EXHIBIT A



Central Elementary School

933 E Avenue • National City, CA 91950 • (619) 336-7400 • Grades K-6 Steven Sanchez, Principal ssanchez@nsd.us www.nsd.us

2018-19 School Accountability Report Card Published During the 2019-20 School Year



National School District

1500 N Ave. National City, CA 91950 (619) 336-7500 www.nsd.us

District Governing Board

Barbara Avalos
Board President

Brian Clapper

Board Clerk

Maria Betancourt-Castañeda

Board Member

Maria Dalla

Board Member

Alma Sarmiento

Board Member

District Administration

Dr. Leighangela Brady **Superintendent**

Dr. Sharmila Kraft
Assistant Superintendent
Educational Services

Christopher Carson
Assistant Superintendent
Business Services

Dr. Leticia Hernandez
Assistant Superintendent
Human Resources

School Description

Central School is located in the heart of National City. We offer a preschool through sixth grade program dedicated to developing the whole child. Our staff is committed to providing an enriching and challenging educational environment for all students. We invite you to learn more about our school by visiting our campus and seeing first hand our classrooms, programs, and dedicated staff.

At Central School,

We Promise

- A safe, nurturing learning environment
- An active partnership with parents and community
- A solid foundation in reading, writing, and problem-solving
- A focus on individual student achievement

We Believe

- All students will learn
- Student success is everyone's responsibility
- Our community's cultural diversity enriches learning opportunities

Message from Principal, Steven Sanchez

Welcome to Central School, home of the Dolphins, where our goal is to ensure that each and every student is on track to succeed in college or in their career. At Central, we maintain an enriching, nurturing and productive learning environment where students can excel. Our knowledgeable and dedicated staff enthusiastically provides an instructional program based on the Common Core State Standards and high expectations for academic performance. At Central we are data-driven and student-centered. We have established a safe campus that promotes personal responsibility for student behavior and mutual respect among all members of our learning community. We believe in being PeaceBuilders, students know the importance of being Responsible, Respectful, Safe, and Kind, and in addition we invest in the social emotional learning of our students. Parent involvement is also important at Central School. We invite and encourage parents to become active members of our learning community. We welcome volunteers to assist with classroom or school activities and to serve as members of our PTA, parent committees, and organizations on campus. We look forward to the academic, social-emotional, and personal growth of our students and to the continued development of our learning community. Go Dolphins!

About the SARC

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	98
Grade 1	79
Grade 2	75
Grade 3	84
Grade 4	72
Grade 5	79
Grade 6	93
Total Enrollment	580

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.4
Asian	1.7
Filipino	8.1
Hispanic or Latino	85
Native Hawaiian or Pacific Islander	0.2
White	1.7
Two or More Races	1.6
Socioeconomically Disadvantaged	82.2
English Learners	60
Students with Disabilities	14.8
Foster Youth	0.3
Homeless	4.1

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 for Central Elementary	17-18	18-19	19-20
With Full Credential	27	26	27
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for National School	17-18	18-19	19-20
With Full Credential	*	•	226
Without Full Credential	•	*	0
Teaching Outside Subject Area of Competence	•	+	0

Teacher Misassignments and Vacant Teacher Positions at Central Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	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)

Textbooks and Instructional Materials

Year and month in which data were collected: 12/20/2019

Core Curriculum Area	Textbooks and Instructional M	aterials/Year of Adoption
Reading/Language Arts	Benchmark Advance 2018 Benchmark Adelante 2018 American Reading Company 2018	
	The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	Yes 0%
Mathematics	Houghton-Mifflin-Harcourt California GO MATH! 2015/2016	
	The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	Yes 0%
Science	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencias 2008/2009	
	The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	Yes 0%
History-Social Science	H. M. Harcourt Reflections 2007/2008	
	The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	Yes 0%
Foreign Language	English Language Development E. L. Achieve - Systematic ELD 2014/2015	
	The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	Yes 0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Central's main campus was built in 1954. Since our opening the following major renovations or improvements have been addressed:

- 1997—Relocatables were added to support class size reduction.
- 1999—Relocatables were added to support class size reduction.
- 2005—New relocatables were added for a new library, computer lab, classrooms, offices for our Speech and Language Therapists and Psychologist.
- 2015- Air conditioning was added to all original buildings, including every classroom on the site. A high speed and wireless network were added to every classroom on the site. Additionally, the electrical and the fire alarm systems were upgraded to support the air conditioning and one-to-one computing.
- Ongoing—The school is highly maintained with new paint, plants, flowers, grass, and new playground equipment.
- Central has 20 regular classrooms and 16 relocatable buildings.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good condition and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

We have made a conscientious effort to provide a clean and attractive campus. Students are encouraged to have pride in their school and keep the campus clean. The District Governing Board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district maintenance office. The principal works with the custodial staff and the custodial supervisor to develop cleaning schedules to ensure a clean and safe school.

The Facilities Inspection Tool (FIT)

The FIT is used on a yearly basis to identify facility needs and repairs. All items found in need of repair on the FIT are addressed. Items that involve asphalt, roofing, flooring or painting are addressed through the District's deferred maintenance program. All other items are expedited into the National School District work order system and repaired by our maintenance department.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/12/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Rm 1- Chipped paint on door and wood beams; Chipped wood on cabinetry. Rm 3 - Chipped paint on door and wood beams; Chipped plaster by door. Rm 12 - Chipped paint on door; stained ceiling tile and speaker; holes on north wall. Admin and Auditorium - Holes on wall west of auditorium; peeling paint door on staff restroom; storage and workroom; scratched ceiling tiles; light out in stage area. Action Taken - Work orders requested for repairs.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms, Sinks/ Fountains	Good	Boys, girls and women restrooms by room 18 - Peeling paint (boys); bubble on plaster (staff), peeling paint and cracked dry wall (girls). Boys, girls, men and women restrooms - Broken partition (boys); stained ceiling tile (staff). Action Taken - Work orders requested for repairs.
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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	45	43	43	43	50	50
Math	35	32	33	33	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 Science for All Students Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School	School	District	District	State	State
	17-18	18-19	17-18	18-19	17-18	18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	18.5	9.9	1.2

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. The California Physical Fitness Test and the FITNESSGRAM®

Students in fifth grade are administered the Physical Fitness Test (PFT) as part of the California assessment system during February 1 and May 31. California has chosen the FITNESSGRAM® as the annual PFT for students in public schools. FITNESSGRAM® has six fitness areas:

Aerobic Capacity
Body Composition
Abdominal Strength and Endurance
Trunk Extensor Strength and Flexibility
Upper Body Strength and Endurance
Flexibility

FITNESSGRAM® results are one measure of information students and their families may use, along with other information, to monitor overall fitness. The goal is for all students to be in the Healthy Fitness Zone in each area assessed. The district and schools use the test result information as just one way to look at how well our students are doing. Results are used to find areas where students may need support during the next school year.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	323	317	98.14	42.59
Male	175	171	97.71	36.84
Female	148	146	98.65	49.32
Black or African American		-	-	
Asian		1	1	
Filipino	18	17	94.44	64.71
Hispanic or Latino	278	274	98.56	39.78
Native Hawaiian or Pacific Islander		-		-
White		-	-	-
Two or More Races		-		-
Socioeconomically Disadvantaged	275	271	98.55	41.70
English Learners	244	239	97.95	40.17
Students with Disabilities	53	51	96.23	11.76
Foster Youth				
Homeless	13	13	100.00	0.00

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	323	319	98.76	31.66
Male	175	173	98.86	30.06
Female	148	146	98.65	33.56
Black or African American	-	-	-	
Asian	1	1	1	
Filipino	18	18	100.00	61.11
Hispanic or Latino	278	275	98.92	28.00
Native Hawaiian or Pacific Islander	-1	-1	1	
White	1	1	1	
Two or More Races	-1	1	1	
Socioeconomically Disadvantaged	275	271	98.55	31.37
English Learners	244	241	98.77	31.12
Students with Disabilities	53	52	98.11	11.54
Foster Youth			-	
Homeless	13	13	100.00	0.00

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.

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 Name: Steven Sanchez

Phone Number: (619) 336-7400

Home/School Partnership:

- Parent Volunteers
- Parent/Teacher Association (PTA)
- Family Curriculum Nights
- English Learner Advisory Committee (ELAC)
- School Site Council (SSC)
- Back to School Night
- Parent/Teacher Conferences
- Open House
- DPAC (District Parent Advisory Committee) Representatives
- Fall Festival
- Read Across America
- Parent Technology Classes
- Kitchenistas Presentations (Healthy Cooking Classes)
- Book Fairs

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.

School Safety Plan

Date the plan was last updated: December 6, 2019

Date the plan was last reviewed with the staff: December 6, 2019

The Comprehensive School Safety Plan includes data regarding school crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) school wide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at each school.

Our staff is committed to maintaining a safe, secure, and aesthetically-pleasing environment for our students. The District's Comprehensive Emergency Disaster Plan is aimed at providing security for students, teachers, and family members in case of unexpected and disruptive events. Last year the National School District provided Safety Plan Flip Books to all schools in the National School District. Every room at Central School has a safety flip book in order for anyone to have quick reference to in case of an emergency.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.7	1.5	0.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.6	1.5	1.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19	
Suspensions Rate	3.6	3.5	3.5	
Expulsions Rate	0.1	0.1	0.1	

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.5
Social Worker	1.0
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
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.

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+
К	19	3	3		18	4	2		20	2	3	
1	23		3		24		3		22	1	2	
2	22	2	2		20	2	2		21		3	
3	20	3	1		21	1	3		21	1	3	
4	26		3		33			2	26		3	
5	28		3		31		3		30		2	
6	28		3		22	2	3		27	1	1	2
Other**	10	3							12	2		

^{*}Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	13	23	26

The selection of focus areas for on-going professional development is based on a careful analysis of achievement data. The district calendar earmarks full days and early release time for providing site-based professional development for all teachers. Teachers also have opportunities to attend conferences and district-wide professional development throughout the year. Areas of focus for teacher training include effective instructional strategies for implementation of Common Core Standards, best practices for Data Teams collaboration, curriculum training in language arts, English Language Development, Mathematics, and Social Emotional Learning, as well as specific training to support the needs of English Learners. Teachers of students with special needs and teachers of newcomer students also receive specialized training to assist them in meeting the unique needs of their students. This professional development is provided in various formats, including whole staff group, grade-level teams, and through individual mentoring by the school administrator. The District also assists in the coordination of the BTSA Induction Support program for first and second year teachers. Teachers who are experiencing difficultly or need improvement have access to the PAR (Peer Assistance Review) Program.

Last year the National School District hired two Social Workers. The Social Workers provided professional development for Central School in the areas of Restorative Practices, and Social Emotional Learning. In addition, the National School District also hired one full-time counselor for each school. All counselors have been provided professional development on the Sanford Harmony program, a curriculum focusing on the Social Emotional learning of students. This year classroom teachers have been participating in professional development on the UCI (University of California Irvine) Math framework. The UCI Math framework replaced the Rigorous Curriculum Design Math framework in the National School District. The Mathematics professional development has been ongoing this school year. Teachers have had the opportunity to attend training during their non-school days as well as on the clock, and have been trained by consultants from the University of Irvine. Last year the National School District hired three District Resource Teachers who have been providing additional professional development in Mathematics to teachers as well, in addition to other content areas. Most currently the National School District Resource Teachers have been providing professional development in the area of English Language Arts and the English Language Development standards and demonstrating to teachers how these standards work in tandem with one another. The National School District Resource Teachers are also available to provide coaching to classroom teachers and can offer modeled lessons in the classrooms.

The National School District has adopted the new English Language Arts program, Benchmark, as well as English Language Arts materials from the publisher, American Reading Company. Additional professional development on the new adoption will continue through the remainder of the school year. Our Language Arts Specialists at the school sites along with the Resource (RSP) Teachers, will be receiving training on the new English Language Arts adoption in order to be able to provide additional professional development at their individual sites as well in order to assist staff with the implementation of the new materials. In addition to the professional development that teachers have been receiving this school year, site administrators have also received professional development from the National School District Educational Services Department in the areas of the UCI Mathematics framework, Restorative Practices, Social Emotional Learning, and also professional development by American Reading Company. In addition to certificated staff and administrators, our classified staff has also been receiving professional development this school year. Campus supervisors have received training in Positive Behavior Intervention and Supports (PBIS) as well as Restorative Practices. In addition, our classified staff was trained by site administrators in the area of sexual harassment, school safety, and the school safety plans. Finally, all employees have received training on Mandated Reporting.

^{** &}quot;Other" category is for multi-grade level classes.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category	
Beginning Teacher Salary	\$48,104	\$45,741	
Mid-Range Teacher Salary	\$68,585	\$81,840	
Highest Teacher Salary	\$102,647	\$102,065	
Average Principal Salary (ES)	\$126,006	\$129,221	
Average Principal Salary (MS)	\$0	\$132,874	
Average Principal Salary (HS)	\$0	\$128,660	
Superintendent Salary	\$200,349	\$224,581	

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	36%
Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$4,444	\$436	\$4,008	\$60,475
District	N/A	N/A	\$4,571	\$76,870.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-12.3	-10.5
School Site/ State	-25.1	-17.1

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

In addition to the State General Fund, National School District receives state and federal funding for the following categorical, special education, and other support programs.

Title I \$230,874 LCAP Supplemental and Concentration Funds \$246,121 Total \$476,995

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.



El Toyon Elementary School

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Bryan Vine, Principal
bvine@nsd.us
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School Description

El Toyon is located in National City. We offer a preschool through sixth grade program dedicated to developing the whole child. Our staff is committed to providing an enriching and challenging educational environment for all students. We invite you to learn more about our school by visiting our campus and seeing first hand our classrooms, programs, and dedicated staff.

School's Mission Statement and Core Values

The National School District is committed to developing successful learners NOW. To support that goal, we have developed the following core values.

- We believe that all students will learn
- We believe that student success is everyone's responsibility
- We believe that our community's cultural diversity enriches learning opportunities
- We promise a safe, nurturing learning environment
- We promise an active partnership with parents and community
- We promise a solid foundation in reading, writing, and problem-solving
- We promise a focus on individual student achievement

We, the staff of El Toyon, provide a caring, positive, and challenging educational environment for our students while building character, responsibility, and pride. As a result, we will motivate students to become life-long learners, independent thinkers, problem solvers, and productive members of society.

Message from Principal, Bryan Vine

At El Toyon School, we believe that children deserve the best education possible. We hold strong beliefs about the importance of educating our students and providing them with an inspiring, safe, and challenging environment. Our staff strives for excellence in all areas, and is motivated to support, nurture and provide our students with high quality education in the core areas of reading and math; we believe our students will not succeed in life without those crucial skills! We also believe that the elementary school years are the ideal time to lay a strong foundation in the arts, social studies, science, physical education, and character education. Our teachers continue to refine their teaching practices through data team collaborations and incorporating Common Core Standards into their everyday lessons. Our dedicated and enthusiastic teachers and staff truly do "Whatever it Takes" to make sure our students are attaining the skills that will prepare them for college and future careers. We are committed to building life-long learners through rigorous inquiry-based instruction and curriculum that allows them to grow academically, socially and emotionally. We understand that tapping into a student's passion will unlock the desire to learn and generate a place that is safe for them to create, innovate, and explore new opportunities. Parent and community partnerships are vital to the heartbeat of the school. Parent involvement is welcomed and we offer many opportunities for parents and families to engage with our children's learning. With our newly elected officers in our Parent Teacher Association we are excited to work together and foster those relationships so we can do what is best for our students. Additionally, we understand that we cannot succeed without the support of our families and community members. We take pride in working alongside our families and community members to ensure that we do everything we can to help our students have a memorable and meaningful elementary education.

About the SARC

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	73
Grade 1	70
Grade 2	67
Grade 3	56
Grade 4	69
Grade 5	61
Grade 6	72
Total Enrollment	468

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.3
Asian	2.8
Filipino	5.6
Hispanic or Latino	85.5
White	3.2
Two or More Races	1.1
Socioeconomically Disadvantaged	85.9
English Learners	58.3
Students with Disabilities	8.8
Homeless	10.9

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 for El Toyon Elementary	17-18	18-19	19-20
With Full Credential	19	20	20
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for National School	17-18	18-19	19-20
With Full Credential	*	+	226
Without Full Credential	•	*	0
Teaching Outside Subject Area of Competence	•	+	0

Teacher Misassignments and Vacant Teacher Positions at El Toyon Elementary School

Indicator	17-18	18-19	19-20
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)

Textbooks and Instructional Materials

Year and month in which data were collected: 12/20/2019

Core Curriculum Area	Textbooks and Instructional M	aterials/Year of Adoption
Reading/Language Arts	Benchmark Advance 2018 Benchmark Adelante 2018 American Reading Company 2018	
	The textbooks listed are from most recent adoption:	Yes
Mathematics	Percent of students lacking their own assigned textbook: Houghton-Mifflin-Harcourt	0%
	California GO MATH! 2015/2016	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%
Science	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencias 2008/2009	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%
History-Social Science	H. M. Harcourt Reflections 2007/2008	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%
Foreign Language	English Language Development E. L. Achieve - ELD 2014/2015	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

El Toyon's main campus was built in 1952. Since our opening the following major renovations or improvements have been addressed: 2006 - Relocatables were added to replace existing relocatable and added for a new Parent Center

2011 - New garden/play area for kinder and preschool.

2015 - Air conditioning was added to all original buildings, including every classroom on site. A high speed and wireless network were added to every classroom on site. Additionally, the electrical and the fire alarm systems were upgraded to support the air conditioning and one-to-one computing.

2018 - The parking lot was repaved and striped.

2019 - New roofs installed on rooms K1 and K2.

Ongoing - The school is highly maintained with new paint, plants, flowers, grass and new playground equipment. El Toyon has 21 classrooms, and one classroom in a relocatable building.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/9/2019

System Inspected	System Inspected Repair Status	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Rm 4 - Delaminating counter and chipping. Rm 7 - Stained ceiling tile; chipped paint on wood beams and cabinets. Rm 8 - Holes exterior wall; chipped paint on door;stained ceiling tiles; carpet seams. Action Taken - Work orders requested for repairs.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms, Sinks/ Fountains	Good	Restroom - Peeling plaster and paint; flooring. Action Taken - Work orders requested for repairs.
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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	32	38	43	43	50	50
Math	34	31	33	33	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 Science for All Students Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School	School	District	District	State	State
	17-18	18-19	17-18	18-19	17-18	18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	23.3	13.3	8.3

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. The California Physical Fitness Test and the FITNESSGRAM®

Students in fifth grade are administered the Physical Fitness Test (PFT) as part of the California assessment system during February 1 and May 31. California has chosen the FITNESSGRAM® as the annual PFT for students in public schools. FITNESSGRAM® has six fitness areas:

Aerobic Capacity
Body Composition
Abdominal Strength and Endurance
Trunk Extensor Strength and Flexibility
Upper Body Strength and Endurance
Flexibility

FITNESSGRAM® results are one measure of information students and their families may use, along with other information, to monitor overall fitness. The goal is for all students to be in the Healthy Fitness Zone in each area assessed. The district and schools use the test result information as just one way to look at how well our students are doing. Results are used to find areas where students may need support during the next school year.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	252	247	98.02	38.46
Male	126	121	96.03	36.36
Female	126	126	100.00	40.48
Black or African American				
Asian				
Filipino	17	17	100.00	70.59
Hispanic or Latino	204	200	98.04	38.00
White	12	11	91.67	45.45
Two or More Races				
Socioeconomically Disadvantaged	221	216	97.74	36.57
English Learners	185	180	97.30	36.11
Students with Disabilities	29	27	93.10	18.52
Students Receiving Migrant Education Services				
Foster Youth				
Homeless	29	29	100.00	0.00

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	252	249	98.81	30.52
Male	126	123	97.62	34.15
Female	126	126	100.00	26.98
Black or African American		-	-	
Asian		1	1	
Filipino	17	17	100.00	70.59
Hispanic or Latino	204	201	98.53	28.86
White	12	12	100.00	33.33
Two or More Races		1	1	
Socioeconomically Disadvantaged	221	218	98.64	27.06
English Learners	185	182	98.38	28.57
Students with Disabilities	29	27	93.10	7.41
Students Receiving Migrant Education Services		-	-	
Foster Youth			-	
Homeless	29	29	100.00	0.00

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.

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 Name: Veronica Fonseca

Phone Number: (619) 336-8052

- Accelerated Reader Picnics
- Monthly Family Reading Fridays
- Parent Workshops
- Room Parents
- SBAC Award Metals Recognition
- Electronic Marquee
- Weekly phone calls, emails, and texts to families for important undates
- Peachjar communication: Paperless information for parents
- School Messenger
- End of Year Awards Ceremony
- Family Math Night

- Family Movie Night & Family Dance Night
- The Parent Education classes
- Parent/Teacher Association (PTA)
- Parent Volunteer Workshop
- Welcome Back BBQ
- Monthly coffee with the principal
- PeaceBuilders
- School Newsletters
- Spring Festival
- Student of the Month Assemblies
- Talent Show

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.

School Safety Plan

SB187 Safety Plan

Date the plan was last updated: December, 2019

Date the plan was last reviewed with the staff: December, 2019

The Comprehensive Safe School Plan includes data regarding school crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) school-wide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at each school.

Our staff is committed to maintaining a safe, secure, and aesthetically pleasing environment for our students. The District's Comprehensive Emergency Disaster Plan is aimed at providing security for students, teachers, and family members in case of unexpected and disruptive events.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.9	2.8	1.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19	
Suspensions Rate	2.6	1.5	1.6	
Expulsions Rate	0.0	0.0	0.0	

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19	
Suspensions Rate	3.6	3.5	3.5	
Expulsions Rate	0.1	0.1	0.1	

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	936.0

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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	
Other	3.8

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.

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+
К	22	2	2		23	1	3		22	2	2	
1	19	1	2		24		2		19	3		
2	24		3		22		3		22	1	2	
3	21	2	1		23		3		22		2	
4	33			2	32		2		26		3	
5	24	1	1	1	33			2				
6	29		3		23	1	2		27	1	4	
Other**												

^{*}Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	13	23	26

The selection of focus areas for on-going professional development is based on a careful analysis of achievement data. The district calendar earmarks full days and early release time for providing site-based professional development for all teachers. Teachers also have opportunities to attend conferences and district-wide professional development throughout the year. During the 2019-20 school year all teachers at El Toyon School will receive approximately 30 hours of professional development in mathematics through the University of California Irvine subject matter project. This professional development will empower our teachers to deliver a cohesive, common core curriculum based on the CCSS. The project includes hands-on, researchbased professional development, standards-based curriculum guides and unit plans aligned to the Common Core to assist our teachers in the implementation of our GoMath adoption. The Irvine Math Project team is comprised of classroom practitioners, math content experts, and math education researchers. A focus on professional development around the area of mathematics and ELA was selected in response to the needs highlighted in our CAASPP data. In the area of language arts, all of our teachers will receive in-depth professional development in the California ELA/ELD framework. The ELA/ELD framework professional development has been selected as an area of focus due to our high numbers of English language learners and the need for teachers to be excellent discerners of curriculum and materials needed to deliver robust and rigorous lessons. Both these areas of focus have been delivered through teacher release days, bi-weekly data team meetings, collaboration days and weekly staff meetings, off the clock offerings and during individual teacher planning days. We have four Teachers on Special Assignment (TOSA) that provide workshops in the area of Language Arts and English Language Development. We also have credentialed teachers that provide Engineering is Elementary lessons for students. This provides opportunity for the Language Arts and ELD workshops. With our new English Language Arts adoption, all teachers will receive staff development in the implementation of our newly adopted BENCHMARK materials. To support daily, robust and rigorous reading, our district office has adopted the American Reading Company 100 book libraries. All teachers will receive staff development on the implementation and best practices used for these reading baskets for students. Our counselors have received training on the Sanford Harmony social-emotional curriculum which they will deliver in each classroom. Counselors will deliver this curriculum in all classrooms while teachers support the implementation and lesson delivery. In addition, all teachers have received professional development on how to run restorative circles in their classrooms in order to deliver Tier I positive behavior interventions and supports to all students. of focus for teacher training include effective instructional strategies for implementation of Common Core Standards, best practices for Data Teams collaboration, ELA Benchmark curriculum, curriculum training in writing, language arts and mathematics, as well as specific training to support the needs of English Learners. Teachers of students with special needs and teachers of newcomer students also receive specialized training to assist them in meeting the unique needs of their students. This professional development is provided in various formats, including whole staff group, grade-level teams, and through individual mentoring by the school administrator. The District also assists in the coordination of BTSA Induction Support for year one and two teachers. Teachers who are experiencing difficulty or need improvement have access to the PAR (Peer Assistance Review) Program.

^{** &}quot;Other" category is for multi-grade level classes.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,104	\$45,741
Mid-Range Teacher Salary	\$68,585	\$81,840
Highest Teacher Salary	\$102,647	\$102,065
Average Principal Salary (ES)	\$126,006	\$129,221
Average Principal Salary (MS)	\$0	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$200,349	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	36%
Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,382	\$606	\$4,776	\$69,714
District	N/A	N/A	\$4,571	\$76,870.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	4.5	3.5
School Site/ State	-10.7	-4.5

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

In addition to the State General Fund, National School District receives state and federal funding for the following categorical, special education, and other support programs.

Title I \$35,629 LCAP Supplemental and Concentration funds \$167,464 Total \$203,093

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.



