was addressed through the collaboration of our grounds team and our assistant principal. The focus was on improving the curb appeal and making our campus more welcoming to our community. In addition, our PTA also donated items to improve our blacktop and reading garden areas. We continue to work with our custodian team to maintain our facilities to a high standard. We have found the support of our half-time night custodian very beneficial in maintaining the upkeep of our classrooms and school campus. A custodian is available for emergency repairs and clean-up during the day and after school. Although our buildings are about 50 years old, their appearance is clean, neat and orderly. Every effort is made to remove graffiti and make repairs as they come up. Our school is inspected regularly for safety hazards and cleanliness. Together, school and district personnel work to ensure that our facilities are maintained in a manner that assures function, cleanliness and safety. Our most recent FIT report indicated only minor repairs, all of which were addressed and taken care of by our maintenance department.

Williams School is a closed campus. The safety and welfare of students is a primary focus. Parents and visitors sign in at the office and are given an identification lanyard to wear while they are visiting our campus. Gates are secured around the school perimeter during the school day to limit unauthorized access. The security of our front entrance has been addressed through the installation of a controlled entry gate that ensures that all foot traffic must filter through the front office. This security project was completed in the summer of 2019. A locked gate around the kindergarten area helps ensure a safe environment even though they are offset from the main campus. Students are supervised before school, during recess, lunch and after school by campus assistants and supported by school administrators. Great care is taken in the release of students who are picked up early. Procedures are set to only allow adults authorized in writing by the parent or guardian. Kindergarten has a daily sign-in and sign-out procedure in place. Regular fire and earthquake drills are conducted. Lock-down drills are coordinated with the Oxnard Police Department each trimester. Active shooter trainings are scheduled for staff annually as well. Our telephone systems have been upgraded to a VoIP network based system. Although each classroom has a telephone, phone calls and interruptions during instruction are limited to the windows of time near our transition times. Parents who drop off items of clothing, lunches and homework are assisted at the front office. Students are expected to check for their belongings during recess or at lunch. In order to improve safety and communication, we have equipped our grade level TK-third grade teams with school radios. Our plan is to equip our fourth and fifth grade teams by the end of 2020.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: September 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Sites asked to ensure that all electrical panels are not covered by posters, construction paper, cabinets, etc.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	36	30	28	29	50	50
Mathematics (grades 3-8 and 11)	21	21	18	18	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	285	282	98.95	1.05	30.00
Male	151	151	100.00	0.00	26.67
Female	134	131	97.76	2.24	33.85
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	23	23	100.00	0.00	56.52
Hispanic or Latino	236	233	98.73	1.27	26.84
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	21	21	100.00	0.00	42.86
Socioeconomically Disadvantaged	255	252	98.82	1.18	28.00
English Learners	208	205	98.56	1.44	23.15
Students with Disabilities	27	27	100.00	0.00	14.81
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	286	285	99.65	0.35	21.05
Male	152	152	100.00	0.00	24.34
Female	134	133	99.25	0.75	17.29
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	23	23	100.00	0.00	43.48
Hispanic or Latino	237	236	99.58	0.42	17.37
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	21	21	100.00	0.00	42.86
Socioeconomically Disadvantaged	256	255	99.61	0.39	18.43
English Learners	209	208	99.52	0.48	13.46
Students with Disabilities	27	27	100.00	0.00	11.11
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	15.0	10.0	15.0

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

We believe that parents are partners in their children's learning. We strive to communicate with and involve parents in school activities and opportunities for learning. Our School Site Council (SSC) and the English Learner Advisory Council (ELAC) provide opportunities for parents to give input into critical decisions that affect the education of their children. Parent workshops around curriculum, homework, common core, parenting skills and English language development are offered throughout the year. The committee representatives listed below can be reached at 805-488-3541 for more information:

- English Learner Advisory Council (ELAC): Alba Barralaga, parent
- PTA President : Nikki Quemuel, parent
- School Site Council (SSC) Chair: Ana Gonzalez, teacher
- GATE (Gifted and Talented Education) Program Chair: Vincent Gomez, teacher
- After School Coordinator: Sergio Moreno, ASES site coordinator
- City Corps Site Coordinator: Sahara Quintero, City Corps lead
- Student Study Team (SST) Chair: Cristy Burke, assistant principal
- Parent Education Coordinator: Laura Hernandez, counselor

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.3	0.1	0.0	3.4	1.6	1.7	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Date of Last Review/Update: January 23, 2019
Date Last Discussed with Staff: December 16, 2019

The emphasis is to provide a safe learning environment for students and staff at Williams Elementary School. To help achieve the goals of our School Safety Plan, Williams is utilizing the updated Second Step curriculum designed to teach students decision-making skills and to reinforce positive social interactions in grades kindergarten through fifth grade. The updated program is being implemented school-wide with school counselor assistance and modeling provided, as needed. This year, we continue employing our Character Counts program through which our students are guided toward the six pillars of good character which focus on the traits of trustworthiness, respect, responsibility, fairness, caring and citizenship (TRRFCC). We focus on a new trait each month coordinates with a specific color that is associated with spirit Fridays. Refresher CHAMPS courses have been offered to both certificated and classified during the 2019-20 school year. CHAMPS continues to focus on a proactive and positive approach to classroom management which also helps guide students to become better citizens.

The School Safety Plan was last reviewed, updated and/or discussed with staff on December 16, 2019. We will be finalizing updates to our School Safety Plan with input from the School Site Council (SSC), Parent Teacher Association (PTA) and school teams. Our plan will be focusing on improved internal security procedures, student drop-off/pick-up and safe ingress and egress for students before and after school. As a result of our California Healthy Kids Survey (CHKS) results, we are continuously searching for activities and programs to strengthen school connectedness and strengthening communication between home and school.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	39		1	2	25	1	4		21	1	5	
1	24		4		25		4		26		4	
2	23		5		26		4		25		4	
3	22	1	3		22	1	4		21	2	3	
4	25	1	4		30		3		25		4	
5	28		3		31		4		27		3	
Other**					8	1						

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	615.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	

Title	Number of FTE* Assigned to School
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	1.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10,483	$1,929	$8,554	$109,331
District	N/A	N/A	$8,797	$92,783.00
Percent Difference - School Site and District	N/A	N/A	-2.8	16.4
State	N/A	N/A	$7,506.64	$82,663.00
Percent Difference - School Site and State	N/A	N/A	13.0	27.8

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

In the 2018-19 school year, the Hueneme Elementary School District spent an average of $10,772 to educate each student, excluding food services:

- Title I: Funds are allocated to serve economically disadvantaged students.
- Title II: Provides funding for preparing, training and recruiting high quality teachers and principals.
- Title III: Provides funding for supplemental services for English Language Learners, their teachers and parents.
- Special Education: Provides funding to meet the unique needs of individuals with disabilities.
- After School Education & Safety (ASES): Funding is provided to implement recreation, academic, and enrichment programs after school.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$51,260	$45,741
Mid-Range Teacher Salary	$84,265	$81,840
Highest Teacher Salary	$110,583	$102,065
Average Principal Salary (Elementary)	$129,087	$129,221
Average Principal Salary (Middle)	$138,051	$132,874

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (High)	$0	$128,660
Superintendent Salary	$213,278	$224,581
Percent of Budget for Teacher Salaries	39%	36%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

Administrators, teachers and paraprofessionals participate in professional development focused on the California Common Core State Standards in order to improve their skills in teaching and assessment of student learning. The primary focus areas are instruction of grade-level content standards, intervention strategies for students who have not mastered standards, and assessment of student progress.

The primary area of focus for the most recent three-year period was:

- English Language Arts
- English Language Development
- Writing
- Mathematics
- C.H.A.M.P.S. Program (Conversation, Help, Activity, Movement, Participation, Successful Students)

Professional development is offered during the teaching day, on three student-free staff development days, during summer institutes, after school, and on weekends. Substitute teachers are provided and the negotiated hourly rate is offered for attendance.

During the school year, teachers are supported by classroom observations, staff meetings, and grade-level/content area collaboration. Professional learning agendas are based on student achievement data and teacher input. In reading/language arts and mathematics, student performance data is ongoing and evaluated using a common assessment. A Student Progress Report aligned to the California Common Core State Standards is sent to parents at the end of each trimester.

HUENEME ELEMENTARY SCHOOL DISTRICT

BOARD AGENDA ITEM: ACCEPTANCE AND FIRST READING OF PROPOSED REVISIONS TO THE DISTRICT POLICY MANUAL

BOARD MEETING DATE: January 27, 2020

FROM: Dr. Christine Walker, Superintendent

STAFF COMMENT

RECOMMENDATION

It is recommended that the Governing Board and administrative staff:

(1) accept for a first reading proposed revisions to various board policies; and
(2) provide input for additional modifications that may be needed before a second reading and recommendation for approval at the next regular board meeting.

BACKGROUND

Policy revisions were recently recommended by the California School Boards Associations (CSBA) and California school districts were offered samples of the CSBA policies to reference for revising district policies. The Superintendent and District Administrators reviewed the revised samples and determined that the district policies should also be revised.

The following district Board Policies (BP) were revised as recommended by CSBA and, pursuant to the district's Board Bylaw 9310, are presented to the Governing Board for a first reading. After consideration of any further input from the board, staff or members of the community, additional revisions may be appropriate before they are presented for a second reading at the next regular meeting on December 16, 2019. At that time, it will be appropriate for the Board to also approve the revisions, as recommended, if no further changes are needed.

The following policy documents are submitted for consideration:

Series 0000: Philosophy, Goals, Objectives and Comprehensive Plans

- BP 0460, Local Control and Accountability Plan
- BP 0520, Intervention for Underperforming Schools
- BP 0520.1, Comprehensive and Targeted Support and Improvement

Series 1000: Community Relations

- BP 1431, Waivers

Series 4000: Personnel

- BP 4119.22/4219.22/4319.22, Dress and Grooming

Series 5000: Students

- BP 5132, Dress and Grooming
- BP 5142, Safety

Series 7000: Facilities

- BP 7140, Architecture and Engineering Services

Series 9000: Bylaws of the Board

- BB 9323, Meeting Conduct

Philosophy, Goals, Objectives and Comprehensive Plans

LOCAL CONTROL AND ACCOUNTABILITY PLAN

The Governing Board desires to ensure the most effective use of available funding to improve outcomes for all students. A comprehensive, data-driven planning process shall be used to identify annual goals and specific actions which are aligned with the district budget and facilitate continuous improvement of district practices.

(cf. 0000 – Vision)
(cf. 0200 – Goals for the School District)
(cf. 0415 – Equity)

The Board shall adopt a districtwide local control and accountability plan (LCAP), based on the template adopted by the State Board of Education (SBE), that addresses the state priorities in Education Code 52060 and any local priorities adopted by the Board. The LCAP shall be updated on or before July 1 of each year and, like the district budget, shall cover the next fiscal year and two subsequent fiscal years. (Education Code 52060, 52064; 5 CCR 15494-15497)

(cf. 3100 – Budget)

The LCAP shall focus on improving outcomes for all students, particularly those who are "unduplicated students" or are part of any numerically significant student subgroup that is at risk of or is underperforming.

Unduplicated students include students who are eligible for free or reduced-price meals, English learners, and foster youth, as defined in Education Code 42238.01 for purposes of the local control funding formula (LCFF). (Education Code 42238.02)

(cf. 3553 – Free and Reduced Price Meals)
(cf. 6173.1 – Education for Foster Youth)
(cf. 6174 – Education for English Language Learners)

Numerically significant student subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students, when there are at least 30 students in the subgroup or at least 15 foster youth or homeless students. (Education Code 52052)

(cf. 6164.4 – Identification and Evaluation of Individuals for Special Education)
(cf. 6173 – Education for Homeless Children)

The Superintendent or designee shall review the single plan for student achievement (SPSA) submitted by each district school pursuant to Education Code 64001 to ensure that the specific actions included in the LCAP are consistent with strategies included in the SPSA. (Education Code 52062)

(cf. 0420 – School Plans/Site Councils)

PROPOSED

Philosophy, Goals, Objectives and Comprehensive Plans

LOCAL CONTROL AND ACCOUNTABILITY PLAN

The LCAP shall also be aligned with other district and school plans to the extent possible in order to minimize duplication of effort and provide clear direction for program implementation.

(cf. 0400 – Comprehensive Plans)
(cf. 0440 – District Technology Plan)
(cf. 0450 – Comprehensive Safety Plan)
(cf. 5030 – Student Wellness)
(cf. 6171 – Title I Programs)
(cf. 7110 – Facilities Master Plan)

As part of the LCAP adoption and annual update to the LCAP, the Board shall separately adopt an LCFF budget overview for parents/guardians, based on the template developed by the SBE, which includes specified information relating to the district's budget. The budget overview shall be adopted, reviewed, and approved in the same manner as the LCAP and the annual update. (Education Code 52064.1)

Any complaint that the district has not complied with legal requirements pertaining to the LCAP may be filed pursuant to AR 1312.3 - Uniform Complaint Procedures. (Education Code 52075)

(cf. 1312.3 – Uniform Complaint Procedures)

Plan Development

The Superintendent or designee shall gather data and information needed for effective and meaningful plan development and present it to the Board and community. Such data and information shall include, but not be limited to, data regarding the numbers of students in student subgroups, disaggregated data on student achievement levels, and information about current programs and expenditures.

The Board shall consult with teachers, principals, administrators, other school personnel, employee bargaining units, parents/guardians, and students in developing the LCAP. Consultation with students shall enable unduplicated students and other numerically significant student subgroups to review and comment on LCAP development and may include surveys of students, student forums, student advisory committees, and/or meetings with student government bodies or other groups representing students. (Education Code 52060; 5 CCR 15495)

(cf. 1220 – Citizen Advisory Committees)
(cf. 4140/4240/4340 – Bargaining Units)
(cf. 6020 – Parent Involvement)

PROPOSED

Philosophy, Goals, Objectives and Comprehensive Plans

LOCAL CONTROL AND ACCOUNTABILITY PLAN

Public Review and Input

The Board shall establish a parent advisory committee to review and comment on the LCAP. The committee shall be composed of a majority of parents/guardians and shall include parents/guardians of unduplicated students as defined above. (Education Code 52063; 5 CCR 15495)

Whenever district enrollment includes at least 15 percent English learners, with at least 50 students who are English learners, the Board shall establish an English learner parent advisory committee composed of a majority of parents/guardians of English learners to review and comment on the LCAP. (Education Code 52063; 5 CCR 15495)

The Superintendent or designee shall present the LCAP to the committee(s) before it is submitted to the Board for adoption, and shall respond in writing to comments received from the committee(s). (Education Code 52062)

The Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP. The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. All written notifications related to the LCAP shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)

(cf. 5145.6 – Parental Notifications)

As part of the parent and community engagement process, the district shall solicit input on effective and appropriate instructional methods, including, but not limited to, establishing language acquisition programs to enable all students, including English learners and native English speakers, to have access to the core academic content standards and to become proficient in English. (Education Code 305-306)

The Superintendent or designed shall consult with the administrator(s) of the special education local plan area of which the district is a member to ensure that specific actions for students with disabilities are included in the LCAP and are consistent with strategies included in the annual assurances support plan for the education of students with disabilities. (Education Code 52062)