Ira Harbison Elementary

3235 East 8th Street • National City, CA 91950 • (619) 336-8200 • Grades K-6
Meghann Young, Principal
myoung@nsd.us
www.nsd.us

2018-19 School Accountability Report Card Published During the 2019-20 School Year



National School District

1500 N Ave. National City, CA 91950 (619) 336-7500 www.nsd.us

District Governing Board

Barbara Avalos

Board President

Brian Clapper

Board Clerk

Maria Betancourt-Castañeda

Board Member

Maria Dalla

Board Member

Alma Sarmiento

Board Member

District Administration

Dr. Leighangela Brady **Superintendent**

Dr. Sharmila Kraft

Assistant Superintendent Educational Services

Christopher Carson
Assistant Superintendent
Business Services

Dr. Leticia Hernandez
Assistant Superintendent
Human Resources

School Description

Ira Harbison Elementary School was established in 1950 and is part of the National School District, which is an environment focused on the following core values: "Students First, Whatever it Takes, and Relationships Matter." National School District is located in the southern region of San Diego County. It is part of National City, which was incorporated on September 17, 1887; it is the second oldest community in San Diego. Our district is composed of 10 elementary schools and a pre-school center. For the 2019-2020 school year, we serve students in grades transitional kindergarten to sixth grade. We have 21 classroom teachers, a site Language Arts Specialist, a School Psychologist, a School Counselor, a Library Media Specialist, a full-time Health Clerk as well as additional support personnel and office staff.

We Promise

- A safe, nurturing learning environment
- An active partnership with parents and community
- A solid foundation in reading, writing, and problem-solving
- A focus on individual student achievement

We Believe

- All students will learn
- Student success is everyone's responsibility
- Our community's cultural diversity enriches learning opportunities

Ira Harbison's Slogan: Excellence for All!

Ira Harbison's Mission Statement:

The Ira Harbison School community is committed to excellence for all children. Our shared goal is to ensure literacy, instill personal responsibility and celebrate diversity. In achieving this goal, our students develop into literate, self-directed learners and become successful citizens who contribute positively in a global society.

Message from the School Principal, Meghann Young

Welcome to Ira Harbison Elementary School, Home of the Hawks! Ira Harbison School serves the eastern community of National City and is part of the National School District. Our school serves over 500 students every day from transitional kindergarten through sixth grade, with high-quality academic programs and extra-curricular activities. Our commitment is to provide students with learning experiences that will help them develop the skills necessary to thrive in a 21st century environment. Though our instructional focus remains centered on the Common Core State Standards, we also celebrate and build on students' interests, passions, and hobbies. We want learning to be meaningful, purposeful and fun and know that this will be achieved with a child-centered education. Additionally, it's clear that our parents play an integral role in their child's education. We work side-by-side with them to ensure that our students develop into life-long learners filled with confidence, compassion, and creativity. Ira Harbison staff, students and parents are truly dedicated to the school's vision of "Excellence for All." As a result of this unified and family-oriented approach, we are proud to announce that Ira Harbison School has been recognized with the Silver level state-wide recognition for the Positive Behavioral Interventions and Supports Framework.

We look forward to working with you and your child this year and encourage you to stay connected with our school community.

About the SARC

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- 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/Ic/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	88
Grade 1	55
Grade 2	72
Grade 3	67
Grade 4	77
Grade 5	77
Grade 6	87
Total Enrollment	523

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	0.2
Asian	4.4
Filipino	23.9
Hispanic or Latino	60
Native Hawaiian or Pacific Islander	0.8
White	3.4
Two or More Races	3.8
Socioeconomically Disadvantaged	65.6
English Learners	38.2
Students with Disabilities	8.6
Foster Youth	0.8
Homeless	7.1

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 for Ira Harbison	17-18	18-19	19-20
With Full Credential	21	21	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for National School		18-19	19-20
With Full Credential	*	+	226
Without Full Credential	*	+	0
Teaching Outside Subject Area of Competence	•	+	0

Teacher Misassignments and Vacant Teacher Positions at Ira Harbison Elementary

icinema,					
Indicator	17-18	18-19	19-20		
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)

Textbooks and Instructional Materials

Year and month in which data were collected: 12/20/2019

Core Curriculum Area	Textbooks and Instructional M	aterials/Year of Adoption
Reading/Language Arts	Benchmark Advance 2018 Benchmark Adelante 2018 American Reading Company 2018	
	The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	Yes 0%
Mathematics	Houghton-Mifflin-Harcourt California GO MATH! 2015/2016	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%
Science	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencias 2008/2009	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%
History-Social Science	H. M. Harcourt Reflections 2007/2008	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	
Foreign Language	English Language Development E. L. Achieve - Systematic ELD 2014/2015	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Ira Harbison's main campus was built in 1950. Since our opening the following major renovations or improvements have been addressed:

- 1987 Modernization consisted of new flooring, ceilings, lights, electrical, insulation, windows, painting, cabinetry, and an ADA elevator for the auditorium
- 1993 Modernization consisted of new flooring, ceilings, lights, electrical, insulation, windows, painting, and cabinetry
- 1997—Relocatables were added to support class size reduction
- 1998—Relocatables were added to support class size reduction
- 2015 A high speed and wireless network were added to every classroom on the site.
- 2016 Air conditioning was added to all original buildings, including every classroom on the site. Additionally, the electrical and the fire alarm systems were upgraded to support the air conditioning and one-to-one computing.
- 2017 and 2018 Exterior walls have been removed and replaced on many of the portable buildings on the site.
- 2018 The flower beds on the site have been updated to include a water efficient drip system, and have been replanted.

Ongoing - The school is highly maintained with new paint, plants, flowers and grass on an ongoing basis. Ira Harbison has 17 regular classrooms and 9 classrooms in relocatable buildings.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order, are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

We have made a conscientious effort to provide a clean and attractive campus. Students are encouraged to have pride in their school and keep the campus clean. The District Governing Board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district maintenance office. The principal works daily with the custodial staff and the custodial supervisor to develop cleaning schedules to ensure a clean and safe school.

The Facilities Inspection Tool (FIT)

The FIT is used on a yearly basis to identify facility needs and repairs. All items found in need of repair on the FIT are addressed. Items that involve asphalt, roofing, flooring or painting are addressed through the District's deferred maintenance program. All other items are expedited into the National School District work order system and repaired by our maintenance department.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/9/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Womens Restroom Modular - D Action Taken - Work order requested for repair.
Interior: Interior Surfaces	Good	MPR - Walls need repair; painting, flooring. Rm 13 - Wall needs painting. Rm 14 - Wall needs painting. Rm 15 - Wall needs painting; stained carpet. Action Taken - Work order requested for repairs.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Men Restroom - D Action Taken - Work order requested for repair.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	MPR - Roof drains are not working. Rm 16 Modular - Roof needs attention. Rm 18 - D Action Taken - Work order requested for repair.
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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	50	39	43	43	50	50
Math	36	24	33	33	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 Science for All Students Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School	School	District	District	State	State
	17-18	18-19	17-18	18-19	17-18	18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	17.1	13.2	5.3

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. The California Physical Fitness Test and the FITNESSGRAM®

Students in fifth grade are administered the Physical Fitness Test (PFT) as part of the California assessment system during February 1 and May 31. California has chosen the FITNESSGRAM® as the annual PFT for students in public schools. FITNESSGRAM® has six fitness areas:

Aerobic Capacity
Body Composition
Abdominal Strength and Endurance
Trunk Extensor Strength and Flexibility
Upper Body Strength and Endurance
Flexibility

FITNESSGRAM® results are one measure of information students and their families may use, along with other information, to monitor overall fitness. The goal is for all students to be in the Healthy Fitness Zone in each area assessed. The district and schools use the test result information as just one way to look at how well our students are doing. Results are used to find areas where students may need support during the next school year.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	306	304	99.35	38.82
Male	152	150	98.68	33.33
Female	154	154	100.00	44.16
Black or African American	13	13	100.00	23.08
American Indian or Alaska Native			-1	
Asian	15	15	100.00	80.00
Filipino	66	66	100.00	54.55
Hispanic or Latino	178	177	99.44	28.81
Native Hawaiian or Pacific Islander			-1	
White	12	11	91.67	45.45
Two or More Races	17	17	100.00	58.82
Socioeconomically Disadvantaged	219	218	99.54	33.94
English Learners	153	153	100.00	34.64
Students with Disabilities	34	32	94.12	6.25
Foster Youth				
Homeless	25	25	100.00	0.00

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	306	304	99.35	24.34
Male	152	150	98.68	24.67
Female	154	154	100.00	24.03
Black or African American	13	13	100.00	15.38
American Indian or Alaska Native		1	1	
Asian	15	15	100.00	53.33
Filipino	66	66	100.00	43.94
Hispanic or Latino	178	177	99.44	12.99
Native Hawaiian or Pacific Islander		1	1	
White	12	11	91.67	18.18
Two or More Races	17	17	100.00	52.94
Socioeconomically Disadvantaged	219	218	99.54	20.64
English Learners	153	153	100.00	23.53
Students with Disabilities	34	32	94.12	3.13
Foster Youth				
Homeless	25	25	100.00	0.00

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.

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 Name: Camillia Arias

Phone Number: (619) 336-8251

Home/School Partnership:

- Monthly School/Classroom Newsletters
- Parent/Teacher Association (PTA)
- Student/Parent/Teacher/Principal Commitment to Excellence
- School Site Council
- English Learner Advisory Committee (ELAC)
- Parent Volunteers/Community Volunteers
- Back-to-School Night/Open House
- Parent-Teacher Conferences
- Oceans Alive! Marine Activities, Resources and Education (M.A.R.E.)

Parent & Community Celebration

- Family Learning Days
- Reading Incentive Program
- School Festivals
- School-wide Fundraisers
- Book Fair

⁻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.

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.

School Safety Plan

SB187 Safety Plan

Date the plan was last updated: November 2019

Date the plan was last reviewed with the staff: November 2019

The Comprehensive Safe School Plan includes data regarding school crime, safe school procedures and compliance with laws including: (A.) Child Abuse Reporting, (B.) Disaster Response Procedures, (C.) Suspension and Expulsion Policies, (D.) Notification of Teachers regarding Dangerous Pupils, (E.) Discrimination and Sexual Harassment, (F.) School-wide Dress Codes Prohibiting Gang-related Apparel, (G.) Procedures for Safe Ingress and Egress from School, (H.) Procedures to Ensure a Safe and Orderly Environment Conducive to Learning, (I.) Rules and Procedures on School Discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. (J.) Hate Crimes Policies and Procedures, (K.) Procedures under the Safe and Drug-Free Schools Act and (L.) Bullying Prevention Policies and Procedures. A copy of the plan is available for inspection by the public at each school.

Our staff is committed to maintaining a safe, secure, and aesthetically pleasing environment for our students. The District's Comprehensive Emergency Disaster Plan is aimed at providing security for students, teachers, and family members in case of unexpected and disruptive events.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	5.8	3.3	2.9
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.6	1.5	1.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19	
Suspensions Rate	3.6	3.5	3.5	
Expulsions Rate	0.1	0.1	0.1	

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	
Other	4.5

^{*} 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.

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+
К	22	1	3		21	1	3		22	1	3	
1	22		3		24		3		18	3		
2	23		3		24		3		24		3	
3	22		3		24		3		22		3	
4	33			2	31		2		30		2	
5	31		3		33		1	2	29		3	
6	26	1	2	1	31		3		32		3	
Other**												

^{*}Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	13	23	26

The selection of focus areas for on-going professional development is based on a careful analysis of achievement data, school needs and staff input. The district calendar earmarks 2 full professional growth days and 6 days with early release time for providing site-based professional development for all teachers. Teachers also have opportunities to attend conferences and district-wide professional development throughout the year, including 5 earlyrelease days for district-focused learning. Conferences and professional workshops are selected by teachers with the principal's guidance to ensure that the professional learning involves strategies with rigor and relevance towards meeting our objectives. Areas of focus for teacher training for the last three academic years, 2016-17, 2017-18 and 2018-2019, have included effective instructional strategies for implementation of Common Core Standards, best practices for Data Teams collaboration, curriculum training in writing, language arts and mathematics, specific training to support the needs of English Learners, innovative approaches in instructional content/delivery, as well as increased awareness and planning around school safety, and ways to support and strengthen our school culture. Teachers of students with special needs and teachers of newcomer students also receive specialized training to assist them in meeting the unique needs of their students. This professional development is provided in various formats, including whole staff, targeted groups, grade-level teams, and through individual mentoring by the school administrator. During the implementation process, teachers are supported through teacher-principal meetings and student performance reporting on grade level data team collaboration days. As part of grade level collaboration, teachers share ideas, strategies and resources that were learned during professional growth trainings and review student progress on specific English Language Arts and Mathematics units. The district also assists in the coordination of support services under the Beginning Teacher Support and Assessment (BTSA) Induction Program for Year One and Year Two Beginning Teachers. Teachers who are experiencing difficultly or need improvement have access to the PAR (Peer Assistance Review) Program.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category	
Beginning Teacher Salary	\$48,104	\$45,741	
Mid-Range Teacher Salary	\$68,585	\$81,840	
Highest Teacher Salary	\$102,647	\$102,065	
Average Principal Salary (ES)	\$126,006	\$129,221	
Average Principal Salary (MS)	\$0	\$132,874	
Average Principal Salary (HS)	\$0	\$128,660	
Superintendent Salary	\$200,349	\$224,581	

Percent of District Budget	District Amount	State Average for Districts In Same Category	
Teacher Salaries	36%	36%	
Administrative Salaries	5%	5%	

For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

^{** &}quot;Other" category is for multi-grade level classes.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,227	\$249	\$4,978	\$69,641
District	N/A	N/A	\$4,571	\$76,870.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	8.9	3.4
School Site/ State	-6.9	-4.6

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

In addition to the State General Fund, National School District receives state and federal funding for the following categorical, special education, and other support programs.

Title I \$199,254 LCAP Supplemental and Concentration Funds \$96,676 Total \$295,930

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.



Kimball Elementary School

302 W 18th St • National City, CA 91950 • 619-336-8300 • Grades K-6
Luz Vicario, Principal
lvicario@nsd.us
http://nsd.us

2018-19 School Accountability Report Card Published During the 2019-20 School Year



National School District

1500 N Ave. National City, CA 91950 (619) 336-7500 www.nsd.us

District Governing Board

Barbara Avalos

Board President

Brian Clapper

Board Clerk

Maria Betancourt-Castañeda

Board Member

Maria Dalla

Board Member

Alma Sarmiento

Board Member

District Administration

Dr. Leighangela Brady
Superintendent
Dr. Sharmila Kraft
Assistant Superintendent
Educational Services

Christopher Carson
Assistant Superintendent
Business Services

Dr. Leticia Hernandez
Assistant Superintendent
Human Resources

School Description

Kimball School was built in 1941 on the west side of National City. It is surrounded by a community that is supportive of the success of our students. In 2012, Kimball School launched the first year of a 50:50 Dual Language Spanish and English Program. Our expectation is to have our students reading, writing and speaking in both languages. Upon entering Kimball you will notice a welcoming atmosphere as well as an aesthetically pleasing building. There are hardwood floors in the main building and a state of the art kitchen. There are two separate playgrounds one for primary and upper grade students. The school currently has a population of 420 students. This school year we will promote our second cohort of students to the middle. This cohort has been in the dual language immersion program since first grade.

School's Mission Statement & Core Values

In a community of shared values, we the parents, staff, and community of Kimball School strive to create lifelong learners of high character who meet the district and state standards through quality standards-based instruction. Our formal vision statement is One Child, Two Languages, A World of Possibilities. At Kimball, we believe that each individual child has unique talents, gifts, and needs. We strive to provide a rigorous educational experience in both English and Spanish. We believe that providing instruction in two languages builds metacognition on key concepts, allows transference of skills learned and lays the foundation for a long term academic future. We believe that the possibilities for an ever-changing global society are limitless. We are preparing our children to thrive in a global economy.

Message from Principal, Luz Vicario

The teachers, staff, and parents of our school community believe that all students can be successful when provided a challenging, rigorous and engaging curriculum. Kimball School is committed to forging new pathways in education to create confident bilingual, bi-literate students, who will lead the way in developing a strong economic community. The Dual Language Program was established in 2012 and is offered to students of kindergarten through sixth-grade age. Other benefits include increased teacher capacity through high-quality, focused staff development and coaching, increasing instructional capacity by developing collaborative practices focused on student achievement, access and strategic use of technology by all students to improve academic progress, and ongoing improvement of school facilities. In addition, we are committed to providing academic support networks and intervention strategies so that all our students have an opportunity to succeed. While barriers to achievement still exist, we have achieved extraordinary success and continue persisting and persevering. As a community of learners, we continuously investigate and implement best strategies on a school-wide basis to ensure our students achieve and succeed. We have received various awards for our outstanding programs and have been recognized by the Springboard Association for our Best Practices.

About the SARC

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	72
Grade 1	70
Grade 2	60
Grade 3	55
Grade 4	53
Grade 5	49
Grade 6	43
Total Enrollment	402

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.5
Filipino	1.2
Hispanic or Latino	96.3
White	1
Two or More Races	1
Socioeconomically Disadvantaged	72.9
English Learners	64.4
Students with Disabilities	7.7
Homeless	8.7

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 for Kimball Elementary	17-18	18-19	19-20
With Full Credential	19	18	17
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for National School	17-18	18-19	19-20
With Full Credential	*	+	226
Without Full Credential	*	+	0
Teaching Outside Subject Area of Competence	•	*	0

Teacher Misassignments and Vacant Teacher Positions at Kimball Elementary School

Indicator	17-18	18-19	19-20
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)

Textbooks and Instructional Materials

Year and month in which data were collected: 12.20.2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption			
Reading/Language Arts	Benchmark Advance 2018 Benchmark Adelante 2018 American Reading Company 2018			
	The textbooks listed are from most recent adoption:	Yes		
Mathematics	Percent of students lacking their own assigned textbook:	0%		
iwatnematics	Houghton-Mifflin-Harcourt GO MATH! 2015/2016			
	The textbooks listed are from most recent adoption:	Yes		
	Percent of students lacking their own assigned textbook:	0%		
Science	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencia 2008/2009			
	The textbooks listed are from most recent adoption:	Yes		
	Percent of students lacking their own assigned textbook:	0%		
History-Social Science	H. M. Harcourt Reflections 2007/2008			
	The textbooks listed are from most recent adoption:	Yes		
	Percent of students lacking their own assigned textbook:	0%		
Foreign Language	English Language Development E.L. Achieve - Systematic ELD 2014/2015			
	The textbooks listed are from most recent adoption:	Yes		
	Percent of students lacking their own assigned textbook:	0%		

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Kimball's main campus was built in 1940. Since our opening the following major renovations or improvements have been addressed:

1993 — Modernization consisting of new flooring, ceilings, lights, electrical, insulation, windows, painting, and cabinetry

1997—Relocatables were added to support class size reduction

1998—Relocatables were added to support class size reduction

Summer 2006 – Rooms 21, 22, and 23 were removed and replaced with new relocatables. The auditorium was newly renovated with new curtains, miniblinds and refinished hardwood floors.

Ongoing—The school is highly maintained with new paint, plants, flowers, grass and new playground equipment.

Major renovations occurred in 1987 and in 2001. The first major renovation in 1987 was a complete modernization of the existing facility and portable buildings. During this time one regular classroom was reconfigured into a kindergarten classroom to accommodate student growth. The second major improvement was a "face lift" to the office and lounge. This included dropping the ceilings, updating the lighting to new fluorescent lights, newly installed blinds, new carpeting, and purchasing new furniture. In 2006, the hardwood floors in the main hallway, stage and cafeteria were completely refurbished. Glass security doors were installed in the main entrance and a security gate was installed by the library to provide additional perimeter security. Kimball currently has 22 regular classrooms and 9 relocatable buildings.

During the summer of 2016, Kimball's main buildings were refurbished and updated with modern air-conditioning and heating. This work was made possible through Proposition N school bond funds that were approved by the citizens of National City in 2014. In 2017 the kitchen area in the auditorium received a major upgrade with a new tiled look. During the summer of 2019 the hallways in the main building were all upgraded with vinyl tackboard, freshly painted and the floors were once again refurbished, giving the main entrance to the building a very modern look.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

We have made a conscientious effort to provide a clean and attractive campus. Students are encouraged to have pride in their school and keep the campus clean. The District Governing Board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district maintenance office. The principal works daily with the custodial staff and the custodial supervisor to develop cleaning schedules to ensure a clean and safe school.

The Facilities Inspection Tool (FIT)

The FIT is used on a yearly basis to identify facility needs and repairs. All items found in need of repair on the FIT are addressed. Items that involve asphalt, roofing, flooring or painting are addressed through the District's deferred maintenance program. All other items are expedited into the National School District work order system and repaired by our maintenance department.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/09/2019

Teal and month in which data were concected. 10/03/2013					
System Inspected	Repair Status	Repair Needed and Action Taken or Planned			
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good				
Interior: Interior Surfaces	Good	Girls Restroom 1 - Needs paint. Girls Restroom 2 - Walls/floors need repairs. Rm 30 Modular - D Rm 31 Modular - D Action Taken - Work orders requested for repairs.			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good				
Electrical: Electrical	Good				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good				
Safety: Fire Safety, Hazardous Materials	Good				

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs		Rm 24 Modular - Carpet stained; ramp needs repairs. Rm 26 Modular - Ramp needs repairs. Rm 28 Modular - Roofing repairs. Action Taken - Work orders requested for repairs.
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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	38	43	43	43	50	50
Math	27	37	33	33	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 Science for All Students Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School	School	District	District	State	State
	17-18	18-19	17-18	18-19	17-18	18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	26.0	6.0	4.0

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. The California Physical Fitness Test and the FITNESSGRAM®

Students in fifth grade are administered the Physical Fitness Test (PFT) as part of the California assessment system during February 1 and May 31. California has chosen the FITNESSGRAM® as the annual PFT for students in public schools. FITNESSGRAM® has six fitness areas:

Aerobic Capacity
Body Composition
Abdominal Strength and Endurance
Trunk Extensor Strength and Flexibility
Upper Body Strength and Endurance
Flexibility

FITNESSGRAM® results are one measure of information students and their families may use, along with other information, to monitor overall fitness. The goal is for all students to be in the Healthy Fitness Zone in each area assessed. The district and schools use the test result information as just one way to look at how well our students are doing. Results are used to find areas where students may need support during the next school year.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	204	198	97.06	42.93
Male	94	91	96.81	38.46
Female	110	107	97.27	46.73
Black or African American	-	-	-	
Hispanic or Latino	197	191	96.95	41.36
White	-1	1	1	
Two or More Races	-1	1	1	
Socioeconomically Disadvantaged	144	140	97.22	39.29
English Learners	159	154	96.86	38.96
Students with Disabilities	14	14	100.00	21.43
Homeless	15	15	100.00	0.00

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded	
All Students	205	204	99.51	37.25	
Male	94	94	100.00	40.43	
Female	111	110	99.10	34.55	
Black or African American					
Hispanic or Latino	198	197	99.49	35.53	
White					
Two or More Races					
Socioeconomically Disadvantaged	145	145	100.00	33.10	
English Learners	160	160	100.00	35.00	
Students with Disabilities	14	14	100.00	21.43	
Homeless	15	15	100.00	0.00	

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.

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 Name: Luz Vicario, Principal

Phone Number: (619) 336-8350 Home/School Partnership: Weekly Parent Newsletter Parent Volunteer Workshops Parent Literacy Workshops

Parent Content Night

School Site Council

English Language Learners Committee
District Parent Advisory Committee (DPAC)
CA Association for Bilingual Education (CABE)

Adelante Mujer Coffee with the Principal Back to School Night

PTA

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.

School Safety Plan

Date the plan was last updated: December 2019

Date the plan was last reviewed with the staff: December 2019

The Comprehensive Safe School Plan includes data regarding school crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification to teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public in the school's front office. Our staff is committed to maintaining a safe, secure, and aesthetically pleasing environment for our students. The District's Comprehensive Emergency Disaster Plan is aimed at providing security for students, teachers, and family members in case of unexpected and disruptive events. Throughout the school year, we hold ten (10) fire drills, four (4) lockdown drills and (4) earthquake drills. Portions of our safety plan have been reviewed by parents during our parent meetings and we work closely with our local police and fire department to provide a safe environment. In addition to this, our staff is involved in regularly scheduled safety meetings throughout the school year to review all aspect of our safety plan.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.8	0.0	1.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.6	1.5	1.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	1.0
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	4.5

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.

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+
К	22	1	2		24		3		24		3	
1	21		3		20	2	1		23		3	
2	21	1	2		22		3		20	2	1	
3	24		2		20	2	1		18	3		
4	21		2		31		1		26		2	
5	33			1	30		2		29		1	
6	21	2	2		21	2	2		28		2	
Other**									9	1		

^{*}Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	13	23	26

During the 2019-2020 school year all teachers at Kimball School will receive approximately 30 hours of professional development in mathematics through the University of California Irvine subject matter project. This will be the 2nd year of this professional development which will empower our teachers to deliver a cohesive, common core curriculum based on the California Common Core Standards. The project includes hands-on, research-based professional development, standards-based curriculum guides and unit plans aligned to the Common Core to assist our teachers in the implementation of our GoMath adoption. The Irvine Math Project team is comprised of classroom practitioners, math content experts, and math education researchers. A focus on professional development around the area of mathematics and English language arts was selected in response to the needs highlighted in our CAASPP data. In the area of language arts, all of our teachers have and will continue to receive in-depth professional development in the California ELA/ELD framework. The ELA/ELD framework professional development has been selected as an area of focus due to our high numbers of English language learners and the need for teachers to be excellent discerners of curriculum and materials needed to deliver robust and rigorous lessons. Both these areas

^{** &}quot;Other" category is for multi-grade level classes.

of focus have been delivered through teacher release days, bi-weekly data team meetings, collaboration days and weekly staff meetings, off the clock offerings and during individual teacher planning days. Kimball Elementary, being a dual - language immersion school has also received staff development on GLAD (Guided Language Acquisition Design) in order to assist students in becoming bi-literate. With our new English Language Arts adoption, BENCHMARK/ADELANTE all teachers continue to receive staff development in the implementation of all components of the materials. To support daily, robust and rigorous reading, the National School District has adopted the American Reading Company 100 book libraries. All teachers will receive staff development on best practices as we implement this reading program with our students. The American Reading Company will focus on providing students with motivational reading materials at the students' independent reading abilities, set power goals and involve parents in ensuring that students are reading for at least :30 minutes per day. In addition to the staff development outlined, our district resource teachers will provide English language development academies to ensure that our English language learners will show positive growth in their language development skills. Our counselors have received training on the Sanford Harmony social-emotional curriculum which they will deliver in each classroom. Counselors will deliver this curriculum in all classrooms while teachers support the implementation and lesson delivery. In addition, all teachers have received professional development on how to run restorative circles in their classrooms in order to deliver Tier I positive behavior interventions and supports to all students. All of our teachers have also received training on the de-escalation component of the Crisis Prevention Institute training.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category		
Beginning Teacher Salary	\$48,104	\$45,741		
Mid-Range Teacher Salary	\$68,585	\$81,840		
Highest Teacher Salary	\$102,647	\$102,065		
Average Principal Salary (ES)	\$126,006	\$129,221		
Average Principal Salary (MS)	\$0	\$132,874		
Average Principal Salary (HS)	\$0	\$128,660		
Superintendent Salary	\$200,349	\$224,581		

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	36%
Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,488	\$935	\$4,553	\$65,511
District	N/A	N/A	\$4,571	\$64,020
State	N/A	N/A	\$5,154	\$64,995

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-0.4	2.3
School Site/ State	-12.4	0.8

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

In addition to the State General Fund, National School District receives state and federal funding for the following categorical, special education, and other support programs.

LCAP 141,296

Title I 59,873

Total 201,169

<u>DataQuest</u>

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.



Las Palmas Elementary School

1900 E. 18th St. • National City, CA 91950 • (619) 336-8500 • Grades K-6 Sonia Ruan, Principal sruan@nsd.us www.nsd.us

2018-19 School Accountability Report Card Published During the 2019-20 School Year



National School District

1500 N Ave. National City, CA 91950 (619) 336-7500 www.nsd.us

District Governing Board

Barbara Avalos
Board President

Brian Clapper

Board Clerk

Maria Betancourt-Castañeda

Board Member

Maria Dalla

Board Member

Alma Sarmiento

Board Member

District Administration

Dr. Leighangela Brady **Superintendent**

Dr. Sharmila Kraft
Assistant Superintendent
Educational Services

Chris Carson

Assistant Superintendent Business Services

Dr. Leticia Hernandez
Assistant Superintendent
Human Resources

School Description

Las Palmas School is located in National City, California, a close knit community south of San Diego. Las Palmas is a preschool to sixth grade elementary school. Fifty-four percent of our students are English Language Learners and all of our students meet low-income criteria. The staff consists of 32 certificated teachers, 2 impact teachers, 21 classified employees and 6 support staff. We have 28 general education and 3 special education classrooms.

School Mission Statement and Core Values

La Palmas School is more than an elementary school. It is an educational community. The staff, students, and their families are caring, respectful, and work together to provide a high quality education for all children. We believe in the cumulative, purposeful effect of our instruction. We care deeply about our students' education before they come to our classrooms, for the temporary time they are with us, and long after they leave us. Our goal is to provide a nurturing environment that will promote lifelong learners and contributors to our society. We believe in our National School District's three Core Values.

"Children First"

"Whatever it Takes"

"Relationships Matter"

Message from Principal, Sonia Ruan

Welcome to Las Palmas School! We, at Las Palmas, we strive for excellence in education and will provide an inspiring, safe, and challenging environment for all children. It is our goal to "Create Successful Learners Now!" Las Palmas has an excellent staff of teachers, instructional aides, and support staff who are committed to creating the best possible educational experience for your children. Our efforts have been focused on the improvement of student achievement at all levels and for all children. Las Palmas has an amazing Parent Teacher Association. We are thankful to have such a core group of dedicated parents to help us support our educational program.

You, the parents, and community members, are always welcome at Las Palmas. Come by for a visit, meet the staff, and join us as we continue to create a school where all of our students are successful.

About the SARC

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	96
Grade 1	85
Grade 2	91
Grade 3	87
Grade 4	93
Grade 5	99
Grade 6	91
Total Enrollment	642

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.3
Asian	0.6
Filipino	10.4
Hispanic or Latino	83.6
Native Hawaiian or Pacific Islander	0.2
White	1.7
Two or More Races	2.2
Socioeconomically Disadvantaged	82.4
English Learners	53.9
Students with Disabilities	12.5
Homeless	4.7

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 for Las Palmas Elementary	17-18	18-19	19-20
With Full Credential	28	27	27
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for National School	17-18	18-19	19-20
With Full Credential	*	+	226
Without Full Credential	•	+	0
Teaching Outside Subject Area of Competence	•	+	0

Teacher Misassignments and Vacant Teacher Positions at Las Palmas Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

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)

Textbooks and Instructional Materials

Year and month in which data were collected: 12/20/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption		
Reading/Language Arts	Benchmark Advance 2018 Benchmark Adelante 2018 American Reading Company 2018		
	The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	Yes 0%	
Mathematics	Houghton-Mifflin-Harcourt California GO MATH! 2015/2016		
	The textbooks listed are from most recent adoption:	Yes	
	Percent of students lacking their own assigned textbook:	0%	
Science	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencias 2008/2009		
	The textbooks listed are from most recent adoption:	Yes	
	Percent of students lacking their own assigned textbook:	0%	
History-Social Science	H. M. Harcourt Reflections 2007/2008		
	The textbooks listed are from most recent adoption:	Yes	
	Percent of students lacking their own assigned textbook:	0%	
Foreign Language	English Language Development E. L. Achieve - Systematic ELD 2014/2015		
	The textbooks listed are from most recent adoption:	Yes	
	Percent of students lacking their own assigned textbook:	0%	

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Las Palmas' main campus was built in 1955. Since our opening the following major renovations or improvements have been addressed:

- 1993 Modernization consisting of new flooring, ceilings, lights, electrical, insulation, windows, painting, and cabinetry
- 1997 Relocatables were added to support class size reduction
- 1998 Relocatables were added to support class size reduction

Ongoing - The school is highly maintained with new paint, plants, flowers, grass and new playground equipment.

- 2006 A Computer Lab Relocatable building was added
- 2015 A high speed and wireless network were added to every classroom on the site.
- 2016 Air conditioning was added to all original buildings, including every classroom on the site. Additionally, the electrical and the fire alarm systems were upgraded to support the air conditioning and one-to-one computing.
- 2017 and 2018 Exterior walls have been removed and replaced on many of the portable buildings on the site.

Las Palmas currently has 18 regular classrooms and 17 relocatable buildings

During the summer of 2016, Las Palmas's main buildings were refurbished and updated with modern air-conditioning and heating. This work was made possible through Proposition N school bond funds that were approved by the citizens of National City in 2014.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

We have made a conscientious effort to provide a clean and attractive campus. Students are encouraged to have pride in their school and keep the campus clean. The District Governing Board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district maintenance office. The principal works daily with the custodial staff and the custodial supervisor to develop cleaning schedules to ensure a clean and safe school.

The Facilities Inspection Tool (FIT)

The FIT is used on a yearly basis to identify facility needs and repairs. All items found in need of repair on the FIT are addressed. Items that involve asphalt, roofing, flooring or painting are addressed through the District's deferred maintenance program. All other items are expedited into the National School District work order system and repaired by our maintenance department.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/6/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Rm 19 - Stained ceiling tiles Boys Restroom - Wall needs repair; paint; restore terrazzo. Girls Restroom - Wall to be repaired; needs to be painted. Action Taken - Work orders requested for repairs.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Custodian Room - Room dirty and cluttered. Rm 14 - Needs paint. Rm 19 PTA Modular - Clutter inside room; very dirty. Action Taken - Work orders requested for repairs.
Electrical: Electrical	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs		Rm 14 - Broken concrete in front of entrance door. Action Taken - Work orders requested for repairs.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		Custodian Room - Door needs to be replaced. Boys Restroom - Missing door handle; door jam rusted. Girls Restroom - Sky light window broken. Action Taken - Work orders requested for repairs.
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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	43	44	43	43	50	50
Math	34	31	33	33	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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science		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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	26.1	18.5	21.7

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. The California Physical Fitness Test and the FITNESSGRAM®

Students in fifth grade are administered the Physical Fitness Test (PFT) as part of the California assessment system during February 1 and May 31. California has chosen the FITNESSGRAM® as the annual PFT for students in public schools. FITNESSGRAM® has six fitness areas:

Aerobic Capacity
Body Composition
Abdominal Strength and Endurance
Trunk Extensor Strength and Flexibility
Upper Body Strength and Endurance
Flexibility

FITNESSGRAM® results are one measure of information students and their families may use, along with other information, to monitor overall fitness. The goal is for all students to be in the Healthy Fitness Zone in each area assessed. The district and schools use the test result information as just one way to look at how well our students are doing. Results are used to find areas where students may need

support during the next school year.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	365	356	97.53	43.54
Male	198	195	98.48	36.92
Female	167	161	96.41	51.55
Black or African American			1	
American Indian or Alaska Native			-1	
Asian			-1	
Filipino	45	41	91.11	58.54
Hispanic or Latino	298	295	98.99	41.36
Native Hawaiian or Pacific Islander			-1	
White			-	
Two or More Races			-	
Socioeconomically Disadvantaged	306	298	97.39	40.27
English Learners	242	237	97.93	41.77
Students with Disabilities	35	34	97.14	11.76
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.

School Year 2018-19 CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	365	360	98.63	31.39
Male	198	197	99.49	32.49
Female	167	163	97.60	30.06
Black or African American	-	-	-	
American Indian or Alaska Native	1	1	1	
Asian	-	-	-	
Filipino	45	44	97.78	52.27
Hispanic or Latino	298	296	99.33	28.72
Native Hawaiian or Pacific Islander	1	1	1	
White	-	-	-	
Two or More Races	-	-	-	
Socioeconomically Disadvantaged	306	301	98.37	29.24
English Learners	242	241	99.59	34.02
Students with Disabilities	35	33	94.29	3.03
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.

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)

Las Palmas strives to involve parents in motivating students to love learning and be successful in school. We believe that with parents as team partners, we can make great academic and emotional strides with our children. We offer a variety of classes and workshops to our parents during our Coffee with the Principal meetings. Topics for these meetings include parenting classes, healthy cooking with Olivewood Garden Kitchenistas, how to access and strengthen technology skills, Positive Behavior Intervention and Supports (PBIS), Restorative Practices, Safety, and California Common Core Standards. Parents also have the opportunity to attend the DPAC workshops and CABE Para-Ed/ Parent Conference offered through the San Diego County Office of Education. Our Parent Teacher Association organizes school celebrations such as Fall Festivals, Book Fairs, Read Across America and Movie Night. Las Palmas parents are a key part of our school team.

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.

School Safety Plan

Date the plan was last updated: December, 2019

Date the plan was last reviewed with the staff: November and December, 2019

The Comprehensive Safe School Plan includes data regarding school crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) school wide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at each school. Our staff is committed to maintaining a safe, secure, and aesthetically pleasing environment for our students. The District's Comprehensive Emergency Disaster Plan is aimed at providing security for students, teachers, and family members in case of unexpected and disruptive events.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.8	0.7	1.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.6	1.5	1.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	4.5

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.

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+
К	21	2	3		20	2	3		20	2	3	
1	20	1	3		22		4		23		3	
2	22	1	3		21		4		24		4	
3	21	1	3		20	2	3		19	3	2	
4	29		3		29		3		29		3	
5	31		2		32		2	1	31		3	
6	28	1		3	25	1	2		30		2	
Other**	9	1							11	1		

^{*}Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	13	23	26

The selection of focus areas for on-going professional development is based on a careful analysis of achievement data. The district calendar earmarks full days and early release time for providing site-based professional development for all teachers. Teachers also have opportunities to attend conferences and district-wide professional development throughout the year. During the 2018-19 school year all teachers at Las Palmas will receive approximately 30 hours of professional development in mathematics through the University of California Irvine subject matter project. This professional development will empower our teachers to deliver a cohesive, common core curriculum based on the CCSS. The project includes hands-on, research-based professional development, standards-based curriculum guides and unit plans aligned to the Common Core to assist our teachers in the implementation of our GoMath adoption. The Irvine Math Project team is comprised of classroom practitioners, math content experts, and math education researchers. A focus on professional development around the area of mathematics and ELA was selected in response to the needs highlighted in our CAASPP data. In the area of language arts, all of our teachers will receive in-depth professional development in the California ELA/ELD framework. The ELA/ELD framework professional development has been selected as an area of focus due to our high numbers of English language learners and the need for teachers to deliver robust and rigorous lessons. Both these areas of focus have been delivered through teacher release days, bi-weekly data team meetings, collaboration days and weekly staff meetings, off the clock offerings and during individual teacher planning days. We have four Teachers on Special Assignment (TOSA) that provide workshops in the area of Language Arts and English Language Development. With our new English Language Arts adoption, all teachers will receive staff development in the implementation of our newly adopted BENCHMARK materials. To support daily, robust and rigorous reading, our district office has adopted the American Reading Company 100 book libraries. All teachers will receive staff development on the implementation and best practices used for these reading baskets for students. Our counselors have received training on the Sanford Harmony socialemotional curriculum which they will deliver in each classroom. Counselors will deliver this curriculum in all classrooms while teachers support the implementation and lesson delivery. In addition, all teachers have received professional development on how to run restorative circles in their classrooms in order to deliver Tier I positive behavior interventions and supports to all students. of focus for teacher training include effective instructional strategies for implementation of Common Core Standards, best practices for Data Teams collaboration, ELA Benchmark curriculum, curriculum training in writing, language arts and mathematics, as well as specific training to support the needs of English Learners. Teachers of students with special needs and teachers of newcomer students also receive specialized training to assist them in meeting the unique needs of their students. This professional development is provided in various formats, including whole staff group, grade-level teams, and through individual mentoring by the school administrator. The District also assists in the coordination of BTSA Induction Support for year one and two teachers. Teachers who are experiencing difficulty or need improvement have access to the PAR (Peer Assistance Review) Program.

^{** &}quot;Other" category is for multi-grade level classes.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category		
Beginning Teacher Salary	\$48,104	\$45,741		
Mid-Range Teacher Salary	\$68,585	\$81,840		
Highest Teacher Salary	\$102,647	\$102,065		
Average Principal Salary (ES)	\$126,006	\$129,221		
Average Principal Salary (MS)	\$0	\$132,874		
Average Principal Salary (HS)	\$0	\$128,660		
Superintendent Salary	\$200,349	\$224,581		

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	36%
Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$4,988	\$602	\$4,346	\$69,560
District	N/A	N/A	\$4,571	
State	N/A	N/A		

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-5.0	-158.5
School Site/ State	-110.9	6.8

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

In addition to the State General Fund, National School District receives state and federal funding for the following categorical, special education, and other support programs.

Title I \$92,772

LCAP Supplemental and Concentration Funds \$223,540.

Total: \$316,312.

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.



Lincoln Acres Elementary School

2200 Lanoitan Avenue • National City, CA 91950 • (619) 336-8600 • Grades P-6
Raymond Ruiz, Principal
rruiz@nsd.us
www.nsd.us

2018-19 School Accountability Report Card Published During the 2019-20 School Year



National School District

1500 N Ave. National City, CA 91950 (619) 336-7500 www.nsd.us

District Governing Board

Barbara Avalos

Board President

Brian Clapper

Board ClerkMaria Betancourt-Castañeda

Board Member

Maria Dalla

Board Member

Alma Sarmiento

Board Member

District Administration

Dr. Leighangela Brady
Superintendent
Dr. Sharmila Kraft
Assistant Superintendent

Educational Services

Chris Carson
Assistant Superintendent
Business Services

Dr. Leticia Hernandez
Assistant Superintendent
Human Resources

School Description

The Lincoln Acres Timberwolves, a dynamic community, inspires all students to explore life's possibilities by providing the building blocks for college and career readiness in order to create the compassionate and innovative leaders of the future. In addition, Lincoln Acres School supports the National School District's Strategic Plan to ensure student achievement. The strategic plan has identified the following core strategies:

- Provide a Quality, Standards-based Instructional Program where every child makes measurable progress in academic and social development.
- Integrate STEAM+ content with Literacy to provide real-world learning, content literacy, application, and higher-ordered thinking skills.
- Maintain a High Quality Staff to ensure that every student is taught by high quality, effective, and well-trained staff.
- Maintain Effective Communication and Community Outreach to ensure that teachers, staff, parents, and community are well informed through timely and effective two-way communication that enhances collaboration, decision-making, and partnerships in service of student success.
- Maintain a Safe and Healthy Environment via our PBIS program to enhance safe and healthy environments that support learning and physical well-being for students, staff, and our community.
- Manage Fiscal Resources to ensure the effective use of District fiscal resources to support student achievement.

Lincoln Acres Vision and Mission Statement

"Today's Learners . . . Tomorrow's Leaders!"

Message from Principal, Raymond Ruiz

Lincoln Acres School is a kindergarten through sixth grade elementary school located in an unincorporated area of National City. Our student population is rich in cultural diversity. We have a preschool, located adjacent to the school. We have 5 special education classes and 25 general education classes.

Lincoln Acres has a highly qualified staff of teachers, aides, and support personnel who are committed to creating the best possible educational experience for our children. Effective teaching practices, the use of technology and instruction that implements the new Common Core State Standards, all support an educational environment where every child will learn and thrive. Our efforts have been focused on increasing student achievement at all grade levels and for every student. At Lincoln Acres, we believe that the collaboration between teachers, support staff, administration, and parents, facilitates student achievement.

Our focus on the Common Core State Standards and the effective implementation of state adopted curriculum allows us to provide educational opportunities that meet the needs of every student at Lincoln Acres. With the continued effort of the whole school community, which includes the support of parents and community members, we will continue to provide a safe, nurturing environment that supports student learning. During the summer of 2014 approximately half of our teachers participated in a week-long STEMposium training through the San Diego County Office of Education. The training required that teachers completed four additional days during the school year so that learning was maintained, supported and implemented. In 2017 and 2018, four teachers were selected to participate in the STEM training at the University of Notre Dame. In 2019, this team attended a three-day workshop at Stanford University. The impact of this training will trickle through our entire staff through the train-the-trainer model of professional development for all teachers. During this training staff received training on incorporating the STEAM+ subjects into the curriculum. These STEAM (Science, Technology, Engineering, Arts & Math) subjects integrated with English Language Arts has increased student engagement and motivation in the classroom. Our staff has self-identified as a STEAM+ school and a core of teachers have presented workshops at STEAM+ conferences throughout Southern California. Students have had increased opportunities to explore life, physical and earth sciences. The excitement from the students has been evidenced throughout the day, but most especially in student projects.

This dedicated staff has provided many extra opportunities above and beyond the regular school day to provide additional support to our children. Our school in partnership with the YMCA provides extended learning opportunities before and after school. The YMCA provides supervised academic enrichment, homework help, nutritious snack time, and sports on our campus from 6 a.m. to 6 p.m. on school days.

Lincoln Acres has a very active Parent Teacher Association (PTA). English Language Advisory Committee (ELAC), and School Site Council (SSC). We are thankful to have such a wonderful group of dedicated parents to help us support our educational program. We are always seeking parents and community members to volunteer at Lincoln Acres School.

Vision

Our vision is to provide our students with a superior education by incorporating the intersections of Literacy and STEAM subjects where students, families, and teachers are active learners through relevant, rigorous, and engaging hands-on-experiences, that lead to innovation and connect to the real world to ensure our students become compassionate professionals prepared for

21st Century careers.

About the SARC

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/Ic/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	83
Grade 1	67
Grade 2	79
Grade 3	85
Grade 4	72
Grade 5	83
Grade 6	83
Total Enrollment	552

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.1
Asian	2
Filipino	3.1
Hispanic or Latino	89.7
Native Hawaiian or Pacific Islander	0.2
White	2.2
Two or More Races	1.1
Socioeconomically Disadvantaged	80.3
English Learners	53.6
Students with Disabilities	16.7
Foster Youth	0.7
Homeless	6

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 for Lincoln Acres Elementary School	17-18	18-19	19-20
With Full Credential	25	25	26
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for National School District	17-18	18-19	19-20
With Full Credential	•	*	226
Without Full Credential	•	*	0
Teaching Outside Subject Area of Competence	•	•	0

Teacher Misassignments and Vacant Teacher Positions at Lincoln Acres Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	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)

Textbooks and Instructional Materials

Year and month in which data were collected: 12/20/2019

Core Curriculum Area	Textbooks and Instructional M	aterials/Year of Adoption
Reading/Language Arts	Benchmark Advance 2018 Benchmark Adelante 2018 American Reading Company 2018	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%
Mathematics	Houghton-Mifflin-Harcourt California GO MATH! 2015-2016	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%
Science	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencias 2008/2009	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%
History-Social Science	H. M. Harcourt Reflections 2007/2008	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	
Foreign Language	English Language Development E. L. Achieve - Systematic ELD 2014/2015	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

District maintenance staff ensures that the repairs necessary to keep the school in good repair, and working order are completed in a timely manner. A work order process is used to ensure efficient service, and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

We have made a conscientious effort to provide a clean and attractive campus. Students are encouraged to have pride in their school and keep the campus clean. The District Governing Board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district maintenance office. The principal and assistant principal work daily with the custodial staff and the custodial supervisor to develop cleaning schedules in ensuring a clean and safe school.

New School Projects

The new school construction project funded by local bond funds (Measure N) was completed during summer of the 2015-16 school year. The projects included the following: adding air conditioners to every classroom and multi-purpose room, upgrading electrical capacity for four school sites. a complete upgrade of our network cabling, upgrading network infrastructure hardware at all sites including the district office, a complete replacement of the district fiber optic cabling network, and a complete reconfiguration of the network to accommodate higher network speeds and greater network bandwidth.

The Facilities Inspection Tool (FIT)

The FIT is used on a yearly basis to identify facility needs and repairs. All items found in need of repair on the FIT are addressed. Items that involve asphalt, roofing, flooring or painting are addressed through the District's deferred maintenance program. All other items are expedited into the National School District work order system and repaired by our maintenance department.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 08/09/2019

	in which data were collected: 08/09/2019	Repair Needed and
System Inspected	Repair Status	Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Rm 2 - Peeling paint on door frame; broken glass in cabinet; holes on wall. Hallway - Recaulk tiles in RR; cracked paint by room 4. Nurse's Office - Hole in wall; peeling paint; paint touch up; peeling paint on door; ceiling tile in restroom. Action Taken - Work orders requested for repairs.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Rm 15 - Ceiling tiles; loose plaster; peeling paint sink cabinet; window screen. Action Taken - Work orders requested for repairs.
Electrical: Electrical	Good	Hallway - Peeling paint by double black doors; electrical plate by main entrance; peeling paint by 3A and main office. Rm 4 - Daisy chain. Action Taken - Work orders requested for repairs.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Boys, girls, and staff restroom by rm 11 - Peeling paint skylights; replace boys restroom sign; dry wall tape coming off. Action Taken - Work orders requested for repairs.
Safety: Fire Safety, Hazardous Materials	Good	Rm 1B - Double doors peeling paint on frame; chemical in closet. Action Taken - Work orders requested for repairs.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Rm 19 - Window screens; speakers ceiling tiles. Action Taken - Work orders requested for repairs.
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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	36	39	43	43	50	50
Math	26	25	33	33	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 Science for All Students Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School	School	District	District	State	State
	17-18	18-19	17-18	18-19	17-18	18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	23.5	8.2	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. The California Physical Fitness Test and the FITNESSGRAM®

Students in fifth grade are administered the Physical Fitness Test (PFT) as part of the California assessment system during February 1 and May 31. California has chosen the FITNESSGRAM® as the annual PFT for students in public schools. FITNESSGRAM® has six fitness areas:

Aerobic Capacity
Body Composition
Abdominal Strength and Endurance
Trunk Extensor Strength and Flexibility
Upper Body Strength and Endurance
Flexibility

FITNESSGRAM® results are one measure of information students and their families may use, along with other information, to monitor overall fitness. The goal is for all students to be in the Healthy Fitness Zone in each area assessed. The district and schools use the test result information as just one way to look at how well our students are doing. Results are used to find areas where students may need support during the next school year.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	314	310	98.73	39.03
Male	165	163	98.79	34.97
Female	149	147	98.66	43.54
Black or African American				
Asian		1	1	
Filipino		-		
Hispanic or Latino	288	284	98.61	36.97
Native Hawaiian or Pacific Islander		-		-
White		-	-	-
Two or More Races		-		-
Socioeconomically Disadvantaged	260	259	99.62	34.75
English Learners	216	212	98.15	33.49
Students with Disabilities	46	45	97.83	13.33
Foster Youth				
Homeless	26	26	100.00	0.00

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	314	313	99.68	25.24
Male	165	164	99.39	28.66
Female	149	149	100.00	21.48
Black or African American	-	-		
Asian	-	-	-	
Filipino	-	-		
Hispanic or Latino	288	287	99.65	24.04
Native Hawaiian or Pacific Islander	-1	1	-	
White	1	1	1	
Two or More Races	-	-		
Socioeconomically Disadvantaged	260	260	100.00	23.46
English Learners	216	215	99.54	24.19
Students with Disabilities	46	45	97.83	8.89
Foster Youth	-1	1	-	
Homeless	26	26	100.00	0.00

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.