(cf. 0430 – Comprehensive Local Plan for Special Education)

The Board shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. The public hearing shall be held at the same meeting as the budget hearing required pursuant to Education Code 42127 and AR 3100 - Budget. (Education Code 42127, 52062)

PROPOSED

Philosophy, Goals, Objectives and Comprehensive Plans

LOCAL CONTROL AND ACCOUNTABILITY PLAN

(cf. 9320 – Meetings and Notices)

Adoption of the Plan

The Board shall adopt the LCAP prior to adopting the district budget, but at the same public meeting. This meeting shall be held after the public hearing described above, but not on the same day as the hearing. (Education Code 52062)

The Board may adopt revisions to the LCAP at any time during the period in which the plan is in effect, provided the Board follows the process to adopt the LCAP pursuant to Education Code 52062 and the revisions are adopted in a public meeting. (Education Code 52062)

Submission of Plan to County Superintendent of Schools

Not later than five days after adoption of the LCAP, the district budget, and the budget overview for parents/guardians, the Board shall file the LCAP, the budget, and the budget overview with the County Superintendent of Schools. (Education Code 42127, 52064.1, 52070)

If the County Superintendent sends, by August 15, a written request for clarification of the contents of the LCAP, the Board shall respond in writing within 15 days of the request. If the County Superintendent then submits recommendations for amendments to the LCAP within 15 days of receiving the Board's response, the Board shall consider those recommendations in a public meeting within 15 days of receiving the recommendations. (Education Code 52070)

If the County Superintendent does not approve the district's LCAP, the Board shall accept technical assistance from the County Superintendent focused on revising the plan so that it can be approved. (Education Code 52071)

Monitoring Progress

The Superintendent or designee shall report to the Board, at least annually in accordance with the timeline and indicators established by the Superintendent and the Board, regarding the district's progress toward attaining each goal identified in the LCAP. Evaluation shall include, but not be limited to, an assessment of district and school performance reported on the California School Dashboard. Evaluation data shall be used to recommend any necessary revisions to the LCAP.

(cf. 0500 – Accountability)

~~Technical Assistance/Intervention~~

~~At its discretion, the Board may submit a request to the County Superintendent for technical assistance, including, but not limited to: (Education Code 52071)~~

PROPOSED

Philosophy, Goals, Objectives and Comprehensive Plans

LOCAL CONTROL AND ACCOUNTABILITY PLAN

~~1. Assistance in identifying district strengths and weaknesses in regard to state priorities, which includes the review of performance data on the state and local indicators included in the Dashboard and other relevant local data, and in identifying effective, evidence-based programs or practices that address any areas of weakness.~~

~~2. Assistance from an academic, programmatic, or fiscal expert, or team of experts, in identifying and implementing effective programs and practices that are designed to improve performance in any identified areas of weakness. The district may engage other service providers, including, but not limited to, other school districts, county offices of education, or charter schools, to provide such assistance.~~

~~In the event that the County Superintendent requires the district to receive technical assistance based on one or more numerically significant student groups meeting the criteria established pursuant to Education Code 52064.5, the Board shall work with the County Superintendent, or another service provider at district expense, and shall provide the County Superintendent timely documentation of the district's completion of the activities listed in items #1-2 above or substantially similar activities. (Education Code 52071)~~

~~If referred to the California Collaborative for Educational Excellence by either the County Superintendent or the Superintendent of Public Instruction (SPI), the district shall implement the recommendations of that agency in order to accomplish the goals set forth in the district's LCAP. (Education Code 52071, 52074)~~

~~If the SPI identifies the district as needing intervention, the district shall cooperate with any action taken by the SPI or any academic advisor appointed by the SPI, which may include one or more of the following: (Education Code 52072)~~

~~1. Revision of the district's LCAP~~

~~2. Revision of the district's budget in accordance with changes in the LCAP~~

~~3. A determination to stay or rescind any district action that would prevent the district from improving outcomes for all student subgroups, provided that action is not required by a collective bargaining agreement~~

The Superintendent or designee shall seek and/or accept technical assistance or other intervention that may be required pursuant to Education Code 52071 or 52072 or 20 USC 6311 when a school or a numerically significant student subgroup is not making sufficient progress toward the goals in the LCAP.

(cf. 0520 – Intervention for Underperforming Schools)
(cf. 0520.1 – Comprehensive and Targeted Support and Improvement)

PROPOSED

Philosophy, Goals, Objectives and Comprehensive Plans

LOCAL CONTROL AND ACCOUNTABILITY PLAN

Legal Reference:
EDUCATION CODE
305-306 English language education
17002 State School Building Lease-Purchase Law, including definition of good repair
33430-33436 Learning Communities for School Success Program; grants for LCAP implementation
41020 Audits
41320-41322 Emergency apportionments
42127 Public hearing on budget adoption
42238.01-42238.07 Local control funding formula
44258.9 County superintendent review of teacher assignment
47604.33 Submission of reports by charter schools
47606.5 Charter schools, local control and accountability plan
48985 Parental notices in languages other than English
51210 Course of study for grades 1-6
51220 Course of study for grades 7-12
52052 Academic Performance Index; numerically significant student subgroups
52059.5 Statewide system of support
52060-52077 Local control and accountability plan
52302 Regional occupational centers and programs
52372.5 Linked learning pilot program
54692 Partnership academies
60119 Sufficiency of textbooks and instructional materials; hearing and resolution
60605.8 California Assessment of Academic Achievement; Academic Content Standards Commission
64001 Single plan for student achievement
99300-99301 Early Assessment Program
WELFARE AND INSTITUTIONS CODE
300 Dependent child of the court
CODE OF REGULATIONS, TITLE 5
4600-4670 Uniform complaint procedures
15494-15497~~.5~~ Local control and accountability plan and spending requirements
UNITED STATES CODE, TITLE 20
6311 State plan
6312 Local educational agency plan
6826 Title III funds, local plans

Management Resources:
CSBA PUBLICATIONS
The California School Dashboard and Small Districts, October 2018
Promising Practices for Developing and Implementing LCAPs, Governance Brief, November 2016

PROPOSED

Philosophy, Goals, Objectives and Comprehensive Plans

LOCAL CONTROL AND ACCOUNTABILITY PLAN

LCFF Rubrics, Issue 1: What Boards Need to Know About the New Rubrics, Governance Brief, rev. October 2016
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
California School Accounting Manual
California School Dashboard
LCFF Frequently Asked Questions
Local Control and Accountability Plan and Annual Update (LCAP) Template
Family Engagement Framework: A Tool for California School Districts, 2014
California Career Technical Education Model Curriculum Standards, 2013
California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, rev. 2013
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
California Common Core State Standards: Mathematics, rev. 2013
California English Language Development Standards, 2012
WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
California School Dashboard: http://www.caschooldashboard.org

PROPOSED

Philosophy, Goals, Objectives and Comprehensive Plans

INTERVENTION FOR UNDERPERFORMING SCHOOLS

The Governing Board desires that all district schools provide a high-quality educational program that maximizes the achievement of each district student. The district shall provide assistance to schools to support the continuous improvement of student performance within the priorities identified in the district's local control and accountability plan (LCAP) and to enhance the achievement of low-performing student subgroups.