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 Name: Elizabeth Vidrios

Phone Number: (619) 336-8651

- i-ready
- Accelerated Reader
- Book Fair
- Chaperone field trips & classroom projects
- District Parent Advisory Council (DPAC)
- English Language Advisory Committee (ELAC)
- Fall Festival
- Family Reading Nights
- STEAM Days and Nights
- Grandparent Program (Catholic Charities)

- Parent/Teacher Association (PTA)
- Parent Education Opportunities (Nutrition, Por la Vida, English Classes, Mano a Mano)
- Parent Volunteers (Volunteer Workshops)
- PeaceBuilders
- Makerspace
- School Site Council (SSC)
- Student of the Month Assemblies
- Technology Events
- Vision and Dental Outreach Services

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.

School Safety Plan

Date the plan was last updated: October, 2019

Date the plan was last reviewed with the staff: September, 2019

The Comprehensive Safe School Plan includes data regarding school crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) school-wide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to

learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at each school.

Our staff is committed to maintaining a safe, secure, and aesthetically pleasing environment for our students. The District's Comprehensive Emergency Disaster Plan is aimed at providing security for students, teachers, and family members in case of unexpected and disruptive events.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19	
Suspensions Rate	2.1	4.0	3.0	
Expulsions Rate	0.0	0.0	0.0	

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.6	1.5	1.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19	
Suspensions Rate	3.6	3.5	3.5	
Expulsions Rate	0.1	0.1	0.1	

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	1.0
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	5.0

^{*} 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.

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+
К	17	2	2		14	3	2		17	4	2	
1	22		4		22	1	2		24		2	
2	20	1	2		20	2	2		23		3	
3	19	1	3		22		3		18	3	2	
4	25		3		33			2	33		1	1
5	33			2	33			2	32		2	
6	33			3	24	2	2	1	25	1	2	1
Other**	11	3			13	1			12	1		

^{*}Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	13	23	26

The selection of focus areas for on-going professional development is based on a careful analysis of achievement data. The district calendar earmarks full days and early release time for providing site-based professional development for all teachers. Teachers also have opportunities to attend conferences and district wide professional development throughout the year. Areas of focus for teacher training include effective instructional strategies for implementation of Common Core Standards, best practices for Data Teams collaboration, curriculum training in writing, language arts (ARC and Benchmark) and mathematics (UCI Math Project), as well as specific training to support the needs of English Learners. The project includes hands-on, research-based professional development, standards-based curriculum guides and unit plans aligned to the Common Core to assist our teachers in the implementation of our GoMath adoption. The Irvine Math Project team is comprised of classroom practitioners, math content experts, and math education researchers. A focus on professional development around the area of mathematics and ELA was selected in response to the needs highlighted in our CAASPP data. In the area of language arts, all of our teachers will receive in-depth professional development in the California ELA/ELD framework. The ELA/ELD framework professional development has been selected as an area of focus due to our high numbers of English language learners and the need for teachers to be excellent discerners of curriculum and materials needed to deliver robust and rigorous lessons. Both these areas of focus have been delivered through teacher release days, bi-weekly data team meetings, collaboration days and weekly staff meetings, off the clock offerings and during individual teacher planning days. This professional development is provided in various formats, including whole staff group, grade-level teams, and through individual mentoring by the school administrator. In addition, Our counselors have received training on the Sanford Harmony socialemotional curriculum which they will deliver in each classroom. Counselors will deliver this curriculum in all classrooms while teachers support the implementation and lesson delivery. In addition, all teachers have received professional development on how to run restorative circles in their classrooms in order to deliver Tier I positive behavior interventions and supports to all students. The District also assists in the coordination of BTSA Induction Support for year one and two teachers. Teachers who are experiencing difficultly or need improvement have access to the PAR (Peer Assistance Review) Program.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,104	\$45,741
Mid-Range Teacher Salary	\$68,585	\$81,840
Highest Teacher Salary	\$102,647	\$102,065
Average Principal Salary (ES)	\$126,006	\$129,221
Average Principal Salary (MS)	\$0	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$200,349	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category	
Teacher Salaries	36%	36%	
Administrative Salaries	5%	5%	

For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

^{** &}quot;Other" category is for multi-grade level classes.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	4,689	533	4,119	59,598
District	N/A	N/A	4,571	\$76,870.00
State	N/A	N/A	\$7,506.64	\$82,663.00

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.

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-10.4	-13.0
School Site/ State	-27.4	-20.7

Note: Cells with N/A values do not require data.

Types of Services Funded

In addition to the State General Fund, National School District receives state and federal funding for the following categorical, special education, and other support programs.

Title I \$75,745 LCAP Supplemental and Concentration Funds \$209,737 Total \$ 285,482

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.



Olivewood Elementary School

2505 F Avenue • National City, CA 91950 • (619) 336-8700 • Grades K-6 Linnette Gonzalez Castaneda, Principal Icastaneda@nsd.us www.nsd.us

2018-19 School Accountability Report Card **Published During the 2019-20 School Year**



National School District

1500 N Ave. National City, CA 91950 (619) 336-7500 www.nsd.us

District Governing Board

Barbara Avalos **Board President**

Brian Clapper Board Clerk

Maria Betancourt-Castañeda **Board Member**

Maria Dalla

Board Member

Alma Sarmiento

Board Member

District Administration

Dr. Leighangela Brady Superintendent

Dr. Sharmilla Kraft **Assistant Superintendent Educational Services**

Christopher Carson Assistant Superintendent Business Services

Dr. Leticia Hernandez Assistant Superintendent **Human Resources**

School Description

Olivewood School is an elementary school that serves students in preschool through sixth grade. The main building for Olivewood School was built in 1959. Portable classrooms have been added to the campus as needed. The buildings are well maintained and the grounds are beautifully landscaped. A school garden is also part of the campus.

Olivewood School's mascot is the wise owl. Students are guided to make wise choices by:

- Owning their actions;
- Working to succeed;
- Learning for the future; and,
- Showing respect and kindness. At citizenship assemblies students are acknowledged for demonstrating the traits of being a wise owl.

Olivewood's Promise, Mission Statement and Core Values District-wide of "Children First, Whatever It Takes, and Relationships Matter" guide us in our commitment to developing successful lifelong learners.

At Olivewood School,

We Promise

- A safe, nurturing learning environment
- An active partnership with parents and community
- A solid foundation in reading, writing, and problem-solving
- A focus on individual student achievement

We Believe

- All students will learn
- Student success is everyone's responsibility
- Our community's cultural diversity enriches learning opportunities

Olivewood's Mission Statement

At Olivewood School, we are committed to ensure quality and excellence in all aspects of the curriculum. We value and foster the partnership we have between our school and the parent community. We join forces as we continue "Growing Towards the Future."

Message from Principal, Linnette Gonzalez Castañeda

We are very proud of our school and our school community. Student learning is our top priority! We believe all students can and will succeed. We are committed to providing a high quality educational program to all of our students. We have strategically designed programs that dramatically impact the growth and development of our students. Our staff is committed to ensuring an educational experience that promotes academic success. We have high expectations for our students and ourselves.

California has adopted the Common Core State Standards (CCSS). These standards have also been adopted by other states throughout the United States bringing a consistency to teaching and learning as well as instruction and expectations for students throughout the United States. Due to the adoption of the Common Core State Standards, our instructional practices have changed as we have made the transition from the California State Standards to the Common Core State Standards. In National School District and at Olivewood School, we are continuing our implementation of the Common Core State Standards. School staff has and will continue to participate in staff development activities that will "grow our knowledge" to implement the Common Core State Standards with our students. The Common Core State Standards are designed to bring out our students' best thinking and learning and to ensure that all students are college and career ready when they graduate from high school.

Parents are an invaluable resource to our school and our students. We know that parent involvement is a strong predictor of a student's success and we work diligently to foster the partnership between our school and our students' parents and/or guardians. It is vitally important that parents are involved with their child's education. It takes all of us to ensure that an excellent instructional program is offered to our students and that we work together to assist our students and our school to fully meet the needs of our students.

This School Accountability Report Card presents a variety of information about our school that we hope you find informative and interesting. We acknowledge that everyone who contributes to our school makes a difference in the lives of our students. With the support of our parents, community and the District we are able to offer our students an instructional program that allows them a wide variety of opportunities to progress academically and to reach their fullest potential. We hope that the information included in this report will assist you in your involvement in your child's education as we work together in our commitment to provide the best educational experience each and every student at Olivewood School.

About the SARC

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	89
Grade 1	74
Grade 2	88
Grade 3	86
Grade 4	97
Grade 5	71
Grade 6	88
Total Enrollment	593

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.2
Asian	1.5
Filipino	4
Hispanic or Latino	90.7
Native Hawaiian or Pacific Islander	0.5
White	0.3
Two or More Races	1
Socioeconomically Disadvantaged	83.3
English Learners	52.4
Students with Disabilities	9.1
Homeless	6.4

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 for Olivewood Elementary School	17-18	18-19	19-20
With Full Credential	26	25	26
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for National School District	17-18	18-19	19-20
With Full Credential	•	•	226
Without Full Credential	•	*	0
Teaching Outside Subject Area of Competence	•	*	0

Teacher Misassignments and Vacant Teacher Positions at Olivewood Elementary School

Indicator	17-18	18-19	19-20
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)

Textbooks and Instructional Materials

Year and month in which data were collected: 12/20/2019

Core Curriculum Area	Textbooks and Instructional M	aterials/Year of Adoption
Reading/Language Arts	Benchmark Advance 2018 Benchmark Adelante 2018 American Reading Company 2018	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%
Mathematics	Houghton-Mifflin-Harcourt California GO MATH! 2015/2016	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%
Science	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencias 2008/2009	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%
History-Social Science	H. M. Harcourt Reflections 2007/2008	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	
Foreign Language	English Language Development E. L. Achieve - Systematic ELD 2014/2015	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Olivewood's main campus was built in 1959. Since our opening the following major renovations or improvements have been addressed:

1999—Modernization consisting of new flooring, ceilings, lights, electrical, insulation, windows, painting, and cabinetry.

2015- A high speed and wireless network was added to every classroom on the site.

2016- Air conditioning was added to all original buildings, including every classroom on the site. Additionally, the electrical and the fire alarm systems were upgraded to support the air conditioning and one-to-one computing.

2018- Exterior walls have been removed and replaced on a many of the portable buildings on the site.

2019- Additional parking lot was built with more than 50 parking spaces.

Ongoing—The school is highly maintained with new paint, plants, flowers, grass and new playground equipment.

Olivewood has 18 regular classrooms and 16 classes in relocatable buildings. There are at least 5 computers in each of our classrooms, transition kindergarten through sixth grade. Our Special Day Class has 4 computers and our Resource Specialist Program has 5 computers. We have a computer lab with 34 computers; a primary computer lab with 26 computers; an intermediate reading lab with 8 computers and, a primary reading lab with 5 computers. Each classroom has at least 2 new computers and the intermediate grade classrooms have 5 new computers. All other computers have had memory upgrades to be able to run new computer software. We also have a cart with 32 netbooks that can travel from room to room.

All classrooms have a Promethean Board that is supported by a laptop computer: We also have a Promethean board in our Special Day Class; one in our resource specialist program room; one in our computer lab; and, one in each of our Reading Labs.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

We have made a conscientious effort to provide a clean and attractive campus. Students are encouraged to have pride in their school and keep the campus clean. The District Governing Board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district maintenance office. The principal works daily with the custodial staff and the custodial supervisor to develop cleaning schedules to ensure a clean and safe school.

The Facilities Inspection Tool (FIT)

The FIT is used on a yearly basis to identify facility needs and repairs. All items found in need of repair on the FIT are addressed. Items that involve asphalt, roofing, flooring or painting are addressed through the District's deferred maintenance program. All other items are expedited into the National School District work order system and repaired by our maintenance department.

New School Projects

The new school construction project funded by local bond funds (Measure N) was completed during summer of the 2015-16 school year. The projects included adding air conditioners to every classroom and multi-purpose room and upgrading electrical capacity for four school sites. Additionally, a complete upgrade of our network cabling, as well as network infrastructure hardware upgrades at all sites including the district office, a complete replacement of the district fiber optic cabling network and a complete reconfiguration of the network to accommodate higher network speeds and greater network bandwidth.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/5/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	MPR - Paint. Rm 12 - Carpets need replacing; cover base; wall paper torn. Rm 13 - Carpet needs replacing; cover base; wall paper torn. Rm 16 - Carpet needs replacing; cover base; carpet missing small areas. Rm 22 Modular - Carpet needs replacing. Action Taken - Work orders requested for repairs.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Rm 1 - Dirty. Rm 3 - Dirty. Action Taken - Work orders requested for repairs.
Electrical: Electrical	Good	K5 Restroom #1 - Light out. Rm 15 - Wireless hanging. Rm 21 Modular - This room is closed and will be removed from the campus. Repairs to roof and interior are too expensive. Action Taken - Work orders requested for repairs.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	K5 - Restroom flooring is bad; will be replaced. Action Taken - Work order requested for repair.
Safety: Fire Safety, Hazardous Materials	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs		Rm 26 Modular - Ramp needs repairs. Rm 27 Modular - Ramp needs repairs. Action Taken - Work order requested for repairs.
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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	41	40	43	43	50	50
Math	30	29	33	33	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 Science for All Students Grades Five. Eight. and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School	School	District	District	State	State
	17-18	18-19	17-18	18-19	17-18	18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	10.0	28.6	20.0

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. The California Physical Fitness Test and the FITNESSGRAM®

Students in fifth grade are administered the Physical Fitness Test (PFT) as part of the California assessment system during February 1 and May 31. California has chosen the FITNESSGRAM® as the annual PFT for students in public schools. FITNESSGRAM® has six fitness areas:

Aerobic Capacity
Body Composition
Abdominal Strength and Endurance
Trunk Extensor Strength and Flexibility
Upper Body Strength and Endurance
Flexibility

FITNESSGRAM® results are one measure of information students and their families may use, along with other information, to monitor overall fitness. The goal is for all students to be in the Healthy Fitness Zone in each area assessed. The district and schools use the test result information as just one way to look at how well our students are doing. Results are used to find areas where students may need support during the next school year.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	350	347	99.14	40.06
Male	164	162	98.78	31.48
Female	186	185	99.46	47.57
Black or African American		1	-	1
Asian				
Filipino	19	19	100.00	63.16
Hispanic or Latino	311	309	99.36	38.83
Native Hawaiian or Pacific Islander		-		-
White				
Two or More Races				
Socioeconomically Disadvantaged	304	301	99.01	37.54
English Learners	241	238	98.76	38.66
Students with Disabilities	40	39	97.50	2.56
Foster Youth			-	
Homeless	23	23	100.00	0.00

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	350	349	99.71	28.65
Male	164	164	100.00	25.00
Female	186	185	99.46	31.89
Black or African American	1	1	1	
Asian	1	1	1	
Filipino	19	19	100.00	47.37
Hispanic or Latino	311	310	99.68	28.06
Native Hawaiian or Pacific Islander				
White				
Two or More Races	-	-	-	
Socioeconomically Disadvantaged	304	303	99.67	27.72
English Learners	241	240	99.59	27.50
Students with Disabilities	40	40	100.00	2.50
Foster Youth				
Homeless	23	23	100.00	0.00

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.

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)

Olivewood community believes that Parent Engagement is essential for student success. Please contact Lupita Saunders at (619) 336-8752 for parent involvement opportunities.

Here are a few examples of parent involvement opportunities:

- School/Classroom Newsletter
- Parent Workshops Sponsored by Teachers
- Parent Nutrition Workshops
- Parent Teacher Association (PTA)
- Family Curriculum Night
- ¬ School Festivals & Programs
- ¬ Back to School Night
- Open House
- Parent-Teacher Conferences
- ¬ School Site Council
- English Learners Advisory Committee (ELAC)
- Parent Education Classes
- Coffee with the Principal

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.

School Safety Plan

SB187 Safety Plan

Date the plan was last updated: November 8, 2019

Date the plan was last reviewed with the staff: September 12, 2019

The Comprehensive Safe School Plan includes data regarding school crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) school wide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at each school. Safety information is also provided via our Safety Flip Charts that are hung in every classroom and reviewed regularly.

Our staff is committed to maintaining a safe, secure, and aesthetically pleasing environment for our students. The District's Comprehensive Emergency Disaster Plan is aimed at providing security for students, teachers, and family members in case of unexpected and disruptive events.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.1	1.0	0.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.6	1.5	1.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.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)

tudent Support Services Stan (School real 2018-15)				
Title	Number of Full-Time Equivalent (FTE)			
Counselor (Social/Behavioral or Career Development)				
Library Media Teacher (Librarian)				
Library Media Services Staff (Paraprofessional)				
Psychologist	1.0			
Social Worker				
Nurse				
Speech/Language/Hearing Specialist	1.0			
Resource Specialist (non-teaching)				
Other	5.5			

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.

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+
К	19	3	3		19	2	4		20	2	3	
1	20	3	1		22		3		21	1	2	
2	24		4		23		4		22	1	3	
3	24		3		24		4		22		4	
4	31		2		29		2		32		3	
5	32		2	1	30		3		33			2
6	27	1		3	27	1	3		24	1	3	
Other**												

^{*}Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	13	23	26

Olivewood School is determined to give students the highest quality education possible. In order to meet students needs, we believe that professional development is an important educational component. At our school site we are primarily focused in two areas, Language Arts and Mathematics. This is a decision derived by our school data and student needs. Educators learn best practices in these fields in various ways. Professional learning communities, workshops, conferences, and lesson studies are some of the ways that Olivewood teachers excel in their learning and teaching.

Teachers are supported continuously. During implementation, the principal is in classrooms daily observing and providing valuable feedback. The school has a leadership team that also provides ideas such as lesson studies, coaching, and walkthroughs to learn from each other. Data teams meet every other weeks and reflections are done on student progress. Teachers reflect on what is working, what needs refining, and next steps. Classroom educators also have constant communication with our Language Arts Specialist who is an expert in her field and she provides coaching, suggestions, co-teaching, and facilitating of professional development.

In addition, the National School District calendar earmarks full days and early release time for providing site-based professional development for all teachers. The District also assists in the coordination of BTSA Induction Support for year one and two teachers. Teachers who are experiencing difficultly or need improvement have access to the PAR (Peer Assistance Review) Program.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,104	\$45,741
Mid-Range Teacher Salary	\$68,585	\$81,840
Highest Teacher Salary	\$102,647	\$102,065
Average Principal Salary (ES)	\$126,006	\$129,221
Average Principal Salary (MS)	\$0	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$200,349	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	36%
Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

^{** &}quot;Other" category is for multi-grade level classes.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	5,310	521	4,789	72,746
District	N/A	N/A	4,571	\$76,870.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	4.8	6.2
School Site/ State	-15.6	-3.2

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

Title I \$131,171 LCAP Supplemental and Concentration Funds \$212,613 Total \$ 343,784

In addition to the State General Fund, National School District receives state and federal funding for the following: categorical, special education, and other support programs.

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.



John A. Otis Elementary School

621 E. 18th Street • National City, CA 91950 • 619-336-8800 • Grades K-6
Dr. Leticia Segura, Principal
Isegura@nsd.us
www.nsd.us

2018-19 School Accountability Report Card Published During the 2019-20 School Year



National School District

1500 N Ave. National City, CA 91950 (619) 336-7500 www.nsd.us

District Governing Board

Barbara Avalos
Board President

Brian Clapper Board Clerk

Maria Betancourt-Castañeda

Board Member

Maria Dalla

Board Member

Alma Sarmiento

Board Member

District Administration

Dr. Leighangela Brady **Superintendent**

Dr. Sharmila Kraft
Assistant Superintendent
Educational Services

Christopher Carson
Assistant Superintendent
Business Services

Dr. Leticia Hernandez
Assistant Superintendent
Human Resources

School Description

At John A. Otis we believe in creating a safe, nurturing environment. We are active participants with parents and community members to create an ideal environment for all students. We provide a solid foundation for all of the students in reading, mathematics, problem-solving, and writing. The achievement of every student is a priority.

At John A. Otis School,

We Promise

- A safe, nurturing learning environment
- An active partnership with parents and community
- A solid foundation in reading, writing, and problem-solving
- A focus on individual student achievement

We Believe

- All students will learn
- Student success is everyone's responsibility
- Our community's cultural diversity enriches learning opportunities

John A. Otis Mission Statement

The mission of the staff, students, parents, and community of John A. Otis School is to achieve optimum academic, physical and emotional potential for each student. We work cooperatively in a positive learning environment that supports our mutual belief that education has value. John A. Otis School maintains a safe, orderly environment that provides a pleasant, efficient climate in which current technology reinforces educational goals. We envision John A. Otis School as an integral part of our community.

Message from Principal, Leticia Segura

Dear Families,

My name is Leticia Segura and it is an honor to serve as the School Principal at John A.Otis Elementary school. Our mission is to serve students while providing an exemplary, world-class education focused on Common Core State Standards in a safe and nurturing environment. At John Otis, we have excellent teachers, and support staff who are committed to developing exceptionally prepared learners filled with compassion and innovation. Working together as a team, we will do "Whatever it Takes" to ensure the academic and social and emotional success of our students.

We continue to establish a safe campus by implementing Positive Behavior Interventions and Restorative Practices to strengthen relationships. Our staff and students know the importance of being Respectful, On task, Always safe, and Responsible, the Tiger ROAR way! John Otis just received Silver recognition for the CA PBIS Coalition, for all our efforts.

Family engagement and parent empowerment are critical to the success of our students. We encourage you to join the PTA, volunteer, and visit as you are always welcome! Looking forward to working with you and your child this year. Go Tigers!

Dr. Leticia Segura, Principal

About the SARC

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/Ic/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	87
Grade 1	67
Grade 2	67
Grade 3	62
Grade 4	64
Grade 5	54
Grade 6	65
Total Enrollment	466

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.1
Asian	1.7
Filipino	5.8
Hispanic or Latino	88.2
Native Hawaiian or Pacific Islander	0.6
White	2.4
Two or More Races	0.2
Socioeconomically Disadvantaged	84.3
English Learners	59.7
Students with Disabilities	8.6
Homeless	10.1

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 for John A. Otis	17-18	18-19	19-20
With Full Credential	19	19	19
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for National School	17-18	18-19	19-20
With Full Credential	*	+	226
Without Full Credential	+	+	0
Teaching Outside Subject Area of Competence	+	+	0

Teacher Misassignments and Vacant Teacher Positions at John A. Otis Elementary School

Indicator	17-18	18-19	19-20
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)

Textbooks and Instructional Materials

Year and month in which data were collected: 12/20/2019

Core Curriculum Area	Textbooks and Instructional M	aterials/Year of Adoption
Reading/Language Arts	Benchmark Advance 2018 Benchmark Adelante 2018 American Reading Company 2018	
	The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	Yes 0%
Mathematics	Houghton-Mifflin-Harcourt California GO MATH! 2015/2016	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%
Science	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencias 2008/2009	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%
History-Social Science	H. M. Harcourt Reflections 2007/2008	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%
Foreign Language	English Language Development E. L. Achieve - Systematic ELD 2014/2015	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

John Otis' main campus was built in 1927. Since our opening the following major renovations or improvements have been addressed:

1987—Modernization consisting of new flooring, ceilings, lights, electrical, insulation, windows, painting, cabinetry, and an ADA elevator for the auditorium

1993—Modernization consisting of new flooring, ceilings, lights, electrical, insulation, windows, painting, and cabinetry

1997—Relocatables were added to support class size reduction

1998—Relocatables were added to support class size reduction

1999—Relocatables were added to support class size reduction

2006—Refurbished stage

2006—New lighting for the parking facility

2015/2016 — Modernization construction project was funded by the local bond funds (Measure N). The project included adding air conditioners to every classroom and multi-purpose room and upgrading electrical capacity. Additionally, a complete upgrade of our network cabling, as well as network infrastructure hardware upgrades at all sites including the district office, a complete replacement of the district fiber optic cabling network and a complete reconfiguration of the network to accommodate higher speeds and greater network bandwidth.

2018—We replaced a number of exterior walls on our modular buildings. In addition, the exterior of all campus buildings was painted. The soccer field was reconditioned.

2019—New roof and skylights were added to the main building. A new roof was added to Room 13. A new garden and playground equipment were added. New carpets were added to rooms 8, 13, and hallway in the main building. The artificial turf was reconditioned (new padding and borders added).

Ongoing—The school is highly maintained with new paint, plants, flowers, and, grass.

John A. Otis has 19 regular classrooms, a room for our Resource Specialist Program, a room for our literacy support personnel, (16 are portable buildings), offices for support personnel (speech and language specialist, psychologist, language arts specialist, counselor, and enrichment teachers), a parent center, and a library.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and emergency repairs are given the highest priority.

Cleaning Process and Schedule

We have made a conscientious effort to provide a clean and attractive campus. Students are encouraged to have pride in their school and keep the campus clean. The District Governing Board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the District maintenance office. The principal works daily with the custodial staff and the custodial supervisor to develop a cleaning schedule to ensure a clean and safe school.

The Facilities Inspection Tool (FIT)

The FIT is used on a yearly basis to identify facility needs and repairs. All items found in need of repair on the FIT are addressed. Items that involve asphalt, roofing, flooring or painting are addressed through the District's deferred maintenance program. All other items are expedited into the National School District work order system and repaired by our maintenance department.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/7/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Principal's Office - Floor needs repairs due to termite damage. Action Taken - Work order requested for repairs.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms, Sinks/ Fountains	Good	Staff Restroom - flooring needs to be repaired and replaced. Action Taken - Work order requested for repairs.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Playground - Asphalt is in need of repairs in several areas. Action Taken - Work order requested for repairs.
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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	47	46	43	43	50	50
Math	33	41	33	33	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 Science for All Students Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School	School	District	District	State	State
	17-18	18-19	17-18	18-19	17-18	18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	10.7	10.7	10.7

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. The California Physical Fitness Test and the FITNESSGRAM®

Students in fifth grade are administered the Physical Fitness Test (PFT) as part of the California assessment system during February 1 and May 31. California has chosen the FITNESSGRAM® as the annual PFT for students in public schools. FITNESSGRAM® has six fitness areas:

Aerobic Capacity
Body Composition
Abdominal Strength and Endurance
Trunk Extensor Strength and Flexibility
Upper Body Strength and Endurance
Flexibility

FITNESSGRAM® results are one measure of information students and their families may use, along with other information, to monitor overall fitness. The goal is for all students to be in the Healthy Fitness Zone in each area assessed. The district and schools use the test result information as just one way to look at how well our students are doing. Results are used to find areas where students may need support during the next school year.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	246	242	98.37	45.87
Male	120	118	98.33	38.98
Female	126	124	98.41	52.42
Black or African American			-	
Asian				
Filipino	13	13	100.00	76.92
Hispanic or Latino	205	202	98.54	42.57
Native Hawaiian or Pacific Islander			-1	
White	11	11	100.00	27.27
Two or More Races				
Socioeconomically Disadvantaged	221	218	98.64	44.95
English Learners	168	164	97.62	42.68
Students with Disabilities	28	28	100.00	10.71
Homeless	23	22	95.65	4.35

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	246	242	98.37	40.50
Male	120	117	97.50	42.74
Female	126	125	99.21	38.40
Black or African American		-	-	
Asian		1	-	
Filipino	13	13	100.00	76.92
Hispanic or Latino	205	202	98.54	37.62
Native Hawaiian or Pacific Islander		1	-	
White	11	11	100.00	27.27
Two or More Races		-	-	
Socioeconomically Disadvantaged	221	218	98.64	38.99
English Learners	168	164	97.62	38.41
Students with Disabilities	28	27	96.43	11.11
Homeless	23	22	95.65	4.35

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.

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 Name: Araceli Welch Phone Number: (619) 336-8800

Research shows a high correlation between parent involvement and effective schools. Parents and community members are essential to our educational community and are encouraged to be involved in their child's education. Parents are continuously encouraged to play an active role in our Parent and Teacher Association (PTA), participate in leadership positions of our District Parent Advisory Council (DPAC), our School Site Council (SSC), English Language Advisory Committee (ELAC), and collaborate in our Positive Behavior Intervention Supports (PBIS) Tier I Committee.

Our John Otis website (nsd.us) provides a weekly update to our school community about school events and information. Information is updated daily on our John Otis marquee. All families receive a weekly phone call reviewing the week's announcements. In addition, parents receive a monthly School Newsletter, and communication via Peachjar. Coffee with the Principal meetings are held monthly and focus on providing parents with training on safety, PBIS, school-wide expectations, healthy eating, and Common Core State Standards.

Home/School Partnerships are also strengthened via:

- PTA/Family Events (Fall & Spring Festival, Movie Night, Bingo Book Night)
- Volunteer Luncheon
- Safe Routes to School Program
- Student Recognition Assemblies
- Student Council Spirit Days
- Access to technology at home (iReady Online-Reading and Math, Prodigy, and Raz Kids)

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.

School Safety Plan

The School Safety Plan was last updated: September 2019

Date the plan was last reviewed with the staff and parents: October & November 2019

The Comprehensive Safe School Plan includes data regarding school crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at each school. Safety information is also provided via our Safety Flip-charts that are hung in every classroom and reviewed regularly (Staff meetings, Weekly Bulletin). Our staff is committed to maintaining a safe, secure, and aesthetically pleasing environment for our students. The District's Comprehensive Emergency Disaster Plan is aimed at providing security for students.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.0	0.0	1.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19	
Suspensions Rate	2.6	1.5	1.6	
Expulsions Rate	0.0	0.0	0.0	

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19	
Suspensions Rate	3.6	3.5	3.5	
Expulsions Rate	0.1	0.1	0.1	

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	932.0

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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1.0
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.0

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.

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+
К	20	3	1		22	1	3		22	1	3	
1	19	3			22	1	2		22	1	2	
2	19	2	1		20	2	1		22		3	
3	23		3		23		3		21	1	2	
4	33			2	30		2		32		1	1
5	32		1	1	32		2		27		2	
6	32		2		33		1	1	33		1	1
Other**												

^{*}Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	13	23	26

The selection of focus areas for on-going professional development is based on a careful analysis of achievement data. The district calendar earmarks full days and early release time for providing site-based professional development for all teachers. Teachers also have opportunities to attend conferences and district-wide professional development throughout the year. During the 2018-19 school year, all teachers at John A. Otis will receive approximately 30 hours of professional development in mathematics through the University of California Irvine subject matter project. This professional development will empower our teachers to deliver a cohesive, common core curriculum based on the CCSS. The project includes hands-on, research-based professional development, standards-based curriculum guides and unit plans aligned to the Common Core to assist our teachers in the implementation of our GoMath adoption. The Irvine Math Project team is comprised of classroom practitioners, math content experts, and math education researchers. A focus on professional development around the area of mathematics and ELA was selected in response to the needs highlighted in our CAASPP data. In the area of language arts, all of our teachers will receive in-depth professional development in the California ELA/ELD framework. The ELA/ELD framework professional development has been selected as an area of focus due to our high numbers of English language learners and the need for teachers to be excellent discerners of curriculum and materials needed to deliver robust and rigorous lessons. Both these areas of focus have been delivered through teacher release days, bi-weekly data team meetings, collaboration days and weekly staff meetings, off the clock offerings and during individual teacher planning days. We have four Teachers on Special Assignment (TOSA) that provide workshops in the area of Language Arts and English Language Development. We also have credentialed teachers that provide Engineering is Elementary lessons for students. This provides an opportunity for the Language Arts and ELD workshops. With our new English Language Arts adoption, all teachers will receive staff development in the implementation of our newly adopted BENCHMARK materials. To support daily, robust and rigorous reading, our district office has adopted the American Reading Company 100 book libraries. All teachers will receive staff development on the implementation and best practices used for these reading baskets for students. Our counselors have received training on the Sanford Harmony social-emotional curriculum which they will deliver in each classroom. Counselors will deliver this curriculum in all classrooms while teachers support the implementation and lesson delivery. In addition, all teachers have received professional development on how to run restorative circles in their classrooms in order to deliver Tier I positive behavior interventions and supports to all students. of focus for teacher training include effective instructional strategies for implementation of Common Core Standards, best practices for Data Teams collaboration, ELA Benchmark curriculum, curriculum training in writing, language arts and mathematics, as well as specific training to support the needs of English Learners. Teachers of students with special needs and teachers of newcomer students also receive specialized training to assist them in meeting the unique needs of their students. This professional development is provided in various formats, including whole staff groups, grade-level teams, and individual mentoring by the school administrator. The District also assists in the coordination of BTSA Induction Support for year one and two teachers. Teachers who are experiencing difficulty or need improvement have access to the PAR (Peer Assistance Review) Program.

^{** &}quot;Other" category is for multi-grade level classes.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category	
Beginning Teacher Salary	\$48,104	\$45,741	
Mid-Range Teacher Salary	\$68,585	\$81,840	
Highest Teacher Salary	\$102,647	\$102,065	
Average Principal Salary (ES)	\$126,006	\$129,221	
Average Principal Salary (MS)	\$0	\$132,874	
Average Principal Salary (HS)	\$0	\$128,660	
Superintendent Salary	\$200,349	\$224,581	

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	36%
Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,347	\$491	\$4,856	\$68,564
District	N/A	N/A	\$4,571	\$76,870.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	6.2	0.1
School Site/ State	-14.5	-8.7

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

In addition to the State General Fund, National School District receives state and federal funding for the following categorical, special education, and other support programs.

Title I \$74,632

LCAP Supplemental and Concentration Funds \$167,464

Total: \$242,096

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.



Palmer Way Elementary School

2900 Palmer Street • National City, CA 91950 • (619) 336-8900 • Grades K-6
Alfonso J Denegri, Principal
adenegri@nsd.us
www.nsd.us

2018-19 School Accountability Report Card Published During the 2019-20 School Year



National School District

1500 N Avenue National City 619-336-7500 www.nsd.us

District Governing Board

Barbara Avalos
Board President

Brian Clapper Board Clerk

Maria Betancourt-Castañeda

Board Member

Maria Dalla

Board Member

Alma Sarmiento
Board Member

District Administration

Dr. Leighangela Brady
Superintendent
Dr. Sharmila Kraft
Assistant Superintendent
Educational Services

Chris Carson
Assistant Superintendent
Business Services

Dr. Leticia Hernandez
Assistant Superintendent
Human Resources

School Description

Welcome to another fantastic school year! We have so much to celebrate at Palmer Way School, and it is because of the support from our families, our highly qualified teachers, and the committed and engaged students that we are so successful. We are all partners in the educational journey of children. As a team, we strive for excellence in academics and in the social – emotional development of children. We have all known what a great school we have in our community and it is even better to know that the Educational Results Partnership (ERP) and the Campaign for Business and Education Excellence (CBEE), has recognized Palmer Way School as an Honor Roll school for the 2018 - 2019 California Honor Roll.

As principal, I'm honored to serve as the instructional leader and I am committed to ensuring our school maintains high academic standards by providing a rigorous academic program that addresses the individual needs of each student. Our school's dedicated staff is committed to the success of our students and works collaboratively to provide the most effective instructional learning experiences. Palmer Way is a great place to learn and grow, offering a relevant and rigorous curriculum based on the Common Core Standards and project-based learning. Technology is also used extensively by staff and students. The skills of creativity, communication, collaboration, and critical thinking are a focus in each classroom preparing the students for the challenges of the 21st century.

I firmly believe that parent and community involvement, as well as communication and collaboration, are essential to the overall success of our school. Palmer Way has a new and growing Parent Teacher Association (PTA). The PTA is the heart of the school and a vital link between parents, teachers and community members. Through our programs and activities, the Palmer Way Elementary PTA helps to meet the needs of children in our school. Volunteers are greatly appreciated and we would love for you to join our efforts. Please visit the school and inquire how you can GET INVOLVED.

Palmer Way is in our third year of Positive Behavior Interventions and Supports (PBIS) implementation. PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. Our PBIS team meets monthly to identify challenge areas and come up with strategies to improve student behavior. We are very excited to continue enhancing this approach at Palmer Way School. In addition Palmer Way has been investing many hours of professional development on writing. At Palmer Way we believe that focusing on writing, with writing skills in such high demand, increased writing instruction and student feedback can benefit students for the rest of their lives. Heightened focus on these skills at the elementary level is essential in ensuring the future success of America's future leaders. Teachers are encouraged to exchange ideas with other teachers while also communicating with parents, in order to bring real-life context and innovation and technology to the curriculum. Writing is not just a way of learning; it's a way of working together. If students learn to take responsibility for their own learning, they will form the basis for the way they will work with others in their adult lives.

I feel so fortunate to be a part of the Palmer Way Family! Working together as a team, Palmer Way teachers, staff, and parents do whatever it takes to ensure the academic and personal success of all our students. High student achievement, outstanding character, along with school connectedness and safety continue to be our top priorities.

About the SARC

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	85
Grade 1	62
Grade 2	66
Grade 3	76
Grade 4	73
Grade 5	75
Grade 6	85
Total Enrollment	522

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.1
Asian	5.2
Filipino	16.1
Hispanic or Latino	70.3
Native Hawaiian or Pacific Islander	0.6
White	2.5
Two or More Races	4
Socioeconomically Disadvantaged	76.4
English Learners	46
Students with Disabilities	5.4
Foster Youth	0.2
Homeless	15.5

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 for Palmer Way	17-18	18-19	19-20
With Full Credential	23	23	25
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for National School	17-18	18-19	19-20
With Full Credential	*	+	226
Without Full Credential	*	+	0
Teaching Outside Subject Area of Competence	•	+	0

Teacher Misassignments and Vacant Teacher Positions at Palmer Way Elementary School

Indicator	17-18	18-19	19-20
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)

Textbooks and Instructional Materials

Year and month in which data were collected: 12/20/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption			
Reading/Language Arts	Benchmark Advance 2018 Benchmark Adelante 2018 American Reading Company 2018			
	The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	Yes 0%		
Mathematics	Houghton-Mifflin-Harcourt California GO MATH 2015/2016			
	The textbooks listed are from most recent adoption:	Yes		
	Percent of students lacking their own assigned textbook:	0%		
Science	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencias 2008/2009			
	The textbooks listed are from most recent adoption:	Yes		
	Percent of students lacking their own assigned textbook:	0%		
History-Social Science	H. M. Harcourt Reflections 2007/2008			
	The textbooks listed are from most recent adoption:	Yes		
	Percent of students lacking their own assigned textbook:	0%		
Foreign Language	English Language Development E. L. Achieve - Systematic ELD 2014/2015			
	The textbooks listed are from most recent adoption:	Yes		
	Percent of students lacking their own assigned textbook:	0%		

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Palmer Way's main campus was built in 1967. Since our opening the following major renovations or improvements have been addressed:

- 1997 Relocatables were added to support class size reduction.
- 1998—Relocatables were added to support class size reduction.
- 1999—Relocatables were added to support class size reduction.
- 2000—Modernization consisting of new flooring, ceilings, lights, electrical, insulation, windows, painting, and cabinetry.

Palmer Way currently has 28 regular classrooms and 12 relocatable buildings.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

We have made a conscientious effort to provide a clean and attractive campus. Students are encouraged to have pride in their school and keep the campus clean. The District Governing Board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district maintenance office. The principal works daily with the custodial staff and the custodial supervisor to develop cleaning schedules to ensure a clean and safe school.

The Facilities Inspection Tool (FIT)

The FIT is used on a yearly basis to identify facility needs and repairs. All items found in need of repair on the FIT are addressed. Items that involve asphalt, roofing, flooring or painting are addressed through the District's deferred maintenance program. All other items are expedited into the National School District work order system and repaired by our maintenance department.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/03/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	School Health Office - Concrete needs to be repaired outside of the office; sewer line repairs. Action Taken - Work order requested for repairs.
Interior: Interior Surfaces	Good	Mens Restroom - Painting and wall repairs. Rm C5 - Needs new carpet. Rm C8 - Carpet needs replacing. PS1 Bathroom - D Action Taken - Work orders requested for repairs.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Admin. Office - FAAP needs to be installed. Action Taken - Work orders requested for repairs.
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		

System Inspected	Repair Status	Repair Needed and Action Taken or Planned	
	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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	57	55	43	43	50	50
Math	40	40	33	33	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 Science for All Students Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School	School	District	District	State	State
	17-18	18-19	17-18	18-19	17-18	18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	22.7	17.3	8.0

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. The California Physical Fitness Test and the FITNESSGRAM®

Students in fifth grade are administered the Physical Fitness Test (PFT) as part of the California assessment system during February 1 and May 31. California has chosen the FITNESSGRAM® as the annual PFT for students in public schools. FITNESSGRAM® has six fitness areas:

Aerobic Capacity
Body Composition
Abdominal Strength and Endurance
Trunk Extensor Strength and Flexibility
Upper Body Strength and Endurance
Flexibility

FITNESSGRAM® results are one measure of information students and their families may use, along with other information, to monitor overall fitness. The goal is for all students to be in the Healthy Fitness Zone in each area assessed. The district and schools use the test result information as just one way to look at how well our students are doing. Results are used to find areas where students may need support during the next school year.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	320	308	96.25	54.87
Male	154	148	96.10	56.76
Female	166	160	96.39	53.13
Black or African American			-	
Asian	22	22	100.00	68.18
Filipino	38	38	100.00	84.21
Hispanic or Latino	222	211	95.05	47.39
Native Hawaiian or Pacific Islander			-	
White				
Two or More Races	23	22	95.65	77.27
Socioeconomically Disadvantaged	250	240	96.00	53.33
English Learners	203	193	95.07	54.40
Students with Disabilities	25	23	92.00	13.04
Homeless	48	45	93.75	6.25

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	320	318	99.38	39.62
Male	154	152	98.70	42.76
Female	166	166	100.00	36.75
Black or African American		-	-	
Asian	22	22	100.00	63.64
Filipino	38	38	100.00	68.42
Hispanic or Latino	222	221	99.55	29.86
Native Hawaiian or Pacific Islander		-1	1	
White		1	1	
Two or More Races	23	22	95.65	68.18
Socioeconomically Disadvantaged	250	248	99.20	39.52
English Learners	203	203	100.00	38.92
Students with Disabilities	25	23	92.00	8.70
Homeless	48	47	97.92	2.08

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.

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 Name: Alfonso Denegri

Phone Number: (619) 336-8950

Home/School Partnership:

- Student Recognition Assembly
- Parent/Teacher Association (PTA)
- GATE Steering Committee
- Catholic Charities Grandparent Program
- Volunteer Appreciation Events
- Family Literacy Nights
- Project Based Learning presentations
- School Site Council
- English Language Advisory Committee (ELAC)
- Parents Volunteers
- PTA/Family Events (Fall Festival, Art/Authors Festival, Movie Nights, etc.)
- Coffee with the Principal

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.

School Safety Plan

SB187 Safety Plan

Date the plan was last updated: November, 2019

Date the plan was last reviewed with the staff: November, 2019

The Comprehensive Safe School Plan includes data regarding school crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at each school.

Our staff is committed to maintaining a safe, secure, and aesthetically pleasing environment for our students. The District's Comprehensive Emergency Disaster Plan is aimed at providing security for students, teachers, and family members in case of unexpected and disruptive events.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.9	0.7	1.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19	
Suspensions Rate	2.6	1.5	1.6	
Expulsions Rate	0.0	0.0	0.0	

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	1044.0

^{*} 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)

Student Support Services Starr (School Year 2018-19)	
Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	
Other	4.5

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.

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+
К	20	4			20	2	2		21	1	3	
1	23		4		23		3		23		2	
2	22		3		20	3	1		24		3	
3	24		3		24		3		22		4	
4	33			2	27		2		27		2	
5	31		3		31		3		29		3	
6	31		2	1	26	1	3	_	23	1	3	
Other**	14	1										

^{*}Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	13	23	26

The selection of focus areas for on-going professional development is based on a careful analysis of achievement data. The district calendar earmarks full days and early release time for providing site-based professional development for all teachers. Teachers also have opportunities to attend conferences and district-wide professional development throughout the year. During the 2019-20 school year all teachers at Palmer Way will receive approximately 30 hours of professional development in mathematics through the University of California Irvine subject matter project. This professional development will empower our teachers to deliver a cohesive, common core curriculum based on the CCSS. The project includes hands-on, research-based professional development, standards-based curriculum guides and unit plans aligned to the Common Core to assist our teachers in the implementation of our GoMath adoption. The Irvine Math Project team is comprised of classroom practitioners, math content experts, and math education researchers. A focus on professional development around the area of mathematics and ELA was selected in response to the needs highlighted in our CAASPP data. In the area of language arts, all of our teachers will receive in-depth professional development in the California ELA/ELD framework. The ELA/ELD framework professional development has been selected as an area of focus due to our high numbers of English language learners and the need for teachers to be excellent discerners of curriculum and materials needed to deliver robust and rigorous lessons. Both these areas of focus have been delivered through teacher release days, bi-weekly data team meetings, collaboration days and weekly staff meetings, off the clock offerings and during individual teacher planning days. We have four Teachers on Special Assignment (TOSA) that provide workshops in the area of Language Arts and English Language Development. We also have credentialed teachers that provide Engineering is Elementary lessons for students. This provides opportunity for the Language Arts and ELD workshops. With our new English Language Arts adoption, all teachers will receive staff development in the implementation of our newly adopted BENCHMARK materials. To support daily, robust and rigorous reading, our district office has adopted the American Reading Company 100 book libraries. All teachers will receive staff development on the implementation and best practices used for these reading baskets for students. Our counselors have received training on the Sanford Harmony social-emotional curriculum which they will deliver in each classroom. Counselors will deliver this curriculum in all classrooms while teachers support the implementation and lesson delivery. In addition, all teachers have received professional development on how to run restorative circles in their classrooms in order to deliver Tier I positive behavior interventions and supports to all students. of focus for teacher training include effective instructional strategies for implementation of Common Core Standards, best practices for Data Teams collaboration, ELA Benchmark curriculum, curriculum training in writing, language arts and mathematics, as well as specific training to support the needs of English Learners. Teachers of students with special needs and teachers of newcomer students also receive specialized training to assist them in meeting the unique needs of their students. This professional development is provided in various formats, including whole staff group, grade-level teams, and through individual mentoring by the school administrator. The District also assists in the coordination of BTSA Induction Support for year one and two teachers. Teachers who are experiencing difficulty or need improvement have access to the PAR (Peer Assistance Review) Program.

In addition to district level professional development focused around English language arts and math, Palmer Way also has a strong focus on Writing. Many hours of professional development are spent on identifying, studying and implementing Writing Strategies. At Palmer Way we believe that the skills most important to develop in young children, is a love of reading and writing. A child with a book or pencil in her hands is a child with a bright future in front of her. Reading and writing may be looked at as fundamental skills within the classroom, but their use remains essential long after one's formal education comes to an end. Living in the digital age has made literacy even more important, as communicating professionally via writing is an important skill in most workplaces. At a time when professionals spend one third of their time reading and writing emails, written communication is more important than ever before for success in academics and beyond. The earlier in life writing skills are developed, the stronger these skills will be in the long run, highlighting the importance of writing in elementary school.

^{** &}quot;Other" category is for multi-grade level classes.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,104	\$45,741
Mid-Range Teacher Salary	\$68,585	\$81,840
Highest Teacher Salary	\$102,647	\$102,065
Average Principal Salary (ES)	\$126,006	\$129,221
Average Principal Salary (MS)	\$0	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$200,349	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	36%
Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	5,244	627	4,617	70,190
District	N/A	N/A	4,571	\$76,870.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	1.0	-5.6
School Site/ State	-42.7	-14.2

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

In addition to the State General Fund, National School District receives state and federal funding for the following categorical, special education, and other support programs.

Title I \$68,169 LCAP Supplemental and Concentration Funds \$206,574 Total \$ 274,743

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.



Rancho de la Nación Elementary School

1830 E. Division St. • National City, CA 91950 • (619) 336-8100 • Grades K-6
Katherine Melanese, Principal
kmelanese@nsd.us
http://nsd.us

2018-19 School Accountability Report Card Published During the 2019-20 School Year



National School District

1500 N Ave. National City, CA 91950 (619) 336-7500 www.nsd.us

District Governing Board

Barbara Avalos
Board President

Brian Clapper

Board Clerk

Maria Betancourt-Castañeda

Board Member

Maria Dalla

Board Member

Alma Sarmiento

Board Member

District Administration

Dr. Leighangela Brady
Superintendent
Dr. Sharmila Kraft

Assistant Superintendent Educational Services

Chris Carson

Assistant Superintendent Business Services

Dr. Leticia Hernandez
Assistant Superintendent
Human Resources

School Description

Welcome to Rancho de la Nación, home of the Mighty Mustangs! We are a K – 6 school dedicated to providing an exceptional educational experience to the students and families of our community. Rancho de la Nación is located in National City, California, a diverse community south of San Diego. Students at Rancho de la Nación continue to make incremental growth year after year due to the hard work, dedication and commitment of our staff, students, and parents.

Rancho is committed to making every student feel safe and welcome in our school community. We do this through teaching and reminding students to Be Respectful, Be Responsible, Be Safe, and Be Kind. I am proud to be part of a school that values such a positive, inclusive culture that teaches, recognizes and supports students to be compassionate human beings.

Student achievement is of the highest priority at Rancho and we do this through rigorous lessons that are designed to help students master the Common Core State Standards. We work with all students to support them in achieving proficiency in the standards using specific strategies and holding all to high expectations. We believe students learn best through meaningful, engaging activities and we work to provide a rich learning environment in every classroom, every day.

Family engagement is a critical piece to student achievement and families are always welcome at Rancho. We encourage you to join our PTA, volunteer, and to participate in the number of family engagement activities we plan throughout the year. You are the key to your child's success. Together, as a team, we can ensure your child thrives academically, socially, and emotionally.

Rancho de la Nación Guiding Principles

At Rancho de la Nación, we believe:

- that every individual is valued, to be treated respectfully and with dignity.
- in mutual cooperation for ensuring our school is a safe place, emotionally and physically for all
- in shared responsibility for focused, powerful learning which permeates all our decisions and actions.