(cf. 0460 – Local Control and Accountability Plan)
(cf. 0500 – Accountability)

At its discretion, the Board may submit a request to the County Superintendent of Schools for technical assistance regarding the following: (Education Code 52071)

1. Identifying the district's strengths and weaknesses in regard to state priorities addressed in the LCAP, including collaboration between the district and County Superintendent to review performance data on the state and local indicators included in the California School Dashboard and other relevant local data and to identify effective, evidence-based programs or practices that address any areas of weakness

2. Securing assistance from an academic, programmatic, or fiscal expert, or team of experts, to identify and implement effective programs and practices that are designed to improve performance in any areas of weakness identified by the district

In the event that the County Superintendent requires the district to receive technical assistance based on a determination that one or more numerically significant student subgroups in a district school meet the performance criteria established pursuant Education Code 52064.5, the Board shall work with the County Superintendent and shall provide the County Superintendent timely documentation of the district's completion of the activities listed in items #1-2 above or substantially similar activities. (Education Code 52071)

With the approval of the County Superintendent, the district may, at its own expense, engage another service provider, including, but not limited to, another school district, the county office of education, or a charter school, to act as a partner to the district in filling the district's need for technical assistance. (Education Code 52071)

If referred to the California Collaborative for Educational Excellence by either the County Superintendent or the Superintendent of Public Instruction (SPI), the district shall implement the recommendations of that agency in order to accomplish the goals set forth in the district's LCAP. (Education Code 52071, 52074)

If the SPI identifies the district as needing intervention, the district shall cooperate with any action taken by the SPI or any academic advisor appointed by the SPI, which may include one or more of the following: (Education Code 52072)

NEW BOARD POLICY
PROPOSED

Philosophy, Goals, Objectives and Comprehensive Plans

INTERVENTION FOR UNDERPERFORMING SCHOOLS

1. Revision of the district's LCAP

2. Revision of the district's budget, in conjunction with changes in the LCAP, that would allow the district to improve the outcomes for all student subgroups in regard to state and local priorities

3. A determination to stay or rescind any district action that would prevent the district from improving outcomes for all student subgroups, provided that action is not required by a collective bargaining agreement

In addition, any school identified by the California Department of Education for comprehensive support and improvement, targeted support and improvement, or additional targeted support and improvement shall develop and implement a school plan in accordance with 20 USC 6311. Such schools may be required to partner with an external entity, agency, or individual with demonstrated expertise and capacity to identify and implement more rigorous interventions.

(cf. 0420 – School Plans/Site Councils)
(cf. 0520.1 – Comprehensive and Targeted Support and Improvement)

NEW BOARD POLICY

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Legal Reference:
See next page

Philosophy, Goals, Objectives and Comprehensive Plans

INTERVENTION FOR UNDERPERFORMING SCHOOLS

Legal Reference:
EDUCATION CODE
52052 Numerically significant student subgroups
52059.5 Statewide system of support
52060-52077 Local control and accountability plan
60640-60649 California Assessment of Student Performance and Progress
64001 School plan for student achievement
UNITED STATES CODE, TITLE 20
6311-6322 Improving basic programs for disadvantaged students, especially:
6311 State plans

Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
California School Dashboard
CSI/TSI/ATSI Frequently Asked Questions
California ESSA Consolidated State Plan, 2017
U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments, 2016
WEB SITES
California Department of Education: http://www.cde.ca.gov
California School Dashboard: http://www.caschooldashboard.org
U.S. Department of Education: http://www.ed.gov

NEW BOARD POLICY

PROPOSED

Philosophy, Goals, Objectives and Comprehensive Plans

COMPREHENSIVE AND TARGETED SUPPORT AND IMPROVEMENT

The Governing Board is committed to enabling all district students to meet state academic achievement standards. The district shall provide support and assistance to increase student achievement in all district schools, especially any school that has been identified by the California Department of Education (CDE) as in need of comprehensive support and improvement (CSI), targeted support and improvement (TSI), or additional targeted support and improvement (ATSI).

(cf. 0500 – Accountability)
(cf. 0520 – Intervention for Underperforming Schools)
(cf. 6011 – Academic Standards)
(cf. 6171 – Title I Programs)

When any school is identified for CSI, TSI, or ATSI, the Superintendent or designee shall notify the school community, including the principal, teachers, and parent/guardians of students of the school, of the identification and, if applicable, shall inform the school of the student subgroup(s) which are consistently underperforming at the school.

School Plan

Upon receiving notification from CDE that a district school has been identified as eligible for CSI, TSI, or ATSI, the district shall, in partnership with principals, other school leaders, teachers, and parents/guardians, develop and implement a plan to improve student outcomes at the school. The plan shall: (20 USC 6311)

1. Be based on all state indicators in the California School Dashboard, including student performance against state-determined long-term goals, except that any school subject to the state's Dashboard Alternative School Status that has fewer than 100 students may focus on the state indicators that are more applicable to the nature of its program

2. Be based on a school-level needs assessment

3. Include evidence-based interventions

4. If the school is identified for CSI or ATSI, identify resource inequities, which may include a review of district and school-level budgets, to be addressed through implementation of the plan

(cf. 0400 – Comprehensive Plans)

The school plan for student achievement developed pursuant to Education Code 64001 may serve as the school improvement plan required for CSI, TSI, or ATSI, provided that the plan meets the requirements of 20 USC 6311. (Education Code 64001)

NEW BOARD POLICY
PROPOSED

Philosophy, Goals, Objectives and Comprehensive Plans

COMPREHENSIVE AND TARGETED SUPPORT AND IMPROVEMENT

(cf. 0420 – School Plans/Site Councils)

The school improvement plan shall be submitted to the Board for approval. (20 USC 6311)

If any district school is identified for CSI, the district's local control and accountability plan shall include descriptions of how the district provides support to CSI school(s) in developing the CSI plan and how the district will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

(cf. 0460 – Local Control and Accountability Plan)

Monitoring and Intervention

The Board and the Superintendent or designee shall regularly review the performance of each school identified for CSI, TSI, or ATSI.

After two years of implementing the school plan, if any such school has been unsuccessful in improving student outcomes to a level that exceeds initial eligibility criteria, the district shall identify the problem and take additional action as necessary.

If a school identified for CSI fails to improve student outcomes within four years to a level that exceeds the CSI eligibility criteria, it shall be subject to more rigorous interventions that include, but are not limited to, partnering with an external entity, agency, or individual with demonstrated expertise and capacity to:

1. Conduct a new needs assessment that focuses on systemic factors and conduct a root cause analysis that identifies gaps between current conditions and desired conditions in student performance and progress

2. Use the results of the analysis along with stakeholder feedback to develop a new improvement plan that includes:

a. A prioritized set of evidence-based interventions and strategies

b. A program evaluation component with support to conduct ongoing performance and progress monitoring

Legal Reference:
See next page

NEW BOARD POLICY
PROPOSED

Philosophy, Goals, Objectives and Comprehensive Plans

COMPREHENSIVE AND TARGETED SUPPORT AND IMPROVEMENT

Legal Reference:
EDUCATION CODE
52052 Numerically significant student subgroups
52059.5 Statewide system of support
52060-52077 Local control and accountability plan
64001 School plan for student achievement
UNITED STATES CODE, TITLE 20
6311-6322 Improving basic programs for disadvantaged students, especially:
6311 State plans
6313 Eligibility of schools and school attendance areas; funding allocation

Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
California School Dashboard
CSI/TSI/ATSI Frequently Asked Questions
California ESSA Consolidated State Plan, 2017
U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments, 2016
WEB SITES
California Department of Education: http://www.cde.ca.gov
California School Dashboard: http://www.caschooldashboard.org
U.S. Department of Education: http://www.ed.gov

NEW BOARD POLICY
PROPOSED

Community Relations

WAIVERS

The Governing Board recognizes that ~~strict compliance with the law may sometimes hinder the district's ability to provide its students with an effective, well-rounded educational program~~circumstances may arise in the operation of the district that require a waiver from state law or regulation. When it is in the interest of district students, the Board may request that the State Board of Education (SBE) waive any provision of state ~~or federal~~ law or regulation which ~~it~~ SBE has the authority to waive pursuant to Education Code 33050.