Mission Statement

Rancho de la Nación will provide a quality education in a safe environment for students and parents through the collaboration of dedicated staff, students, and parents using quality learning tools. We will work together to develop students who become independent, lifelong learners, and future productive citizens.

About the SARC

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	53
Grade 1	63
Grade 2	72
Grade 3	72
Grade 4	61
Grade 5	63
Grade 6	58
Total Enrollment	442

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.9
Asian	1.6
Filipino	5.7
Hispanic or Latino	86.4
Native Hawaiian or Pacific Islander	1.1
White	2.7
Two or More Races	1.4
Socioeconomically Disadvantaged	84.4
English Learners	57.9
Students with Disabilities	12.4
Foster Youth	0.5
Homeless	6.3

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 for Rancho de la Nación	17-18	18-19	19-20
With Full Credential	19	20	18
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for National School	17-18	18-19	19-20
With Full Credential	•	+	226
Without Full Credential	*	+	0
Teaching Outside Subject Area of Competence	•	*	0

Teacher Misassignments and Vacant Teacher Positions at Rancho de la Nación Elementary School

Indicator	17-18	18-19	19-20
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)

Textbooks and Instructional Materials

Year and month in which data were collected: December 20, 2019

Core Curriculum Area	Textbooks and Instructional M	aterials/Year of Adoption
Reading/Language Arts	Benchmark Advance 2018 Benchmark Adelante 2018 American Reading Company 2018	
	The textbooks listed are from most recent adoption:	Yes
Mathematics	Percent of students lacking their own assigned textbook: Houghton-Mifflin-Harcourt California GO MATH! 2015/2016	0%
	The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	Yes 0%
Science	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencias 2008/2009	
	The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	Yes 0%
History-Social Science	H. M. Harcourt Reflections 2007/2008	
	The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	Yes 0%
Foreign Language	English Language Development E. L. Achieve - Systematic ELD 2014/2015	
	The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	Yes 0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Rancho de la Nación's main campus was built in 1989. There have been and continue to be renovations and improvements at the site since it's opening.

These include:

- 2005-2006 School year Addition of office facilities and multipurpose building which houses kitchen for serving hot meals for Rancho de la Nación students; new library to accommodate K-6 students; renovation of lower campus buildings (kindergarten and rooms 1-6).
- 2006-2007 Landscaping/hardscaping in the passageway between the upper campus buildings.
- 2007-2008 Landscaping in courtyard of lower campus buildings; bulletin boards and signage in the new multipurpose room.
- 2018 The parking lot was repaved and striped.
- 2019 The exterior of the school was repainted and a school garden was built in the lower quad.

Ongoing—Maintenance of site with new paint, plants, flowers, grass and new playground equipment. Rancho de la Nación has 19 regular classrooms, a resource room for literacy support personnel, a room for the Resource Specialist Program, offices for support personnel (speech and language therapists, psychologist and counselor), and a library.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

We have made a conscientious effort to provide a clean and attractive campus. Students are encouraged to have pride in their school and keep the campus clean. The District Governing Board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district maintenance office. The principal works daily with the custodial staff and the custodial supervisor to develop cleaning schedules to ensure a clean and safe school.

The Facilities Inspection Tool (FIT)

The FIT is used on a yearly basis to identify facility needs and repairs. All items found in need of repair on the FIT are addressed. Items that involve asphalt, roofing, flooring or painting are addressed through the District's deferred maintenance program. All other items are expedited into the National School District work order system and repaired by our maintenance department.

New School Projects

The new school construction project funded by local bond funds (Measure N) was completed during summer of the 2015-16 school year. The projects included adding air conditioners to every classroom and multi-purpose room and upgrading electrical capacity for four school sites. Additionally, a complete upgrade of our network cabling, as well as network infrastructure hardware upgrades at all sites including the district office, a complete replacement of the district fiber optic cabling network and a complete reconfiguration of the network to accommodate higher network speeds and greater network bandwidth.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/21/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Rm 16 Modular- Carpet will need replacing soon. Rm 18 Modular - D Action Taken - Work orders requested for repairs.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs		Rm 18 Modular - D Action Taken - Work order requested for repair.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Boys Restroom - Door needs replacing. Action Take - Work order requested for repair.
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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	39	38	43	43	50	50
Math	32	35	33	33	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 Science for All Students Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School	School	District	District	State	State
	17-18	18-19	17-18	18-19	17-18	18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6	
5	19.0	14.3	6.3	

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. The California Physical Fitness Test and the FITNESSGRAM®

Students in fifth grade are administered the Physical Fitness Test (PFT) as part of the California assessment system during February 1 and May 31. California has chosen the FITNESSGRAM® as the annual PFT for students in public schools. FITNESSGRAM® has six fitness areas:

Aerobic Capacity Body Composition Abdominal Strength and Endurance Trunk Extensor Strength and Flexibility Upper Body Strength and Endurance Flexibility

FITNESSGRAM® results are one measure of information students and their families may use, along with other information, to monitor overall fitness. The goal is for all students to be in the Healthy Fitness Zone in each area assessed. The district and schools use the test result information as just one way to look at how well our students are doing. Results are used to find areas where students may need support during the next school year.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	269	260	96.65	38.46
Male	128	124	96.88	38.71
Female	141	136	96.45	38.24
Black or African American			-	
Asian			1	
Filipino	21	14	66.67	71.43
Hispanic or Latino	225	224	99.56	36.61
Native Hawaiian or Pacific Islander			-1	
White			1	
Two or More Races			-1	
Socioeconomically Disadvantaged	231	226	97.84	35.84
English Learners	185	179	96.76	34.08
Students with Disabilities	35	35	100.00	2.86
Students Receiving Migrant Education Services			-	
Foster Youth				
Homeless	19	19	100.00	0.00

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	269	266	98.88	35.34
Male	128	127	99.22	37.80
Female	141	139	98.58	33.09
Black or African American		1	-	1
Asian		1	-	1
Filipino	21	20	95.24	55.00
Hispanic or Latino	225	223	99.11	34.08
Native Hawaiian or Pacific Islander		1	-	-1
White		1	1	-1
Two or More Races		-		-1
Socioeconomically Disadvantaged	231	230	99.57	33.04
English Learners	185	183	98.92	33.33
Students with Disabilities	35	35	100.00	22.86
Students Receiving Migrant Education Services				
Foster Youth		-	-	
Homeless	20	20	100.00	0.00

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.

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)

The SARC Provides the following information relevant to the Parental Involvement State Priority:

Contact Person Name: Kathy Melanese

Phone Number: (619) 336-8100

Home/School Partnership:

- Weekly School Newsletter
- Parent Workshops
- Coffee with the Principal
- Regular Principal/Parent Meetings
- School Site Council (SSC)
- PTA Meetings
- English Language Advisory Committee (ELAC)
- Student Recognition Assemblies

- School Events (Breakfast with Books, Open House, Back-to-School Night, etc.)
- PTA/Family Events (Fall Festival, Movie Night, etc.)
- Home-School Multi-Lingual Notification System
- Student Council Spirit Days
- Updated information on our school Marquee
- Daily activity board at school entrance
- Automated telephone call out system, emails, texts and voice messages

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.

School Safety Plan

Date the plan was last updated: November 19, 2019

Date the plan was last reviewed with the staff: November 20, 2019

The Comprehensive School Safety Plan includes data regarding school climate, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at each school.

Our staff is committed to maintaining a safe, secure, and aesthetically pleasing environment for our students. The District's Comprehensive Emergency Disaster Plan is aimed at providing security for students, teachers, and family members in case of unexpected and disruptive events.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.6	1.6	2.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.6	1.5	1.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19	
Suspensions Rate	3.6	3.5	3.5	
Expulsions Rate	0.1	0.1	0.1	

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	884.0

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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.5

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.

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+
К	20	2	2		22	1	2		18	1	2	
1	21	1	2		23		3		21	1	2	
2	21	1	2		21	1	2		23		3	
3	22		3		19	2	2		23		3	
4	32		2		33		1	1	22	1	2	
5	28		2		29		2		32		2	
6	26		2		28		2		29		2	
Other**	8	1										

^{*}Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	13	23	26

The selection of focus areas for on-going professional development is based on a careful analysis of achievement data. The district calendar earmarks full days and early release time for providing site-based professional development for all teachers. Teachers also have opportunities to attend conferences and district-wide professional development throughout the year. During the 2018-19 and 2019-20 school years all teachers at Rancho de la Nación School will receive approximately 30 hours of professional development in mathematics through the University of California Irvine subject matter project. This professional development will empower our teachers to deliver a cohesive, common core curriculum based on the CCSS. The project includes hands-on, research-based professional development, standards-based curriculum guides and unit plans aligned to the Common Core to assist our teachers in the implementation of our GoMath adoption. The Irvine Math Project team is comprised of classroom practitioners, math content experts, and math education researchers. A focus on professional development around the area of mathematics and ELA was selected in response to the needs highlighted in our CAASPP data. In the area of language arts, all of our teachers will receive in-depth professional development in the California ELA/ELD framework. The ELA/ELD framework professional development has been selected as an area of focus due to our high numbers of English language learners and the need for teachers to be excellent discerners of curriculum and materials needed to deliver robust and rigorous lessons. Both these areas of focus have been delivered through teacher release days, bi-weekly data team meetings, collaboration days and weekly staff meetings, off the clock offerings and during individual teacher planning days. We have four Teachers on Special Assignment (TOSA) that provide workshops in the area of Language Arts and English Language Development. This provides opportunity for the Language Arts and ELD workshops. With our new English Language Arts adoption, all teachers will receive staff development in the implementation of our newly adopted BENCHMARK materials. To support daily, robust and rigorous reading, our district office has adopted the American Reading Company 100 book libraries. All teachers will receive staff development on the implementation and best practices used for these reading baskets for students. Our counselors have received training on the Sanford Harmony socialemotional curriculum which they will deliver in each classroom. Counselors will deliver this curriculum in all classrooms while teachers support the implementation and lesson delivery. In addition, all teachers have received professional development on how to run restorative circles in their classrooms in order to deliver Tier I positive behavior interventions and supports to all students. The focus for teacher training includes effective instructional strategies for implementation of Common Core Standards, best practices for Data Teams collaboration, ELA Benchmark curriculum, curriculum training in writing, language arts and mathematics, as well as specific training to support the needs of English Learners. Teachers of students with special needs and teachers of newcomer students also receive specialized training to assist them in meeting the unique needs of their students. This professional development is provided in various formats, including whole staff group, grade-level teams, and through individual mentoring by the school administrator. The District also assists in the coordination of BTSA Induction Support for year one and two teachers. Teachers who are experiencing difficulty or need improvement have access to the PAR (Peer Assistance Review) Program.

^{** &}quot;Other" category is for multi-grade level classes.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category	
Beginning Teacher Salary	\$48,104	\$45,741	
Mid-Range Teacher Salary	\$68,585	\$81,840	
Highest Teacher Salary	\$102,647	\$102,065	
Average Principal Salary (ES)	\$126,006	\$129,221	
Average Principal Salary (MS)	\$0	\$132,874	
Average Principal Salary (HS)	\$0	\$128,660	
Superintendent Salary	\$200,349	\$224,581	

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	36%
Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	5,350	359	4,991	70,632
District	N/A	N/A	4,571	\$76,870.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	9.2	3.1
School Site/ State	-12.1	-6.0

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

In addition to the State General Fund, National School District receives state and federal funding for the following categorical, special education, and other support programs.

Title I \$75,743 LCAP Supplemental and Concentration Funds \$172,641 Total \$248,384

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.

EXHIBIT B

I.	Purchase Orders	\$ 271,230.40
II.	Consultant Contracts (not to exceed \$500 each)	\$ 686.00
III.	Miscellaneous Contracts	\$ 0.00
IV.	Commercial Warrants	\$ 1,301,473.59
V.	Revolving Cash Fund Business I (December 31, 2019)	\$ 2,979.17
VI.	Revolving Cash Fund Business II (December 31, 2019)	\$ 3.00
VII.	Purchasing Card Expenses November 2019	\$ 18,429.06

PO BOARD REPORT

November 1, 2019 - November 30, 2019

PO Date	PO No.	Supplier	Purchase Description	PO Total
11/1/2019	0000007105	Building Block Ent.	ET/V. Fonseca Office	\$495.00
11/1/2019	0000007106	Toshiba Financial	M&O New Copier	\$1,683.45
11/1/2019	0000007107	OFFICE DEPOT	RN - PAPER CUTTER	\$328.50
11/1/2019	0000007108	NEWS-2-YOU, INC.	News-2-You - LaRoche	\$160.80
11/1/2019	0000007109	AMAZON.COM	CNS/Jon Hansen/Air Filters	\$434.93
11/1/2019	0000007110	SCHOLASTIC NEWS & MAGAZINES	ET/V.FONSECA/OFFICE	\$2,680.21
11/1/2019	0000007111	SCHOOL HEALTH CORP.	LP-School Health Nurse Office	\$1,167.13
11/4/2019	0000007112	ULTIMATE OFFICE	LP-Ultimate Office	\$714.95
11/4/2019	0000007113	SOUTHLAND TECHNOLOGY	KM/Admin-office tech/Computers	\$2,162.04
11/5/2019	0000007114	CANCELED		\$0.00
11/5/2019	0000007115	ORIENTAL TRADING COMPANY	JO - CLASSROOM RUG	\$203.35
11/5/2019	0000007116	AMAZON.COM	PUR/WHS/Ink replacement& Stamp	\$149.50
11/5/2019	0000007117	WAXIE SANITARY SUPPLY	Nov. Custodial Supplies - Open	\$29,796.05
11/5/2019	0000007118	SOUTH BAY WINDOW & GLASS CO.	Windows and Supplies - Open	\$1,087.50
11/6/2019	0000007119	K-LOG, INC.	LP-K-LOG RM 13A JOANNA HERRERA	\$6,294.41
11/6/2019	0000007120	Riverside Insights	SPED/Rachel P/Forms	\$1,472.59
11/6/2019	0000007121	APPLE COMPUTER	RN/Katheryn Giffin/Macbook	\$1,491.91
11/7/2019	0000007122	SAN DIEGO FREIGHTLINER	TRANS/Antonio/Open	\$5,000.00
11/7/2019	0000007123	Zingprint	JO-Lucy Avalos	\$81.57
11/7/2019	0000007124	SCHOLASTIC NEWS & MAGAZINES	CN/Scholastic Book Order 19/20	\$5,098.20
11/7/2019	0000007125	EAI EDUCATION	OW/McKinney/classroom supplies	\$133.95
11/7/2019	0000007126	CABE SD SOUTH COUNTY CHAPTER	TPO - CABE Mini Conference CN	\$100.00
11/7/2019	0000007127	CABE SD SOUTH COUNTY CHAPTER	TPO - CABE Mini Conference CN	\$100.00
11/7/2019	0000007128	Creative Bus Sales	TRANS/Atonio/Invoice	\$2,287.99
11/7/2019	0000007129	MORE DIRECT INC	VG/HR/MOREDIRECT/OCT2019	\$1,487.41
11/7/2019	0000007130	GOPHER SPORT	EDS/RN/Enrichment sports equpt	\$2,300.40
11/7/2019	0000007131	CABE SD SOUTH COUNTY CHAPTER	JO-CABE PARENT REGISTRATION	\$100.00
11/7/2019	0000007132	CABE SD SOUTH COUNTY CHAPTER	JO-CABE PARENT REGISTRATION	\$100.00
11/7/2019	0000007133	HAWTHORNE POWER SYSTEMS	TRANS/Antonio/Reg Edu. Mnt	\$8,000.00

11/7/2019	0000007134	HAWTHORNE POWER SYSTEMS	TRANS/Antonio/Sp.Ed Mntc	\$8,000.00
11/7/2019	0000007135	LAKESHORE LEARNING MATERIALS	JO -YATES CLASSROOM RUGS	\$846.07
11/8/2019	0000007136	PeacePartners, Inc.	RN - PB Shirts	\$593.75
11/8/2019	0000007137	OFFICE DEPOT	IH - Staples	\$608.98
11/8/2019	0000007138	FRUTH GROUP	LP-Fruth Group (RISO)	\$582.90
11/8/2019	0000007139	SCHOLASTIC BOOK CLUBS	IH/Scholastic/Books	\$111.56
11/8/2019	0000007140	Polly Products	RN/KATHERINE M/PICNIC TABLES	\$8,983.05
11/8/2019	0000007141	TOSHIBA BUSINESS SOLUTIONS	Usage/M&O/eStudio4540c	\$500.00
11/13/2019	0000007142	J&M KEYSTONE, INC.	Carpet Cleaning	\$1,144.11
11/13/2019	0000007143	SOS SURVIVAL PRODUCTS	For Larry (Emergency Bags)	\$345.25
11/13/2019	0000007144	AMAZON.COM	Larry C-Emergency Bags	\$164.23
11/13/2019	0000007145	THE HOME DEPOT	Maintenance Supplies - Open	\$5,437.50
11/13/2019	0000007146	TURBOSCAPE, INC.	Wood Chips - IH	\$13,311.00
11/13/2019	0000007147	NORTHERN TOOL & EQUIPMENT	Maintenance Supplies - Open	\$543.75
11/13/2019	0000007148	NORTHERN TOOL & EQUIPMENT	Aluminum Platform Cart	\$315.36
11/13/2019	0000007149	COUNTY OF SAN DIEGO	County of SD Citation	\$500.00
11/13/2019	0000007150	VALLEY INDUSTRIAL SPECIALTIES	Plumbing Supplies - Open	\$5,437.50
11/13/2019	0000007151	SOUTH BAY FENCE INC	CN Preschool Fencing	\$1,100.00
11/13/2019	0000007152	AMAZON.COM	JO - REGULATION STATION ITEMS	\$742.75
11/13/2019	0000007153	Two Way Direct, Inc.	Radio Batteries	\$314.45
11/13/2019	0000007154	STARK MFG. CO	KM - Awning/Cover Refrigerator	\$6,144.00
11/13/2019	0000007155	RGC General Engineering, Inc.	LA - Concrete Curb	\$11,111.00
11/13/2019	0000007156	UNITED HEALTH SUPPLIES	STOCK NS075 NURSE PAPER ROLL	\$303.96
11/13/2019	0000007157	AMAZON.COM	JO - COMPUTER ACCESSORIES-#09	\$28.05
11/13/2019	0000007158	AMAZON.COM	JO - OFFICE SUPPLIES	\$185.53
11/13/2019	0000007159	CABE SD SOUTH COUNTY CHAPTER	TPO - CABE Mini Conference	\$200.00
11/13/2019	0000007160	JAMF SOFTWARE, LLC	License-Vicky Guberek	\$35.00
11/13/2019	0000007161	La Crosse Technology Ltd	39 Clocks	\$667.02
11/13/2019	0000007162	DIXIELINE LUMBER & HOME CENTER	Maintenance Supplies - Open	\$2,175.00
11/13/2019	0000007163	EWING	Grounds Supplies - Open	\$2,175.00
11/13/2019	0000007164	APPLE COMPUTER	Sp.Ed/Terrie Logan/Mini IPAD	\$992.33
11/13/2019	0000007165	JAMF SOFTWARE, LLC	Sp.Ed/Terri Logan/Ipads	\$35.00
11/13/2019	0000007166	SOUTHLAND TECHNOLOGY	KM_Office_privacy screens	\$291.45
11/13/2019	0000007167	OFFICE DEPOT	Admin/VanessaC/OfficeDepot	\$1,077.41

11/14/2019	0000007168	SOUTHWEST SCHOOL&OFFICE SUPPL	Office Supplies - Open	\$815.63
11/14/2019	0000007169	MYBINDING	JO - REGULATION STATION ITEMS	\$443.61
11/14/2019	0000007170	TOSHIBA BUSINESS SOLUTIONS	RN/eStudio6516/Usage	\$3,500.00
11/14/2019	0000007171	LAKESHORE LEARNING MATERIALS	Sp.Ed/Elizabeth Austin/Divider	\$151.16
11/14/2019	0000007172	PEARSON ASSESSMENT	Sp.Ed/Rachel P/PPVT-5/EVT-3 Ki	\$1,160.37
11/14/2019	0000007173	TURBOSCAPE, INC.	Playground Chips - LP, CN, PW	\$19,236.79
11/14/2019	0000007174	TURBOSCAPE, INC.	Mulch - IH and OW	\$16,638.75
11/14/2019	0000007175	AMAZON.COM	SP.ED/CN B.Baringer/Diffuser	\$67.39
11/14/2019	0000007176	CABE SD SOUTH COUNTY CHAPTER	TPO - CABE Mini Conference KB	\$900.00
11/14/2019	0000007177	OFFICE DEPOT	TRANS/Antonio P/Office Supplie	\$249.65
11/14/2019	0000007178	AMAZON.COM	Sp.Ed/Mini IPAD Protectors/Cas	\$63.01
11/15/2019	0000007179	J&M KEYSTONE, INC.	Carpet Cleaning - Ira Harbison	\$292.80
11/15/2019	0000007180	Baker Distribution Company	HVAC Supplies	\$966.18
11/15/2019	0000007181	HUNTER'S NURSERY, INC.	Grounds Supplies - Plants	\$2,040.97
11/18/2019	0000007182	STANDARD ELECTRONICS	PW DSM Replacement	\$630.75
11/18/2019	0000007183	KING BUSINESS SERVICES, INC.	Waste Services - Open	\$3,262.50
11/18/2019	0000007184	GRAINGER	Changing Stations	\$15,472.08
11/18/2019	0000007185	CANCELED		\$0.00
11/19/2019	0000007186	WAXIE SANITARY SUPPLY	Pouraway System Lid & Tank	\$2,175.00
11/19/2019	0000007187	COMMERCIAL GAS APPLIANCE	CNS MB Commercial Gas	\$142.50
11/19/2019	0000007188	FRUTH GROUP	KM_Office_Dupl.Supplies	\$582.90
11/19/2019	0000007189	MASCOT JUNCTION, INC.	LP-MASCOT JUNCTION PBIS	\$2,026.52
11/19/2019	0000007190	CABE SD SOUTH COUNTY CHAPTER	TPO - CABE Mini Conf Kimball	\$100.00
11/19/2019	0000007191	Hanson Aggregates	Maintenance Materials - Open	\$2,175.00
11/19/2019	0000007192	THE STEIN FAMILY FARM	LA: Stein Family Farm	\$280.00
11/19/2019	0000007193	FOLLETT LIBRARY RESOURCES	LA STEAM Library Order	\$512.09
11/19/2019	0000007194	PeacePartners, Inc.	RN - PB SHIRTS	\$352.76
11/19/2019	0000007195	THE MASTER TEACHER	RN - NOTE PADS	\$496.72
11/19/2019	0000007196	ATLAS ELEVATOR COMPANY	Wheelchair Lift Trouble Shoot	\$297.84
11/20/2019	0000007197	AHLEE BACKFLOW SERVICE	Palmer Way Backflow	\$234.80
11/20/2019	0000007198	Pacific Rim Mechanical	PW - Chiller System Maint.	\$1,495.92
11/20/2019	0000007199	SOUTH BAY WINDOW & GLASS CO.	Window Supplies - Open	\$1,087.50
11/20/2019	0000007200	ACCURATE LABEL DESIGNS,INC.	IH - Accurate Label Designs	\$87.99
11/20/2019	0000007201	AMERI-MEX PLUMBING INC	PW - Camera Inspection	\$125.00