Any waiver request to be submitted to the SBE shall first be approved by the Board. The Superintendent or designee shall ensure that each proposed waiver request includes all information necessary for the Board to analyze the need for the waiver and make an informed decision.

~~Prior to presenting the proposed request for Board approval, the Superintendent or designee shall consult with and obtain the approval of any advisory committee or site council when required by law.~~If the proposed waiver request affects a program that requires the existence of a school site council, the Superintendent or designee shall obtain the school site council's approval of the request before presenting it to the Board. As appropriate, other councils or advisory committees, including bilingual advisory committees, shall be provided adequate opportunity to review a proposed waiver request, and the request shall include a written summary of any objections to the request by the councils or advisory committees. (Education Code 33051)

(cf. 0420 – School Plans/Site Councils)
~~(cf. 0420.1 – School-Based Program Coordination)~~
(cf. 1220 – Citizen Advisory Committees)

In addition, the Superintendent or designee shall consult with the exclusive representative of district employees in the development of the waiver request, and shall include in the request the exclusive representative's position regarding the waiver. (Education Code 33050, 33051)

(cf. 4140/4240/4340 – Bargaining Units)

To receive public testimony on each proposal for a waiver request ~~proposal~~, the Board shall hold a properly noticed public hearing during a Board meeting. (Education Code 33050)

The notice, which shall state the time, date, location and subject of the public hearing and invite public testimony, may be printed in a newspaper of general circulation and/or posted at each school and three public places in the district.

(cf. 9320 – Meetings and Notices)

If the district determines that a waiver is needed for more than one year, the Board shall reapply to SBE. When the ~~district~~ Board has requested and received the same general waiver from ~~the~~ SBE for two consecutive years, the Board ~~is not required~~does not subsequently need to reapply annually ~~if~~ provided that the information contained on the request remains current~~.~~, except that

PROPOSED

Community Relations

WAIVERS

~~However,~~ the district shall apply annually for the renewal of any waiver regarding teacher credentialing. (Education Code 33051)

Legal Reference:
EDUCATION CODE
~~305-311 Structured English immersion program; parental exception waivers~~
~~5000-5033 Governing board elections~~
~~8750-8754 Grants for conservation education~~
~~10400-10407 Cooperative improvement programs~~
~~17047.5 Facilities used by special education students~~
~~17291 Portable school buildings~~
33050-33053 General waiver authority
~~37202 Equity length of time~~
~~41000-41360 School finance~~
~~41381 Minimum school day~~
~~41600-41854 Computation of allowances~~
~~41920-42842 Budget requirements; local taxation by school districts~~
~~44520-44534 New Careers Program~~
~~44666-44669 School-Based Management and Advanced Career Opportunities~~
~~44681-44689 Administrator Training and Evaluation~~
~~45108.7 Maximum number of senior management positions~~
~~48660-48666 Community day schools~~
48800 Attendance at community college
~~49550-49560 Meals for needy students~~
~~51224.5 Algebra instruction~~
~~51745.6 Charter school independent study ratio~~
51747.3 Charter school independent study funding
~~51870-51874 Educational Technology~~
~~52080-52909 Class size reduction grade 9~~
~~52122.6-52122.8 Class size reduction, impacted school sites~~
~~52160-52178 Bilingual-Bicultural Education Act of 1976~~
~~52180-52186 Bilingual teacher waiver~~
~~52200-52212 Gifted and Talented Pupils Program~~
~~52340-52346 Career Guidance Centers~~
~~52522 Plans for adult education~~
~~52850-52863 School-Based Program Coordination~~
~~54000-54041 Disadvantaged Youth Program~~
~~54100-54145 Miller-Unruh Basic Reading Program~~
~~54407 Waiver for compensatory education programs~~
56000-56867 Special education programs
~~58407 Waiver related to individualized instruction program~~
~~58900-58928 Restructuring demonstration programs~~
~~60119 Public hearing on sufficiency of instructional materials~~

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Community Relations

WAIVERS

~~60851 High school exit examination, waiver for student with disabilities~~
65001 School site councils
~~CODE OF REGULATIONS, TITLE 5~~
~~1032 Academic Performance Index~~
~~3100 Resource specialist caseload waivers~~
~~3945 Cooperative programs~~

PROPOSED

Community Relations

WAIVERS

~~9531 Instructional materials funding~~
~~11960 Charter school attendance~~
~~11963.4 Charter school percentage funding~~
~~13017 Waivers, compensatory education New Careers in Education Program~~
~~13044 Waivers, compensatory education Professional Development and Program Improvement Programs~~
~~UNITED STATES CODE, TITLE 20~~
~~1400-1482 Individuals with Disabilities Education Act~~
~~7115 Safe and Drug Free Schools, authorized activities~~

Management Resources:
WEB SITES
California Department of Education, Waiver Office: http://www.cde.ca.gov/re/lr/wr
Commission on Teacher Credentialing: http://www/ctc.ca.gov

PROPOSED

Personnel

DRESS AND GROOMING

The Governing Board believes that appropriate dress and grooming by district employees contribute to a productive learning environment and model positive behavior. During school hours and at school activities, employees shall maintain professional standards of dress and grooming that demonstrate their high regard for education, present an image consistent with their job responsibilities and assignment, and do not endanger the health or safety of employees or students. All employees shall be held to the same standards unless their assignment provides for modified dress as approved by their supervisor.

(cf. 0415 – Equity)
(cf. 4118 – Dismissal/Suspension/Disciplinary Action)
(cf. 4112.21/4212.21/4312.21 – Professional Standards)
(cf. 4119.25/4219.25/4319.25 – Political Activities of Employees)
(cf. 4218 – Dismissal/Suspension/Disciplinary Action)

The district shall allow employees to appear and dress in a manner consistent with their gender identity or gender expression. (Government Code 12949)

(cf. 0410 – Nondiscrimination in District Programs and Activities)
(cf. 4030 – Nondiscrimination in Employment)
(cf. 4119.11/4219.11/4319.11 – Sexual Harassment)

The district shall not discriminate against employees based on hair texture and protective hairstyles, including, but not limited to, braids, locks, and twists. (Government Code 12926)

~~In addition, t~~The district shall not dismiss an employee, discriminate against an employee in compensation or in terms, conditions, or privileges of employment, or refuse to hire a job applicant on the basis of religious dress or grooming practices. (Government Code 12926, 12940)

This policy shall be presented to employees upon employment, through the employee handbook or other appropriate means, and may be periodically reviewed with all employees as necessary.

Legal Reference:
See next page

PROPOSED

Personnel

DRESS AND GROOMING

Legal Reference:
EDUCATION CODE
35160 Authority of governing boards
35160.1 Broad authority of school districts
GOVERNMENT CODE
3543.2 Scope of Representation
12926 Definitions
12940 Unfair employment practices
12949 Dress standards, consistency with gender identity
COURT DECISIONS
San Mateo City School District v. PERB (1983) 33 Cal. 3d 850
Domico v. Rapides Parish School Board (5th Cr. 1982) 675 F.2d 100
East Hartford Education Assn. v. Board of Education (2d Cir. 1977) 562 F. 2d 856
Finot v. Pasadena Board of Education (1967) 250 Cal.App.2d 189
PUBLIC EMPLOYMENT RELATIONS BOARD DECISIONS
Santa Ana Unified School District (1998) 22 PERC P29, 136
Inglewood Unified School District (1985) 10 PERC P17, 000

Management Resources:
CALIFORNIA DEPARTMENT OF FAIR EMPLOYMENT AND HOUSING PUBLICATIONS
Transgender Rights in the Workplace
WEB SITES
California Department of Fair Employment and Housing: http:www.dfeh.ca.gov
Public Employment Relations Board: http:www.perb.ca.gov

PROPOSED

Students

DRESS AND GROOMING

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or is likely to cause a substantial disruption to the educational program.

(cf. 4119.22/4219.22/4319.22 – Dress and Grooming)

District and school rules pertaining to student attire may be included in student handbooks, may be posted in school offices and classrooms, and may be periodically reviewed with all students as necessary.

Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance.

(cf. 5145.3 – Nondiscrimination/Harassment)
(cf. 5145.7 – Sexual Harassment)

In addition, the dress code shall not discriminate against students based on hair texture and protective hairstyles, including, but not limited to, braids, locks, and twists. (Education Code 212.1)

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.

(cf. 0410 – Nondiscrimination in District Programs and Activities)
(cf. 0415 – Equity)
(cf. 5145.2 – Freedom of Speech/Expression)

School administrators, teachers, and other staff shall be notified of appropriate and equitable enforcement of the dress code.

(cf. 4131 – Staff Development)
(cf. 4231 – Staff Development)
(cf. 4331 – Staff Development)

When practical, students shall not be directed to correct a dress code violation during instructional time or in front of other students.

Repeated violations or refusal to comply with the district's dress code may result in disciplinary action.

PROPOSED

Students

DRESS AND GROOMING

(cf. 5144 – Discipline)

Gang-Related Apparel

The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a proposed dress code shall be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan. (Education Code 35183)

(cf. 0450 – Comprehensive Safety Plan)
(cf. 5136 – Gangs)

When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.

Uniforms

The Board may approve a school-initiated dress code requiring students at the school to wear a school uniform whenever the Board determines that such a dress code will promote student achievement, a positive school climate, and/or student safety.

The Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against, or denied attendance to school if their parents/guardians so decide. (Education Code 35183)

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms. (Education Code 35183)

PROPOSED

Legal Reference:
See next page

Students

DRESS AND GROOMING

Legal Reference:
EDUCATION CODE
212.1 Nondiscrimination based on race or ethnicity
220 Nondiscrimination
32281 School safety plans
35183 School dress codes; uniforms
35183.5 Sun-protective clothing
48907 Student exercise of free expression
49066 Grades; effect of physical education class apparel
COURT DECISIONS
Jacobs v. Clark County School District, (2008) 26 F. 3d 419
Harper v. Poway Unified School District, (2006) 445 App. 3d 166
Marvin H. Jeglin et al v. San Jacinto Unified School District et al, (C.D. Cal. 1993) 827 F.Supp. 1459
Arcadia Unified School District v. California Department of Education, (1992) 2 Cal. 4th 251
Hazelwood School District v. Kuhlmeier, (1988) 108 S. Ct. 562
Hartzell v. Connell (1984) 35 Cal. 3d 899
Tinker v. Des Moines Independent Community School District, (1969) 393 U.S. 503

PROPOSED

Students

SAFETY

The Governing Board recognizes the importance of providing a safe school environment that is conducive to learning and ~~helps ensure~~promotes student safety and ~~the prevention of student injury~~well-being. ~~The Superintendent or designee shall implement a~~Appropriate ~~practices~~ measures shall be implemented to minimize the risk of harm to students, including, but not limited to, protocols for maintaining safe conditions on school grounds, promoting safe use of ~~practices relative to~~ school facilities and equipment, ~~the outdoor environment,~~ and guiding student participation in educational programs~~,~~ and school-sponsored activities.

(cf. 0450 – Comprehensive Safety Plan)
(cf. 3320 – Claims and Actions Against the District)
(cf. 3514 – Environmental Safety)
(cf. 3514.1 – Hazardous Substances)
(cf. 3514.2 – Integrated Pest Management)
(cf. 3515 – Campus Security)
(cf. 3515.21 – Unmanned Aircraft Systems (Drones))
(cf. 3516 – Emergencies and Disaster Preparedness Plan)
(cf. 3530 – Risk Management/Insurance)
(cf. 3542 – School Bus Drivers)
(cf. 3543 – Transportation Safety and Emergencies)
(cf. 4119.42/4219.42/4319.42 – Exposure Control Plan for Bloodborne Pathogens)
(cf. 4119.43/4219.43/4319.43 – Universal Precautions)
(cf. 5131 – Conduct)
(cf. 5131.1 – Bus Conduct)
(cf. 5141 – Health Care and Emergencies)
(cf. 5141.22 – Infectious Diseases)
(cf. 5142.1 – Identification and Reporting of Missing Children)
(cf. 5143 – Insurance)
~~(cf. 5144 – Discipline)~~
~~(cf. 5144.1 – Suspension and Expulsion/Due Process)~~
(cf. 6145.2 – Athletic Competition)
~~(cf. 6161.3 – Toxic Art Supplies)~~
(cf. 6163.2 – Animals at School)
(cf. 7111 – Evaluating Existing Buildings)

School staff shall be responsible for the proper supervision of students at all times when students are subject to district rules, including, but not limited to, during school hours, ~~during~~ school-sponsored activities, before and after-school programs, morning drop-off and afternoon pick-up, and while students are using district transportation ~~to and from school~~.

The Superintendent or designee shall ensure that students receive appropriate instruction on topics related to safety and emergency procedures, as well as injury and disease prevention.

(cf. 5141.7 – Sun Safety)

PROPOSED

Students

SAFETY

(cf. 6142.8 – Comprehensive Health Education)

Crossing Guards/Student Safety Patrol

To assist students in safely crossing streets adjacent to or near school sites, the Board may employ crossing guards and/or establish a student safety patrol at any district school. The Superintendent or designee shall periodically examine traffic patterns within school attendance areas in order to identify locations where crossing assistance may be needed.

(cf. 5142.2 – Safe Routes to School Program)

Student Identification Cards and Safety Information

Student identification cards of students in grades 7-8 shall have printed on them safety information, including the following: (Education Code 215.5, 217)

1. The National Suicide Prevention Lifeline telephone number and, at the district's discretion, the Crisis Text Line and/or a local suicide prevention hotline telephone number

(cf. 5141.52 – Suicide Prevention)

2. The National Domestic Violence Hotline

(cf. 5141.4 – Child Abuse Prevention and Reporting)

Legal Reference:
EDUCATION CODE
8482-8484.6 After School Education and Safety Program
17280-17317 Building approvals (Field Act)
17365-17374 Fitness of school facilities for occupancy
32001 Fire alarms and drills
32020 School gates; entrances for emergency vehicles
32030-32034 Eye safety
32040 First aid equipment
32225-32226 Two-way communication devices in classrooms
32240-32245 Lead-free schools
32250-32254 CDE school safety and security resources unit
32280-32289 Safety plans
44807 Duty of teachers concerning conduct of students
44808 Exemption from liability when students are not on school property
44808.5 Permission for students to leave school grounds; notice (high school)
45450-45451 Crossing guards

PROPOSED

Students

SAFETY

48900 Hazing
49300-49307 School safety patrol
49330-49335 Injurious objects
49341 Hazardous materials in school science laboratories
51202 Instruction in personal and public health and safety
~~PENAL CODE~~
~~245.6 Hazing~~
GOVERNMENT CODE
810-996.6 California Tort Claims Act
HEALTH AND SAFETY CODE
115725-115750 Playground safety
115775-115800 Wooden playground equipment
~~115810-115816 Playground safety and recycling grants~~
116046 Issuance of best practices guidelines for K-12 pool safety
PENAL CODE
245.6 Hazing
PUBLIC RESOURCES CODE
5411 Purchase of equipment usable by ~~physically~~ persons with disabilities ~~disabled persons~~
VEHICLE CODE
21100 Rules and regulations; crossing guards
21201 Rules for operation of bicycle on roadway
21212 Use of helmets
42200 Fines and forfeitures, disposition by cities
42201 Fines and forfeitures, disposition by counties
CODE OF REGULATIONS, TITLE 5
202 Exclusion of students with a contagious disease
570-576 School safety patrols
5531 Supervision of social activities
5552 Playground supervision
5570 When school shall be open and teachers present
14030 Standards for development of plans for the design and construction of school facilities
14103 Bus driver; authority over pupils
~~CODE OF REGULATIONS, TITLE 22~~
~~65700-65750 Safety regulations for playgrounds; definitions and general standards~~
COURT DECISIONS
J.H. v. Los Angeles Unified School District, (2010) 183 Cal.App.4th 123
Lane v. City of Sacramento, (2010) 183 Cal.App.4th 1337
Wiener v. Southcoast Childcare Centers, (2004) 32 Cal.4th 1138
Kahn v. East Side Union High School District, (2003) 31 Cal.4th 990
Knight v. Jewett, (1992) 3 Cal.4tt 296, 313
Hoyem v. Manhattan Beach City School District, (1978) 22 Cal. 3d 508
Dailey v. Los Angeles Unified School District, (1970) 2 Cal 3d 741