20002202	DUONAL	CD ED /D: N-+b /Db b	¢24C 0C
	PHONAK	SP.ED/Diane Nathan/Phonak	\$246.86
000007203	BEST WAY PRINTING	BIZ - NSD Envelopes	\$106.36
000007204	APPLE COMPUTER	SPED/JULIA ROMERO/IPAD	\$503.51
000007205	JAMF SOFTWARE, LLC	SPED/Julia Romero /license	\$17.50
000007206	METRO REFRIGERATION	CNS/LAURAV/METRO REFRIGERATION	\$4,000.00
000007207	SOUTHLAND TECHNOLOGY	Sp.Ed/Linda Sokolnicki/HPZbook	\$1,575.39
000007208	PRO-ED, INC.	Sp.Ed/Leon Osteyee/pro-ed	\$613.23
000007209	COUNTY OF SAN DIEGO	CNS/LAURAV/COUNTY OF SAN DIEGO	\$4,193.00
000007210	ORIENTAL TRADING COMPANY	JO - TREASURE CHEST	\$121.22
000007211	ROZZY LEARNING COMPANY	LA/Elizabeth V/Rozzy STEM Lice	\$1,800.00
000007212	CANCELED		\$0.00
000007213	STANDARD ELECTRONICS	Central Telecor XL PA System	\$20,460.00
000007214	LAKESHORE LEARNING MATERIALS	LA RM 28: BOHANNAN	\$115.25
000007215	NEVERTARDY TRANSIT, LLC	TRANS/NeverTardy/Invoice	\$657.50
000007216	WESS TRANSPORTATION	TRANS/Antonio P/ Invoice	\$496.48
000007217	LEARNING A-Z	IH/Learning A-Z/12 classrooms	\$1,199.40
000007218	OFFICE DEPOT	Office Deport - IH/Blanca	\$565.49
000007219	DEPARTMENT OF SOCIAL SERVICES	PSC/Carmen M/Licensing Fees 20	\$3,872.00
000007220	STAPLES BUSINESS ADVANTAGE	IH - Staples-Office Supplies	\$147.48
000007221	ULINE	LA Campus Supervisors Lockers	\$492.27
000007222	DIALCOM SYSTEMS GROUP, INC.	Fire Alarm Test - PW	\$1,800.00
000007223	AMAZON.COM	LA RM 28: BOHANNAN	\$68.48
	00007203 00007204 00007205 00007206 00007207 00007208 00007210 00007211 00007212 00007213 00007214 00007215 00007216 00007217 00007218 00007219 00007220 00007221	00007203 BEST WAY PRINTING 00007204 APPLE COMPUTER 00007205 JAMF SOFTWARE, LLC 00007206 METRO REFRIGERATION 00007207 SOUTHLAND TECHNOLOGY 00007208 PRO-ED, INC. 00007209 COUNTY OF SAN DIEGO 00007210 ORIENTAL TRADING COMPANY 00007211 ROZZY LEARNING COMPANY 00007212 CANCELED 00007213 STANDARD ELECTRONICS 00007214 LAKESHORE LEARNING MATERIALS 00007215 NEVERTARDY TRANSIT, LLC 00007216 WESS TRANSPORTATION 00007217 LEARNING A-Z 00007218 OFFICE DEPOT 00007219 DEPARTMENT OF SOCIAL SERVICES 00007220 STAPLES BUSINESS ADVANTAGE 00007221 ULINE 00007222 DIALCOM SYSTEMS GROUP, INC.	DO007203 BEST WAY PRINTING DO007204 APPLE COMPUTER DO0007205 JAMF SOFTWARE, LLC DO0007206 METRO REFRIGERATION DO007207 SOUTHLAND TECHNOLOGY DO0007208 PRO-ED, INC. DO0007209 COUNTY OF SAN DIEGO DO007210 ORIENTAL TRADING COMPANY DO0007211 ROZZY LEARNING COMPANY DO0007212 CANCELED DO0007213 STANDARD ELECTRONICS DO0007214 LAKESHORE LEARNING MATERIALS DO0007215 NEVERTARDY TRANSIT, LLC DO0007216 WESS TRANSPORTATION DO0007217 LEARNING A-Z DO0007217 LEARNING A-Z DO0007218 OFFICE DEPOT DO0007219 DEPARTMENT OF SOCIAL SERVICES DO0007219 DEPARTMENT OF SOCIAL SERVICES DO0007210 DIALCOM SYSTEMS GROUP, INC. DO0007211 FROM SYSTEMS GROUP, INC. DO0007212 CANCELED DO0007213 STANDARD ELECTRONICS DO0007214 LAKESHORE LEARNING MATERIALS DO0007215 NEVERTARDY TRANSIT, LLC DO0007216 WESS TRANSPORTATION DO0007217 LEARNING A-Z DO00007217 LEARNING A-Z DO00007218 OFFICE DEPOT DOFFICE DEPOT DOFFICE DEPOT DOFFICE DEPOT DOFFICE DEPOT DOFFICE SUPPLIES DO0007220 STAPLES BUSINESS ADVANTAGE ULINE LA Campus Supervisors Lockers DO0007222 DIALCOM SYSTEMS GROUP, INC. Fire Alarm Test - PW

TOTAL FOR PERIOD \$271,230.40

CONSULTANT CONTRACTS Under \$500

Contract #	Vendor	Cost	Services	Date	Location
CT3686	SDCOE	No Cost	Classroom Science	12/17/19	El Toyon
			Presentation		
CT3697	Blindspot Collective	\$499.00	Safa Story (Anti-	2/20 and	Rancho de la
			Bullying) Assembly	2/28/20	Nacion
CT3699	Birch Aquarium	\$187.00	Tidepool Outreach	1/24/20	Ira Harbison
	Education Program		Classroom Lessons		
CT3701	Department of	No Cost	Participation in LEA	2019-20	District Office
	Health Services		Medical Billing Option	School Year	
			Program		
CT3706	Birch Aquarium	No Cost	Energy Engineering	2/11/20	Ira Harbison
	Education Program		Presentation		

MISCELLANEOUS CONTRACTS

None

Explanation of Columns for Commercial Warrants

Column A is the Vendor Name.

Column B is the Warrant Number. When the number repeats, this signifies that warrant contains multiple invoices or multiple budget codes for items within the warrant. It does not mean this amount was paid each line.

Column C is the Warrant Amount. Please note when the warrant number repeats the amount is only paid once.

Column D is the Invoice Number. This may also repeat, but is only paid once. This is replicated when multiple budget codes are used for items within the warrant.

Column E is the Invoice Amount. This number may be replicated if the purchase order has multiple items purchased, however the amount is only paid once.

Column F is the Purchase Order Number.

Column G is the Distribution Amount. When added together, this will equal the warrant amount listed (or repeated) in column C.

Colum H-M are the Budget Code charged for the line.

Colum N-O are not used by the National School District in the budget code, however other districts in the county may use these fields within the county Peoplesoft system.

APX2030

PeopleSoft Accounts Payable AP TRIAL PAYMENT REGISTER

Page No. 17 Run Date 12/3/2019 Run Time 9:46:57 AM

A B C D E F G H I J K L M N O

02300: National School District 2019-12-03 Vendor Warrant Warrant Invoice Id **Invoice Amount** PO Id Distribution Fund Resource Goal Funct Object Site Op PY Unit **Amount** Amount 0000000020 - Sonia 34.63 0000 3700 5200500 000 14622290 34.63 SR 34.63 1300 5310000 Rico Mileage 07/22 -11/12/19 0000000254 - Oscar 14622291 146.39 OG Travel 146.39 146 39 0100 0000424 0000 2100 5200000 024 Gil 112219 DA0100 - DATA 14622292 138203 00000067 3 825 00 0100 4203000 4760 1000 4300000 020 3.825.00 3,825.00 RECOGNITION 60 CORPORATION HA0080 -14622293 360.00 INV52266 360.00 00000071 360.00 0980000 1110 1000 5200000 100 0100 **HANDWRITING** WITHOUT TEARS HA1525 -5600100 038 14622294 1.017.24 SS100118 1.017.24 00000071 492.08 0100 0982000 0000 3600 **HAWTHORNE** 190 33 POWER SYSTEMS HA1525 -14622294 1.017.24 1.017.24 00000071 525.16 0100 0982000 0000 3600 5600100 038 SS100118 **HAWTHORNE** 190 33 POWER SYSTEMS JA0100 - JAMF 14622295 6500000 5800710 022 35.00 INV12412 35.00 00000071 35.00 0100 5770 1190 SOFTWARE, LLC 60 110800 - LITTLE 14622296 4,234.45 0000 3700 4700000 000 6768 NOV 4,234.45 00000067 4,234.45 1300 5310000 CAESARS PIZZA 2019 PE0071 - PEARSON 00000067 540.00 6500000 3120 5800710 022 14622297 2,363.04 0100 5001 6587090 540.00 **ASSESSMENT** 83 PE0071 - PEARSON 14622297 2,363.04 7530067 301.20 00000070 301.20 0100 6500000 3120 4300000 022 5001 **ASSESSMENT** 90 PE0071 - PEARSON 14622297 2,363,04 7530175 00000070 298.08 0100 6500000 5001 3120 4300000 022 1.521.84 **ASSESSMENT** 81 PE0071 - PEARSON 14622297 2.363.04 7530175 1.521.84 00000070 298.08 0100 6500000 5001 3120 4300000 022 ASSESSMENT PE0071 - PEARSON 14622297 2.363.04 7530175 1.521.84 00000070 411.98 0100 6500000 5001 3120 4300000 022 **ASSESSMENT** 81 PE0071 - PEARSON 14622297 3120 4300000 022 2,363.04 7530175 1,521.84 00000070 513.70 0100 6500000 5001 ASSESSMENT 81 PI0625 - PIPS C/O 14622298 85.655.91 85.655.91 0100 0000000 9910360 227705 85,655.91 KEENAN - SETECH SA1200 - SAN DIEGO 14622299 15,601.28 MT102 92.90 0100 0000665 0000 8100 5500100 000 15,601.28 **GAS & ELECTRIC** 1045 573 6814 112019 14622299 0000665 0000 SA1200 - SAN DIEGO 15.601.28 MT102 15,601.28 142.61 0100 8100 5500100 111 **GAS & ELECTRIC** 1045 573 681 4

APX2030

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Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
	E PERSONNELLINGUE	Amount	112019			Alloon								
SA1200 - SAN DIEGO GAS & ELECTRIC	14622299	15,601.28	MT102 1045 573 681 4 112019	15,601.28		195.97	0100	0000665	0000	8100	5500100	333		
SA1200 - SAN DIEGO GAS & ELECTRIC	14622299	15,601.28	MT102 1045 573 681 4 112019	15,601.28		3,486.56	0100	0000665	0000	8100	5500100	666		
SA 1200 - SAN DIEGO GAS & ELECTRIC	14622299	15,601.28	MT102 1045 573 681 4 112019	15.601.28		9,841.90	0100	0000665	0000	8100	5500100	777		
SA1200 - SAN DIEGO GAS & ELECTRIC	14622299	15,601.28	MT102 1045 573 681 4 112019	15,601.28		90.70	0100	0000665	0000	8100	5500100	888		
SA1200 - SAN DIEGO GAS & ELECTRIC	14622299	15,601.28	MT102 1045 573 681 4 112019	15,601.28		258.94	0100	0000665	0000	8100	5500100	999		
SA1200 - SAN DIEGO GAS & ELECTRIC	14622299	15,601.28	MT102 1045 573 681 4 112019	15,601.28		1,491.70	0100	9010377	0001	8100	5500100	000		
SA1200 - SAN DIEGO GAS & ELECTRIC	14622300	52,777.16	MT102 5919 266 448 2 112019	52,777.16		9,163.96	0100	0000665	0000	8100	5500100	000		
SA1200 - SAN DIEGO GAS & ELECTRIC	14622300	52,777.16	MT102 5919 266 448 2 112019	52,777.16		9,898.50	0100	0000665	0000	8100	5500100	111		
SA1200 - SAN DIEGO GAS & ELECTRIC	14622300	52,777.16	MT102 5919 266 448 2 112019	52,777.16		9,348.48	0100	0000665	0000	8100	5500100	333		
SA1200 - SAN DIEGO GAS & ELECTRIC	14622300	52,777.16	MT102 5919 266 448 2 112019	52,777.16		6,160.02	0100	0000665	0000	8100	5500100	666		
SA1200 - SAN DIEGO GAS & ELECTRIC	14622300	52,777.16	MT102 5919 266 448 2 112019	52,777.16		6,595.55	0100	0000665	0000	8100	5500100	888		
SA1200 - SAN DIEGO GAS & ELECTRIC	14622300	52,777.16	MT102 5919 266	52,777.16		11,610.65	0100	0000665	0000	8100	5500100	999		

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Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO ld	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
			448 2 112019											
SE0250 - 701 NATIONAL CITY BLVD FUND	14622301	27,318.17	011420	27,318.17		27,318.17	6200	0000000	0000	8700	5600400	062		
SH0300 - SHERWIN- WILLIAMS - STORE 8171	14622302	100.26	2209-8	100.26	00000069 79	100.26	0100	8150100	0000	8100	4300000	057		
TO0111 - TOSHIBA BUSINESS SOLUTIONS	14622303	244.59	5097348	244.59	00000068 77	244.59	1300	5310000	0000	3700	5600200	000		
TO0115 - TOSHIBA FINANCIAL SERVICES	14622304	400.16	39990379 8	400.16	00000062 46	23.04	1300	5310000	0000	3700	4400380	000		
TO0115 - TOSHIBA FINANCIAL SERVICES	14622304	400.16	39990379 8	400.16	00000062 46	226.54	1300	5310000	0000	3700	4400380	000		
TO0115 - TOSHIBA FINANCIAL SERVICES	14622304	400.16	39990379 8	400.16	00000065 15	150.58	0100	0000737	8100	5000	5600200	021		
VA0050 - VALLEY INDUSTRIAL SPECIALTIES	14622305	1,529.52	A269687	1,482.12	00000068 11	1,482.12	0100	8150100	0000	8100	4300000	057		
VA0050 - VALLEY INDUSTRIAL SPECIALTIES	14622305	1,529.52	A269713	47.40	0000007 1 50	47.40	0100	8150100	0000	8100	4300000	057		
WI0475 - WILLY'S ELECTRONIC SUPPLY CO	14622306	12.01	1-427516	12.01	00000062 96	12.01	0100	0000633	0000	7700	4300000	055		

Business Unit Total: \$195,654.81

0100	\$ 163,573.39
1300	\$ 4,763.25
6200	\$ 27,318.17
TOTAL:	\$ 195,654.81

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02300: National School District

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO ld	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
CE0600 - WESS TRANSPORTATION	14622891	496.48	02-55269	496.48	00000072 16	496.48	0100	0982000	0000	3600	5800650	038		
CS3000 - CSEA	14622892	545.00	26759	545.00	00000070 7 8	545.00	0100	7311000	0000	7200	5200000	000		
DE0700 - DEMCO, INC.	14622893	1,413.12	6712132	1,413.12	00000069 91	4.39	0100	0000440	0000	2420	4300000	020		
DE0700 - DEMCO, INC.	14622893	1,413.12	6712132	1,413.12	00000069 91	7.60	0100	0000440	0000	2420	4300000	020		
DE0700 - DEMCO, INC.	14622893	1,413.12	6712132	1,413.12	00000069 91	8.69	0100	0000440	0000	2420	4300000	020		
DE0700 - DEMCO, INC.	14622893	1,413.12	6712132	1,413.12	00000069 91	9.87	0100	0000440	0000	2420	4300000	020		
DE0700 - DEMCO, INC.	14622893	1,413.12	6712132	1,413.12	00000069 91	19.02	0100	0000440	0000	2420	4300000	020		
DE0700 - DEMCO, INC.	14622893	1,413.12	6712132	1,413.12	00000069 91	21.36	0100	0000440	0000	2420	4300000	020		
DE0700 - DEMCO, INC.	14622893	1,413.12	6712132	1,413.12	00000069 91	28.16	0100	0000440	0000	2420	4300000	020		
DE0700 - DEMCO, INC.	14622893	1,413.12	6712132	1,413.12	00000069 91	31.80	0100	0000440	0000	2420	4300000	020		
DE0700 - DEMCO, INC.	14622893	1,413.12	6712132	1,413.12	00000069 91	33.80	0100	0000440	0000	2420	4300000	020		
DE0700 - DEMCO, INC.	14622893	1,413.12	6712132	1,413.12	00000069 91	35.21	0100	0000440	0000	2420	4300000	020		
DE0700 - DEMCO, INC.	14622893	1,413.12	6712132	1,413.12	00000069 91	38.43	0100	0000440	0000	2420	4300000	020		
DE0700 - DEMCO, INC.	14622893	1,413.12	6712132	1,413.12	00000069 91	46.48	0100	0000440	0000	2420	4300000	020		
DE0700 - DEMCO, INC.	14622893	1,413.12	6712132	1,413.12	00000069 91	46.48	0100	0000440	0000	2420	4300000	020		
DE0700 - DEMCO, NC.	14622893	1,413.12	6712132	1,413.12	00000069 91	54.68	0100	0000440	0000	2420	4300000	020		
DE0700 - DEMCO, INC.	14622893	1,413.12	6712132	1,413.12	00000069 91	55.27	0100	0000440	0000	2420	4300000	020		
DE0700 - DEMCO, NC.	14622893	1,413.12	6712132	1,413.12	00000069 91	58.71	0100	0000440	0000	2420	4300000	020		
DE0700 - DEMCO, NC.	14622893	1,413.12	6712132	1,413.12	00000069 91	84.74	0100	0000440	0000	2420	4300000	020		
DE0700 - DEMCO, NC.	14622893	1,413.12	6712132	1,413.12	00000069 91	86.99	0100	0000440	0000	2420	4300000	020		Ī

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Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
DE0700 - DEMCO, INC.	14622893	1,413.12	6712132	1,413.12	00000069 91	92.96	0100	0000440	0000	2420	4300000	020		
DE0700 - DEMCO, INC.	14622893	1,413.12	6712132	1,413.12	00000069 91	102.57	0100	0000440	0000	2420	4300000	020		
DE0700 - DEMCO, INC.	14622893	1,413.12	6712132	1,413.12	00000069 91	108.74	0100	0000440	0000	2420	4300000	020		
DE0700 - DEMCO, INC.	14622893	1,413.12	6712132	1,413.12	00000069 91	137.00	0100	0000440	0000	2420	4300000	020		
DE0700 - DEMCO, INC.	14622893	1,413.12	6712132	1,413.12	00000069 91	139.96	0100	0000440	0000	2420	4300000	020		
DE0700 - DEMCO, INC.	14622893	1,413.12	6712132	1,413.12	00000069 91	160.21	0100	0000440	0000	2420	4300000	020		
DE1045 - DEPARTMENT OF SOCIAL SERVICES	14622894	3,872.00	37080634 0	3,872.00	00000072 19	3,872.00	1200	6105100	0001	1000	5800710	000		
DI0600 - DIXIELINE LUMBER & HOME CENTER	14622895	958.99	09- 0205967	400.60	00000071 62	400.60	0100	8150100	0000	8100	4300000	057		
DI0600 - DIXIELINE LUMBER & HOME CENTER	14622895	958.99	09- 0206840	108.90	00000071 62	108.90	0100	8150100	0000	8100	4300000	057		
DI0600 - DIXIELINE LUMBER & HOME CENTER	14622895	958.99	09- 0207046	66.54	00000071 62	66.54	0100	8150100	0000	8100	4300000	057		
DI0600 - DIXIELINE LUMBER & HOME CENTER	14622895	958.99	09- 0207082	66.52	00000071 62	66.52	0100	8150100	0000	8100	4300000	057		
DI0600 - DIXIELINE LUMBER & HOME CENTER	14622895	958.99	09- 0207115	144.31	00000071 62	144.31	0100	8150100	0000	8100	4300000	057		
DI0600 - DIXIELINE LUMBER & HOME CENTER	14622895	958.99	09- 0207138	98.75	00000071 62	98.75	0100	8150100	0000	8100	4300000	057		
DI0600 - DIXIELINE LUMBER & HOME CENTER	14622895	958.99	09- 0207182	73.37	00000071 62	73.37	0100	8150100	0000	8100	4300000	057		
ED0300 - EDCO DISPOSAL CORPORATION	14622896	4,013.36	MT401 17- F3 102933 113019	711.36		711.36	0100	0000665	0000	8100	5500400	000		
ED0300 - EDCO DISPOSAL CORPORATION	14622896	4,013.36	MT401-2 17-F3 102934 113019	3,302.00		2,957.00	0100	0000665	0000	8100	5500400	000		
ED0300 - EDCO DISPOSAL CORPORATION	14622896	4,013.36	MT401-2 17-F3 102934 113019	3,302.00		30.00	0100	0000665	0000	8100	5500400	111		

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Vendor hin 3	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
ED0300 - EDCO DISPOSAL CORPORATION	14622896	4,013.36	MT401-2 17-F3 102934 113019	3,302.00		45.00	0100	0000665	0000	8100	5500400	222		
ED0300 - EDCO DISPOSAL CORPORATION	14622896	4,013.36	MT401-2 17-F3 102934 113019	3,302.00		45.00	0100	0000665	0000	8100	5500400	225		
ED0300 - EDCO DISPOSAL CORPORATION	14622896	4,013.36	MT401-2 17-F3 102934 113019	3,302.00		30.00	0100	0000665	0000	8100	5500400	333		
ED0300 - EDCO DISPOSAL CORPORATION	14622896	4,013.36	MT401-2 17-F3 102934 113019	3,302.00		30.00	0100	0000665	0000	8100	5500400	444		
ED0300 - EDCO DISPOSAL CORPORATION	14622896	4,013.36	MT401-2 17-F3 102934 113019	3,302.00		30.00	0100	0000665	0000	8100	5500400	555		
ED0300 - EDCO DISPOSAL CORPORATION	14622896	4,013.36	MT401-2 17-F3 102934 113019	3,302.00		30.00	0100	0000665	0000	8100	5500400	666		
ED0300 - EDCO DISPOSAL CORPORATION	14622896	4,013.36	MT401-2 17-F3 102934 113019	3.302.00		30.00	0100	0000665	0000	8100	5500400	777		
ED0300 - EDCO DISPOSAL CORPORATION	14622896	4,013.36	MT401-2 17-F3 102934 113019	3,302.00		30.00	0100	0000665	0000	8100	5500400	888		
ED0300 - EDCO DISPOSAL CORPORATION	14622896	4,013.36	MT401-2 17-F3 102934 113019	3,302.00		45.00	0100	0000665	0000	8100	5500400	999		
ED3018 - EDUCATIONAL TESTING SERVICE	14622897	10,872.00	SP200676 26	4,918.00	00000038 62	4,918.00	0100	0000160	0000	3160	4300000	024		
ED3018 - EDUCATIONAL TESTING SERVICE	14622897	10,872.00	SP200675 06	5,954.00	00000059 13	5,954.00	0100	0000160	0000	3160	4300000	024		
EW0100 - EWING	14622898	962.05	8735293	962.05	00000071 63	962.05	0100	8150100	0000	8100	4300000	057		
EX0310 - EXPRESS PIPE & SUPPLY CO, INC	14622899	154.07	S1073536 86.002	154.07	00000061 24	154.07	0100	8150100	0000	8100	4300000	057		

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Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
FE0500 - FERGUSON ENTERPRISES, INC.	14622900	493.08	8259277	493.08	00000069 80	493.08	0100	8150100	0000	8100	4300000	057		
FI0550 - FISHER WIRELESS SERVICES INC	14622901	349.86	065909	349.86	00000065 58	349.86	0100	0982000	0000	3600	5900200	038		
FR0200 - FRUTH GROUP	14622902	461.52	371215	153.84	00000064 67	153.84	0100	1100699	1110	1000	5600200	111		
FR0200 - FRUTH GROUP	14622902	461.52	371216	153.84	00000064 68	153.84	0100	1100699	1110	1000	5600200	555		
FR0200 - FRUTH GROUP	14622902	461.52	371214	153.84	00000064 69	65.79	0100	0980000	1110	1000	5600200	600		
FR0200 - FRUTH GROUP	14622902	461.52	371214	153.84	00000064 69	88.05	0100	0980000	1110	1000	5600200	600		
IM0050 - IMPERIAL SPRINKLER SUPPLY	14622903	149.97	3973745- 00	149.97	00000051 60	149.97	0100	0000660	0000	8100	4300000	057		
JA0100 - JAMF SOFTWARE, LLC	14622904	35.00	INV12364 5	35.00	00000071 65	35.00	0100	6500000	5770	1190	4400380	022		
KO161 - Konica Minolta Premier Finance	14622905	180.04	40057235 0	180.04	00000065 37	180.04	0100	1100699	1110	1000	5600200	777		
KO161 - Konica Minolta Premier Finance	14622906	2,849.37	50081641 38	184.04	00000066 26	184.04	0100	1100699	1110	1000	5600200	555		
KO161 - Konica Minolta Premier Finance	14622906	2,849.37	50080839 68	2,665.33	00000067 92	237.08	0100	1100699	1110	1000	5600200	666		
KO161 - Konica Minołta Premier Finance	14622906	2,849.37	50080839 68	2,665.33	00000067 92	2,428.25	0100	1100699	1110	1000	5600200	666		
LA0525 - LANSOLUTIONS LLC	14622907	2,056.00	I9051	2,056.00	00000062 95	500.00	0100	0000633	0000	7700	5800710	055		
LA0525 - LANSOLUTIONS LLC	14622907	2,056.00	I9051	2,056.00	00000062 95	778.00	0100	0000633	0000	7700	5800710	055		
LA0525 - LANSOLUTIONS LLC	14622907	2,056.00	19051	2,056.00	00000062 95	778.00	0100	0000633	0000	7700	5800710	055		
ME0501 - METRO REFRIGERATION	14622908	749.42	19156	442.50	00000072 06	201.32	1300	5310000	0000	3700	5600000	000		
ME0501 - METRO REFRIGERATION	14622908	749.42	19156	442.50	00000072 06	241.18	1300	5310000	0000	3700	5600000	000		
ME0501 - METRO REFRIGERATION	14622908	749.42	19171	306.92	00000072 06	115.47	1300	5310000	0000	3700	5600000	000		
ME0501 - METRO REFRIGERATION	14622908	749.42	19171	306.92	00000072 06	191.45	1300	5310000	0000	3700	5600000	000		
MO1420 - MORE DIRECT INC	14622909	1,487.41	6205327	1,487.41	00000071 29	160.93	0100	0000620	0000	7200	4400000	030		