PROPOSED

Students

SAFETY

Management Resources:
AMERICAN SOCIETY FOR TESTING AND MATERIALS
F 1487-05, Standard Consumer Safety Performance Specification for Playground Equipment for Public Use, ~~2005~~ 2017
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Science Safety Handbook for California Public Schools, 2014
U.S. CONSUMER PRODUCT SAFETY COMMISSION PUBLICATIONS
~~Handbook for~~ Public Playground Safety Handbook, ~~Pub. No. 325, 1994, rev. 1997~~ 2010
WEB SITES
American Society for Testing and Materials: http://www.astm.org
California Department of Education, Safe Schools Office: http://www.cde.ca.gov/ls/ss
~~California Department of Health Services: http://www.dhs.ca.gov~~
California Department of Public Health: http://www.cdph.ca.gov
Centers for Disease Control and Prevention: http://www.cdc.gov
Environmental Protection Agency: http://www.epa.gov
U.S. Consumer Product Safety Commission: http://www.cpsc.gov
U.S. Department of Education, Safe Schools:
http://www.ed.gov/about/offices/list/osers/osep/gtss.html

PROPOSED

Facilities

ARCHITECTURAL AND ENGINEERING SERVICES

The Governing Board desires to provide school facilities that support the educational program and meet all applicable safety and design standards. ~~In order to ensure safe construction and protect the investment of public funds~~When required by law, the ~~Governing~~ Board ~~requires that~~shall employ or contract with a licensed and certified architect and/or structural engineer ~~be employed~~ to design and supervise the construction of district schools and other facilities.

(cf. 7110 – Facilities Master Plan)

The architect and/or structural engineer shall be responsible for preparing all construction plans, specifications, and estimates and for the observation of the work of construction. (Education Code 17302)

To ensure compliance with state design and safety standards, preliminary and final plans for any state-funded school facility project, including Board-approved educational specifications for school design when necessary, shall be submitted to the California Department of Education and the Department of General Services, Division of the State Architect. (Education Code 17267; 5 CCR 14030-14032)

The Superintendent or designee shall devise a competitive process for the selection of architects, ~~and~~ structural engineers, and other design professionals that is based on demonstrated competence and on the professional qualifications necessary for the satisfactory performance of the services required. ~~For each project, he/she~~The Superintendent or designee shall recommend ~~specific~~ architectural and engineering firms to the Board for approval. The Board shall pay fair and reasonable amounts warranted by the provider's qualifications and competence. The Board need not select the lowest responsible bidder.

(cf. 3311 – Bids)
(cf. 3311.3 – Design-Build Contracts)
~~(cf. 3312.11 – State Allocation Board Contracts)~~

Legal Reference:
EDUCATION CODE
17070.10-17079.30 Leroy F. Greene School Facilities Act, especially:
17070.50 Conditions for apportionment
17250.10-17250.55 Design-build contracts
17251 School construction; duties of the California Department of Education
17262-17268 School construction plans
17280-17316 Approvals, especially:
17302 Persons qualified to prepare plans, specifications and estimates and supervise construction
17316 Contract provision re school district property
17371 Limitation on liability of governing board

PROPOSED

Facilities

ARCHITECTURAL AND ENGINEERING SERVICES

BUSINESS AND PROFESSIONS CODE
5500-5502 Architecture
5550-5558 Architects, licensure
6700-6706.3 Engineers
6750-6766 Engineers, licensure
GOVERNMENT CODE
4525-4529.5 Contracts with private architects, engineering, land surveying, and construction project management firms
14837 Definition of small business
87100 Public officials; financial interest
PUBLIC CONTRACT CODE
20111 School district contracts
CODE OF REGULATIONS, TITLE 5
14001 Minimum standards for school facilities
14030-14036 Standards, planning, and approval of school facilities
CODE OF REGULATIONS, TITLE 24
101 et seq. California Building Standards Code
CALIFORNIA CONSTITUTION
Article 22 Architectural and engineering services

Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Plan Submission Requirements for Modernization Projects, Form SFPD 4.08
Plan Submission Requirements for New Construction, Form SFPD 4.07
OFFICE OF PUBLIC SCHOOL CONSTRUCTION PUBLICATIONS
School Facility Program Handbook, January 2019
WEB SITES
American Institute of Architects California Council: http://aiacalifornia.org
California Department of Education, Facilities: http:www.cde.ca.gove/ls/fa
Department of General Service, Division of the State Architect: http://www.dgs.ca.gov/DSA
Department of General Services, Office of Public School Construction: http://www.dgs.ca.gov/OPSC

PROPOSED

Bylaws of the Board **MANDATED**

MEETING CONDUCT

Meeting Procedures

All Governing Board meetings shall begin on time and shall be guided by an agenda prepared in accordance with Board bylaws and posted and distributed in accordance with the Ralph M. Brown Act (open meeting requirements) and other applicable laws.

(cf. 9322 – Agenda/Meeting Materials)

The Board president shall conduct Board meetings in accordance with Board bylaws and procedures that enable the Board to efficiently consider issues and carry out the will of the majority.

(cf. 9121 – President)

The Board believes that late night meetings deter public participation, can affect the Board's decision-making ability, and can be a burden to staff. Regular Board meetings shall be adjourned at 10:30 p.m. unless extended to a specific time determined by a majority of the Board. The meeting shall be extended no more than once and subsequently may be adjourned to a later date.

(cf. 9320 – Meetings and Notices)

Quorum and Abstentions

The Board shall act by majority vote of all of the membership constituting the Board. (Education Code 35164)

(cf. 9323.2 – Actions by the Board)

The Board believes that when no conflict of interest requires abstention, its members have a duty to vote on issues before them. When a member abstains, his/her abstention shall not be counted for purposes of determining whether a majority of the membership of the Board has taken action.

(cf. 9270 – Conflict of Interest)

Public Participation

Members of the public are encouraged to attend Board meetings and to address the Board concerning any item on the agenda or within the Board's jurisdiction. So as not to inhibit public participation, persons attending Board meetings shall not be requested to sign in, complete a questionnaire, or otherwise provide their name or other information as a condition of attending the meeting.

PROPOSED

Bylaws of the Board **MANDATED**

MEETING CONDUCT

In order to conduct district business in an orderly and efficient manner, the Board requires that public presentations to the Board comply with the following procedures:

1. The Board shall give members of the public an opportunity to address the Board on any item of interest to the public that is within the subject matter jurisdiction of the Board, either before or during the Board's consideration of the item. (Education Code 35145.5, Government Code 54954.3)

2. At a time so designated on the agenda at a regular meeting, members of the public may bring before the Board matters that are not listed on the agenda. The Board shall take no action or discussion on any item not appearing on the posted agenda, except as authorized by law. (Education Code 35145.5, Government Code 54954.2)

3. Without taking action, Board members or district staff members may briefly respond to statements made or questions posed by the public about items not appearing on the agenda. Additionally, on their own initiative or in response to questions posed by the public, ~~a~~ Board members or staff members may ask a question for clarification, make a brief announcement, or make a brief report on ~~his/her~~their own activities. (Government Code 54954.2)

Furthermore, the Board or a Board member may provide a reference to staff or other resources for factual information, ask staff to report back to the Board at a subsequent meeting concerning any matter, or take action directing staff to place a matter of business on a future agenda. (Government Code 54954.2)

4. The Board need not allow the public to speak on any item that has already been considered by a committee composed exclusively of Board members at a public meeting where the public had the opportunity to address the committee on that item. However, if the Board determines that the item has been substantially changed since the committee heard the item, the Board shall provide an opportunity for the public to speak. (Government Code 54954.3)

(cf. 9130 – Board Committees)

5. A person wishing to be heard by the Board shall first be recognized by the president and shall then proceed to comment as briefly as the subject permits.

In general, individual speakers ~~shall~~ will be allowed three minutes to address the Board on each agenda or nonagenda item~~.~~, and ~~T~~the Board ~~shall~~ will limit the total time for public input on each item to 20 minutes. However, in exceptional circumstances when necessary to ensure full opportunity for public input, ~~With Board consent,~~ the Board president may, with Board consent, adjust the amount of ~~increase or decrease the~~ time allowed for public ~~presentation~~input and/or the time allotted for each speaker~~, depending on the topic and the number of persons wishing to be heard~~. ~~The president may take a poll of speakers for or against a particular issue and may ask that~~

PROPOSED

Bylaws of the Board **MANDATED**

MEETING CONDUCT

~~additional persons speak only if they have something new to add.~~Any such adjustment shall be done equitably so as to allow a diversity of viewpoints. The president may also ask members of the public with the same viewpoint to select a few individuals to address the Board on behalf of that viewpoint.

In order to ensure that non-English speakers receive the same opportunity to directly address the Board, any member of the public who utilizes a translator shall be provided at least twice the allotted time to address the Board, unless simultaneous translation equipment is used to allow the Board to hear the translated public testimony simultaneously. (Government Code 54954.3)

6. The Board president may rule on the appropriateness of a topic, subject to the following conditions:

a. If a topic would be suitably addressed at a later time, the Board president may indicate the time and place when it should be presented.

b. The Board shall not prohibit public criticism of its policies, procedures, programs, services, acts or omissions. (Government Code 54954.3)

c. The Board shall not prohibit public criticism of district employees. However, whenever a member of the public initiates specific complaints or charges against an individual employee, the Board president shall inform the complainant of the appropriate complaint procedure.

(cf. 1312.1 – Complaints Concerning District Employees)
(cf. 9321 – Closed Session Purposes and Agendas)

7. The Board president shall not permit any disturbance or willful interruption of Board meetings. Persistent disruption by an individual or group or any conduct or statements that threaten the safety of any person(s) at the meeting shall be grounds for the president to terminate the privilege of addressing the Board.

The Board may remove disruptive individuals and order the room cleared if necessary. In this case, members of the media not participating in the disturbance shall be allowed to remain, and individuals not participating in such disturbances may be allowed to remain at the discretion of the Board. When the room is ordered cleared due to a disturbance, further Board proceedings shall concern only matters appearing on the agenda. (Government Code 54957.9)

When such disruptive conduct occurs, the Superintendent or designee shall contact local law enforcement as necessary.

PROPOSED

Bylaws of the Board **MANDATED**

MEETING CONDUCT

Recording by the Public

Members of the public may record an open Board meeting using an audio or video recorder, still or motion picture camera, cell phone, or other device, provided that the noise, illumination, or obstruction of view does not persistently disrupt the meeting. The Superintendent or designee may designate locations from which members of the public may make such recordings without causing a distraction.

(cf. 9324 – Board Minutes and Recordings)

If the Board finds that noise, illumination or obstruction of view related to these activities would persistently disrupt the proceedings, these activities shall be discontinued or restricted as determined by the Board. (Government Code 54953.5, 54953.6)

PROPOSED

Legal Reference:
See next page

Bylaws of the Board **MANDATED**

MEETING CONDUCT

Legal Reference:
EDUCATION CODE
5095 Powers of remaining board members and new appointees
32210 Willful disturbance of public school or meeting a misdemeanor
35010 Prescription and enforcement of rules
35145.5 Agenda; public participation; regulations
35163 Official actions, minutes and journal
35164 Vote requirements
35165 Effect of vacancies upon majority and unanimous votes by seven member board
CODE OF CIVIL PROCEDURE
527.8 Workplace Violence Safety Act
GOVERNMENT CODE
54953.3 Prohibition against conditions for attending a board meeting
54953.5 Audio or video recording of proceedings
54953.6 Broadcasting of proceedings
54954.2 Agenda; posting; action on other matters
54954.3 Opportunity for public to address legislative body; regulations
54957 Closed sessions
54957.9 Disorderly conduct of general public during meeting; clearing of room
PENAL CODE
403 Disruption of assembly or meeting
COURT DECISIONS
City of San Jose v. Garbett, (2010) 190 Cal.App.4th 526
Norse v. City of Santa Cruz, (9th Cir. 2010) 629 F3d 966
McMahon v. Albany Unified School District, (2002) 104 Cal.App.4th 1275
Rubin v. City of Burbank, (2002) 101 Cal.App.4th 1194
Baca v. Moreno Valley Unified School District, (1996) 936 F. Supp. 719
ATTORNEY GENERAL OPINIONS
90 Ops.Cal.Atty.Gen. 47 (2007)
76 Ops.Cal.Atty.Gen. 281 (1993)
66 Ops.Cal.Atty.Gen. 336, 337 (1983)
63 Ops.Cal.Atty.Gen. 215 (1980)
61 Ops.Cal.Atty.Gen. 243, 253 (1978)
59 Ops.Cal.Atty.Gen. 532 (1976)
55 Ops.Cal.Atty.Gen. 26 (1972)

Management Resources:
CSBA PUBLICATIONS
Call to Order: A Blueprint for Great Board Meetings, 2015
The Brown Act: School Boards and Open Meeting Laws, rev. 2014

PROPOSED

Bylaws of the Board **MANDATED**

MEETING CONDUCT

ATTORNEY GENERAL PUBLICATIONS
The Brown Act: Open Meetings for Legislative Bodies, 2003
WEB SITES
CSBA: http://www.csba.org
California Attorney General's Office: https://oag.ca.gov

PROPOSED

HUENEME ELEMENTARY SCHOOL DISTRICT

BOARD AGENDA ITEM:	SUBMISSION OF THE REPORT OF THE ADMINISTRATIVE PANEL FOR EXPULSION CASE 19-20-06
BOARD MEETING DATE:	January 27, 2020
FROM:	David Castellano, Senior Director, Student Support Services Dr. Christine Walker, District Superintendent

STAFF COMMENT

RECOMMENDATION

It is recommended that the Governing Board take action on Expulsion Case 19-20-06 to:

(1) accept the recommendations as delineated in the proposed expulsion order and immediately implement the terms of the stipulated expulsion; or
(2) deny the recommendations as delineated in the proposed expulsion order and direct that an administrative hearing be scheduled.

BACKGROUND

Pursuant to Education Codes 48900 and 48915, an Administrative Hearing was arranged to hear evidence in Expulsion Case 19-20-06. Instead, the parent requested a "Stipulated Expulsion," an alternative to an Expulsion Hearing, which is a recommendation to expel that bypasses the Administrative Hearing process. The Confidential Report for Expulsion and a Rehabilitation Contract has been presented to the Board of Trustees. It is appropriate for the Governing Board to take action.