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Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	
MO1420 - MORE DIRECT INC	14622909	1,487.41	6205327	1,487.41	00000071 29	250.19	0100	0000620	0000	7200	4400000	030	a III	
MO1420 - MORE DIRECT INC	14622909	1,487.41	6205327	1,487.41	00000071 29	250.19	0100	0000620	0000	7200	4400000	030		
MO1420 - MORE DIRECT INC	14622909	1,487.41	6205327	1,487.41	00000071 29	250.19	0100	0000620	0000	7200	4400000	030		
MO1420 - MORE DIRECT INC	14622909	1,487.41	6205327	1,487.41	00000071 29	575.91	0100	0000620	0000	7200	4400000	030		
MR0200 - MRC / MR. COPY	14622910	1,064.76	CT3050 IN1306450	1,064.76		1,064.76	0100	0000424	0000	2420	5800100	024		
NA1700 - NATIONAL SCHOOL BOARDS ASSOCIATION	14622911	125.00	331946	125.00		125.00	0100	0000618	0000	7100	5200000	007		
NE0350 - NEVERTARDY TRANSIT, LLC	14622912	657.50	1775	657.50	00000072 15	657.50	0100	0982000	0000	3600	5800650	038		
OF0075 - OFFICE DEPOT	14622913	1,076.44	40363247 3001	66.86	00000071 67	31.64	0100	0000615	0000	7100	4300000	010		
OF0075 - OFFICE DEPOT	14622913	1,076.44	40363247 3001	66.86	00000071 67	35.22	0100	0000615	0000	7100	4300000	010		
OF0075 - OFFICE DEPOT	14622913	1,076.44	40363268 2001	63.49	00000071 67	63.49	0100	0000615	0000	7100	4300000	010		
OF0075 - OFFICE DEPOT	14622913	1,076.44	40363268 3001	946.09	00000071 67	315.36	0100	0000615	0000	7100	4300000	010		
OF0075 - OFFICE DEPOT	14622913	1,076.44	40363268 3001	946.09	00000071 67	630.73	0100	0000615	0000	7100	4300000	010		
PE0010 - PeacePartners, Inc.	14622914	636.81	765	43.06	00000070 10	5.00	0100	0980000	1110	1000	4300000	215		
PE0010 - PeacePartners, Inc.	14622914	636.81	765	43.06	00000070 10	38.06	0100	0980000	1110	1000	4300000	215		
PE0010 - PeacePartners, Inc.	14622914	636.81	764	593.75	00000071 36	50.00	0100	9010999	1110	1000	4300000	215		
PE0010 - PeacePartners, Inc.	14622914	636.81	764	593.75	00000071 36	543.75	0100	9010999	1110	1000	4300000	215		
PE0071 - PEARSON ASSESSMENT	14622915	450.00	6586853	450.00	00000067 82	450.00	0100	3327200	5001	3120	5800710	022		
SO2900 - SOUTHWEST MOBILE STORAGE.INC	14622916	212.06	RI689120	212.06	00000064 40	212.06	0100	0000127	1110	1000	4300000	000		
TO0115 - TOSHIBA FINANCIAL SERVICES	14622917	645.04	40013192 6	645.04	00000060 78	28.23	0100	1100699	1110	1000	5600200	225		
TO0115 - TOSHIBA FINANCIAL	14622917	645.04	40013192 6	645.04	00000060 78	184.88	0100	1100699	1110	1000	5600200	225		

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Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
SERVICES		Amount				Amoun							0	
TO0115 - TOSHIBA FINANCIAL SERVICES	14622917	645.04	40013192 6	645.04	00000062 47	56.74	0100	1100699	1110	1000	5600200	333		
TO0115 - TOSHIBA FINANCIAL SERVICES	14622917	645.04	40013192 6	645.04	00000062 47	375.19	0100	1100699	1110	1000	5600200	333		
WE0500 - West Interactive Services Corporation	14622918	12,375.00	105965	12,375.00	00000059 78	1,575.00	0100	0980000	0000	2700	5800000	000		
WE0500 - West Interactive Services Corporation	14622918	12,375.00	105965	12,375.00	00000059 78	10,800.00	0100	0980000	0000	2700	5800000	000		
WE1100 - WESTAIR GASES & EQUIPMENT	14622919	47.59	ADJ 10936533	-2,185.17		-2,185.17	0100	0000660	0000	8100	4300000	057		
WE1100 - WESTAIR GASES & EQUIPMENT	14622919	47.59	10936911	1,802.30	00000069 09	1,802.30	0100	0000660	0000	8100	4400000	057		
WE1100 - WESTAIR GASES & EQUIPMENT	14622919	47.59	10957435	98.75	00000069 13	98.75	0100	8150100	0000	8100	4300000	057		
WE1100 - WESTAIR GASES & EQUIPMENT	14622919	47.59	80276305	48.18	00000069 13	48.18	0100	8150100	0000	8100	4300000	057		
WE1100 - WESTAIR GASES & EQUIPMENT	14622919	47.59	10960354	49.70	00000069 13	49.70	0100	8150100	0000	8100	4300000	057	1.5	
WE1100 - WESTAIR GASES & EQUIPMENT	14622919	47.59	10963652	160.41	00000069 13	160.41	0100	8150100	0000	8100	4300000	057		
WE1100 - WESTAIR GASES & EQUIPMENT	14622919	47.59	10967929	73.42	00000069 13	73.42	0100	8150100	0000	8100	4300000	057		
XE0100 - XEROX CORPORATION	14622920	367.94	09885227 1	367.94	00000062 43	92.84	0100	0980000	1110	1000	5600200	700		
XE0100 - XEROX CORPORATION	14622920	367.94	09885227 1	367.94	00000062 43	275.10	0100	0980000	1110	1000	5600200	700		
YO0600 - Youthlight, Inc.	14622921	118.69	1096558	118.69	00000070 87	9.99	0100	9010999	1110	1000	4300000	700		
YO0600 - Youthlight, Inc.	14622921	118.69	1096558	118.69	0 000 00 7 0	108.70	0100	9010999	1110	1000	4300000	700		

Business Unit Total: \$49,875.57

0100 \$45,254.15 1200 \$ 3,872.00 1300 \$ 749.42 TOTAL: \$49,875.57

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PeopleSoft Accounts Payable AP TRIAL PAYMENT REGISTER

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02300: National School District

Vendor	Warrant	Warrant	Invoice Id	Invoice Amount	POId	Distribution	Fund	Resource	Goal	Funct	Object	Site	Op	PY
AL0250 - ALL	14623648	Amount	0975108	1 100 02	00000064	Amount	1200	5310000	0000	2700	4300000	000	Unit	
ALU250 - ALL AMERICAN PLASTIC & PACKAGING	14623648	5,207.63	0975108	1,168.63	08	76.13	1300		0000	3700	4300000	000		
AL0250 - ALL AMERICAN PLASTIC & PACKAGING	14623648	5,207.63	0975108	1,168.63	00000064 08	1,092.50	1300	5310000	0000	3700	4300000	000		
AL0250 - ALL AMERICAN PLASTIC & PACKAGING	14623648	5,207.63	0977609	2,608.54	00000064 08	287.54	1300	5310000	0000	3700	4300000	000		
AL0250 - ALL AMERICAN PLASTIC & PACKAGING	14623648	5,207.63	0977609	2,608.54	00000064 08	2,321.00	1300	5310000	0000	3700	4300000	000		
AL0250 - ALL AMERICAN PLASTIC & PACKAGING	14623648	5,207.63	0977610	68.13	00000064 08	68.13	1300	5310000	0000	3700	4300000	000		
AL0250 - ALL AMERICAN PLASTIC & PACKAGING	14623648	5,207.63	0979315	1,362.33	00000064 08	45.68	1300	5310000	0000	3700	4300000	000		
AL0250 - ALL AMERICAN PLASTIC & PACKAGING	14623648	5,207.63	0979315	1,362.33	00000064 08	1,316.65	1300	5310000	0000	3700	4300000	000		
AS0551 - ASCD	14623649	89.00	00134179 12	89.00	00000068 90	89.00	0100	0980000	1110	1000	5800710	800		
BO0800 - BOYS & GIRLS CLUB	14623650	6,242.40	2020- 8942-ICS	6,242.40	00000064 28	6,242.40	6200	6030000	0000	8700	5600400	062		
CH1200 - CHULA VISTA ALARM INC	14623651	390.00	53164	390.00		120.00	0100	0000665	0000	8100	5600100	000		
CH1200 - CHULA VISTA ALARM INC	14623651	390.00	53164	390.00		30.00	0100	0000665	0000	8100	5600100	111		
CH1200 - CHULA VISTA ALARM INC	14623651	390.00	53164	390.00		15.00	0100	0000665	0000	8100	5600100	222		
CH1200 - CHULA VISTA ALARM INC	14623651	390.00	53164	390.00		15.00	0100	0000665	0000	8100	5600100	225		
CH1200 - CHULA VISTA ALARM INC	14623651	390.00	53164	390.00		30.00	0100	0000665	0000	8100	5600100	333		
CH1200 - CHULA VISTA ALARM INC	14623651	390.00	53164	390.00		30.00	0100	0000665	0000	8100	5600100	444		
CH1200 - CHULA VISTA ALARM INC	14623651	390.00	53164	390.00		30.00	0100	0000665	0000	8100	5600100	555		
CH1200 - CHULA VISTA ALARM INC	14623651	390.00	53164	390.00		30.00	0100	0000665	0000	8100	5600100	666		
CH1200 - CHULA VISTA ALARM INC	14623651	390.00	53164	390.00		30.00	0100	0000665	0000	8100	5600100	777		

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PeopleSoft Accounts Payable AP TRIAL PAYMENT REGISTER

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Vendor	Warrant	Warrant B	Invoice Id	Invoice Amount	PO ld	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
CH1200 - CHULA VISTA ALARM INC	14623651	390.00	53164	390.00		30.00	0100	0000665	0000	8100	5600100	888		
CH1200 - CHULA VISTA ALARM INC	14623651	390.00	53164	390.00		30.00	0100	0000665	0000	8100	5600100	999		
DI0600 - DIXIELINE LUMBER & HOME CENTER	14623652	292.24	09- 020 7 325	65.24	00000071 62	65.24	0100	8150100	0000	8100	4300000	057		
DI0600 - DIXIELINE LUMBER & HOME CENTER	14623652	292.24	ADJ 09- 0207180	-126.12		-126.12	0100	8150100	0000	8100	4300000	057		
DI0600 - DIXIELINE LUMBER & HOME CENTER	14623652	292.24	09- 0207344	111.34	00000071 62	111.34	0100	8150100	0000	8100	4300000	057		
DI0600 - DIXIELINE LUMBER & HOME CENTER	14623652	292.24	09- 0207581	241.78	00000071 62	241.78	0100	8150100	0000	8100	4300000	057		
EA0300 - EAI EDUCATION	14623653	145.02	INV09789 04	145.02	00000071 25	11.72	0100	9010999	1110	1000	4300000	700		
EA0300 - EAI EDUCATION	14623653	145.02	INV09789 04	145.02	00000071 25	13.53	0100	9010999	1110	1000	4300000	700		İ
EA0300 - EAI EDUCATION	14623653	145.02	INV09789 04	145.02	00000071 25	15.88	0100	9010999	1110	1000	4300000	700		
EA0300 - EAI EDUCATION	14623653	145.02	INV09789 04	145.02	00000071 25	16.43	0100	9010999	1110	1000	4300000	700	Ì	
EA0300 - EAI EDUCATION	14623653	145.02	INV09789 04	145.02	00000071 25	21.77	0100	9010999	1110	1000	4300000	700		
EA0300 - EAI EDUCATION	14623653	145.02	INV09789 04	145.02	00000071 25	65.69	0100	9010999	1110	1000	4300000	700		
ED0300 - EDCO DISPOSAL CORPORATION	14623654	260.65	17-FR 2888860 113019	260.65	00000064	260.65	6200	0000000	0000	8100	5500400	062		
FR0200 - FRUTH GROUP	14623655	105.78	371213	105.78	00000064 70	9.89	0100	0980000	1110	1000	4400000	900		
FR0200 - FRUTH GROUP	14623655	105.78	371213	105.78	00000064 70	42.99	0100	0980000	1110	1000	4400000	900		
FR0200 - FRUTH GROUP	14623655	105.78	371213	105.78	00000064 70	9.90	0100	3010100	1110	1000	4400000	900		
FR0200 - FRUTH GROUP	14623655	105.78	371213	105.78	00000064 70	43.00	0100	3010100	1110	1000	4400000	900		Ì
FR0602 - NEOPOST USA INC	14623656	1,000.00	7900 0110 3954 0938 112619	1,000.00	00000063 25	1,000.00	0100	0000623	0000	7200	4300000	000		
GA0020 - GALASSO'S BAKERY	14623657	3,396.35	6019 NOV 2019	3,396.35	00000064 09	3,396.35	1300	5310000	0000	3700	4700000	000		

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Vendo -	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op:	PY
GO0301 - GOLD STAR FOODS	14623658	55,541.49	6410 NOV 2019	55,541.49	00000064 10	55,541.49	1300	5310000	0000	3700	4700000	000		25
GO0550 - GOPHER SPORT	14623659	618.32	9662023	618.32	00000068 70	47.25	0100	0980100	1110	1000	4300000	020		
GO0550 - GOPHER SPORT	14623659	618.32	9662023	618.32	00000068 70	59.54	0100	0980100	1110	1000	4300000	020		
GO0550 - GOPHER SPORT	14623659	618.32	9662023	618.32	00000068 7 0	89.85	0100	0980100	1110	1000	4300000	020	ĺ	
GO0550 - GOPHER SPORT	14623659	618.32	9662023	618.32	00000068 70	183.79	0100	0980100	1110	1000	4300000	020		
GO0550 - GOPHER SPORT	14623659	618.32	9662023	618.32	00000068 70	237.89	0100	0980100	1110	1000	4300000	020		
JI0400 - JIVE COMMUNICATIONS, INC.	14623660	10,202.05	CT3365 IN6000504 273	10,202.05		10,202.05	0100	0000665	0000	8100	5900100	000		
LA0500 - LAKESHORE LEARNING MATERIALS	14623661	151.16	36936411 19	151.16	00000071 71	151.16	0100	6500000	5750	1110	4300000	022		
ME0501 - METRO REFRIGERATION	14623662	286.92	19170	286.92	00000072 06	107.63	1300	5310000	0000	3700	5600000	000		
ME0501 - METRO REFRIGERATION	14623662	286.92	19170	286.92	00000072 06	179.29	1300	5310000	0000	3700	5600000	000		
OF0075 - OFFICE DEPOT	14623663	857.33	40276678 2001	608.98	00000071 37	608.98	0100	0000460	0000	2700	4300000	300		
OF0075 - OFFICE DEPOT	14623663	857.33	40575407 2001	42.18	00000071 77	42.18	0100	0982000	0000	3600	4300000	038		
OF0075 - OFFICE DEPOT	14623663	857.33	40575427 8001	206.17	00000071 77	43.05	0100	0982000	0000	3600	4300000	038		
OF0075 - OFFICE DEPOT	14623663	857.33	40575427 8001	206.17	00000071 77	163.12	0100	0982000	0000	3600	4300000	038		
OR0220 - ORIENTAL TRADING COMPANY	14623664	193.18	69931343 2-01	193.18	00000071 15	193.18	0100	0980000	1110	1000	4300000	800		
PR0100 - P&R PAPER SUPPLY COMPANY INC	14623665	3,168.25	20220197- 00	433.35	00000064 19	433.35	1300	5310000	0000	3700	4300000	000		
PR0100 - P&R PAPER SUPPLY COMPANY INC	14623665	3,168.25	20221252- 00	767.53	00000064 19	131.25	1300	5310000	0000	3700	4300000	000		
PR0100 - P&R PAPER SUPPLY COMPANY INC	14623665	3,168.25	20221252- 00	767.53	00000064 19	636.28	1300	5310000	0000	3700	4300000	000		
PR0100 - P&R PAPER SUPPLY COMPANY INC	14623665	3,168.25	20221252- 01	9.35	00000064 19	9.35	1300	5310000	0000	3700	4300000	000		

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Run Date 12/5/2019 Run Time 9:38:32 AM

Vendor	Warrant	Warrant Amount	I Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	l Op Unit	PY
PR0100 - P&R PAPER SUPPLY COMPANY INC	14623665	3,168.25	20222405- 00	1,085.87	00000064 19	1,085.87	1300	5310000	0000	3700	4300000	000		
PR0100 - P&R PAPER SUPPLY COMPANY INC	14623665	3,168.25	20222741- 00	872.15	00000064 19	152.76	1300	5310000	0000	3700	4300000	000		
PR0100 - P&R PAPER SUPPLY COMPANY INC	14623665	3,168.25	20222741- 00	872.15	00000064 19	719.39	1300	5310000	0000	3700	4300000	000		
PU0200 - Pure Health Solutions, Inc.	14623666	64.17	10062865	64.17	00000065 24	64.17	6200	0000000	0000	8100	5500300	062		
SA1200 - SAN DIEGO GAS & ELECTRIC	14623667	147.87	MT101 4272 792 788 9 120219	147.87		147.87	0100	0000665	0000	8100	5500100	444		
SC0304 - SCHOLASTIC BOOK CLUBS	14623668	111.56	20448638	111.56	00000071 39	111.56	0100	0980000	1110	1000	4200000	300		
SC0805 - SCHOOL HEALTH CORP.	14623669	1,199.57	3688811- 00	1,199.57	00000071 11	72.54	0100	0000500	0000	3140	4300000	500		
SC0805 - SCHOOL HEALTH CORP.	14623669	1,199.57	3688811- 00	1,199.57	00000071 11	1,127.03	0100	0000500	0000	3140	4300000	500		
SC1050 - SCANNING SERVICE CORP	14623670	3,894.22	CT3268 2019061	3,894.22		3,894.22	0100	0000623	0000	7200	5800000	000		
SY0170 - MYBINDING	14623671	443.61	362905	443.61	00000071 69	443.61	0100	0980000	1110	1000	4300000	800		
UL0100 - ULTIMATE OFFICE	14623672	169.10	U1007217- 2	169.10	00000069 37	169.10	0100	0000624	0000	7200	4300000	020		
US0230 - US BANK EQUIPMENT FINANCE	14623673	931.48	40035400 7	931.48	00000064 23	931.48	6200	0000000	0000	2700	5600200	062		

Business Unit Total: \$95,109.35

-		
	0100	\$ 20,010.01
İ	1300	\$67,600.64
	6200	\$ 7,498.70
	TOTAL:	\$95,109.35

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PeopleSoft Accounts Payable AP TRIAL PAYMENT REGISTER

Page No. 36 Run Date 12/6/2019 Run Time 9:24:15 AM

02300: National School District

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
0000000154 - Jannette Colada-Tacto	14624449	18.10	JCT Mileage 11/5 - 11/22/19	18.10		18.10	0100	0980290	1110	1000	5200500	020		
0000000168 - Katie Crosbie	14624450	88.44	KC Travel 12/4/19	88.44		88.44	0100	9010999	1110	1000	5200000	020		
0000000213 - Amy Wert	14624451	236.13	AW Travel 120419	236.13		236.13	0100	9010999	1110	1000	5200000	020		
0000000311 - Nathan Bland	14624452	108.11	NB Mileage 09/03 - 11/22/19	108.11		108.11	0100	0980270	1110	1000	5200500	000		
AP0053 - APPLE COMPUTER	14624453	992.33	AB127950 43	992.33	00000071 64	10.00	0100	6500000	5770	1190	4400380	022		
AP0053 - APPLE COMPUTER	14624453	992.33	AB127950 43	992.33	00000071 64	158.00	0100	6500000	5770	1190	4400380	022		
AP0053 - APPLE COMPUTER	14624453	992.33	AB127950 43	992.33	00000071 64	824.33	0100	6500000	5770	1190	4400380	022		
FR0200 - FRUTH GROUP	14624454	17.02	369564	17.02	00000055 91	17.02	0100	1100699	1110	1000	5600200	444		
MA0800 - Catherine Dolores Maynard	14624455	2,925.00	CT3643 1110-11	2,925.00		2,925.00	0100	3010100	1110	1000	5800000	020		
MA1800 - THE MASTER TEACHER	14624456	499.35	11677406 2	499.35	00000071 95	499.35	0100	0000460	0000	2700	4300000	215		
PR0050 - PRACTI- CAL, INC.	14624457	809.10	CT1294 344059	585.75		585.75	0100	5640568	0000	3140	5800490	022		
PR0050 - PRACTI- CAL, INC.	14624457	809.10	CT1294 344088	223.35		223.35	0100	5640568	0000	3140	5800490	022		
SO1000 - SOUTH BAY COMMUNITY SERVICES	14624458	6,130.00	NCCFRC July 2019	6,130.00		6,130.00	0100	0000737	8100	5000	5800100	021		
ST0585 - STAPLES BUSINESS ADVANTAGE	14624459	1,414.78	72264984 17-0-3	207.65	00000064 32	207.65	6200	0000100	1110	1000	4300000	062		
ST0585 - STAPLES BUSINESS ADVANTAGE	14624459	1,414.78	72264984 17-0-5	69.59	00000064 32	69.59	6200	0000100	1110	1000	4300000	062		
ST0585 - STAPLES BUSINESS ADVANTAGE	14624459	1,414.78	72271525 24-0-4	23.52	00000064 32	23.52	6200	0000100	1110	1000	4300000	062		
ST0585 - STAPLES BUSINESS ADVANTAGE	14624459	1,414.78	72271469 33-0-1	104.54	00000064 32	104.54	6200	0000100	1110	1000	4300000	062		

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Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO ld	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
ST0585 - STAPLES BUSINESS ADVANTAGE	14624459	1,414.78	72271469 33-0-2	20.61	00000064 32	20.61	6200	0000100	1110	1000	4300000	062		
ST0585 - STAPLES BUSINESS ADVANTAGE	14624459	1,414.78	72271525 24-0-1	737.99	00000064 20	737.99	6200	0000460	0000	2700	4300000	062		
ST0585 - STAPLES BUSINESS ADVANTAGE	14624459	1,414.78	72271525 24-0-2	162.04	00000064 32	162.04	6200	0000100	1110	1000	4300000	062		
ST0585 - STAPLES BUSINESS ADVANTAGE	14624459	1,414.78	72271525 24-0-5	88.84	00000064 32	88.84	6200	0000100	1110	1000	4300000	062		
TO0112 - TOSHIBA FINANCIAL SERVICES	14624460	511.13	50081994 89	511.13	00000062 49	511.13	0100	1100699	1110	1000	5600200	999		
TO0115 - TOSHIBA FINANCIAL SERVICES	14624461	166.65	40068160 7	166.65	00000062 69	166.65	0100	1100699	1110	1000	5600200	222		
XE0120 - XEROX FINANCIAL SERVICES	14624462	837.38	1869028	837.38	00000070 27	837.38	0100	0000625	0000	7200	5600200	020		

Business Unit Total: \$14,753.52

0100	\$ 13,338.74
6200	\$ 1,414.78
TOTAL:	\$14,753.52

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PeopleSoft Accounts Payable AP TRIAL PAYMENT REGISTER

Page No. 21 Run Date 12/9/2019 Run Time 9:36:57 AM

02300: National School District

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	POld	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
0000000005 - Deborah Obrego n	14624957	13.00	DO102319	13.00		13.00	0100	0100191	1110	1000	4300000	200	Cint	
0000000016 - Yadira Martinez	14624958	14.50	YM Mileage 1119	14.50		14.50	1200	6105100	0001	2700	5200500	000		
0000000024 - Jorge Clayton	14624959	88.57	JC110419	18.00		18.00	0100	0982000	0000	3600	4300000	038		
0000000024 - Jorge Clayton	14624959	88.57	JC110819	17.23		17.23	0100	0982000	0000	3600	4300000	038		
0000000024 - Jorge Clayton	14624959	88.57	JC11/12- 11/15/19	35.34		35.34	0100	0982000	0000	3600	4300000	038		
0000000024 - Jorge Clayton	14624959	88.57	JC112219	18.00		18.00	0100	0982000	0000	3600	4300000	038		
0000000025 - Irma Gutierrez	14624960	36.00	IG11/18- 11/22/19	36.00		36.00	0100	0982000	0000	3600	4300000	038		
0000000026 - Laura Perez	14624961	37.36	LP11/12- 11/15/19	25.43		25.43	0100	0982000	0000	3600	4300000	038		
0000000026 - Laura Perez	14624961	37.36	LP110419	11.93		11.93	0100	0982000	0000	3600	4300000	038		
0000000027 - Saul Poblano	14624962	90.47	SP11/4- 11/8/19	28.48		28.48	0100	0982000	0000	3600	4300000	038		
0000000027 - Saul Poblano	14624962	90.47	SP11/12- 11/15/19	29.50		29.50	0100	0982000	0000	3600	4300000	038	Ì	
0000000027 - Saul Poblano	14624962	90.47	SP11/18- 11/22/19	32.49		32.49	0100	0982000	0000	3600	4300000	038		
0000000057 - Kym Tobias	14624963	49.78	KY112119	49.78		49.78	0100	0000570	1110	1000	4300000	100		
0000000067 - Jennifer Reynolds	14624964	339.05	JR111419	173.46		173.46	0100	0000440	0000	2420	4300000	200		
0000000067 - Jennifer Reynolds	14624964	339.05	JR112219	165.59		165.59	0100	0000440	0000	2420	4300000	200		
0000000147 - Kimberly Hatakeyama	14624965	19.37	KH112119	19.37		19.37	0100	0000100	1110	1000	4300000	900		
0000000168 - Katie Crosbie	14624966	18.21	KC Mileage Nov 19	18.21		18.21	0100	4203000	4760	1000	5200500	020		
0000000178 - Ricardo Gil	14624967	32.61	RG111819	32.61		32.61	0100	0000623	0000	7200	4300000	000		
0000000192 - Maria Garcia	14624968	15.50	MG111819	15.50		15.50	0100	0982000	0000	3600	4300000	038		

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PeopleSoft Accounts Payable AP TRIAL PAYMENT REGISTER

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Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
0000000203 - Alycia Galdamez	14624969	22.42	AG070119	22.42		22.42	0100	0000100	1110	1000	4300000	200	01110	
0000000288 - Lisa Ayala	14624970	33.76	LA Mileage 1119	33.76		33.76	1200	6105100	0001	2700	5200500	000		
0000000422 - Angela Censoplano-Holmes	14624971	16.41	ACH Mileage Nov 2019	16.41		16.41	0100	4203000	4760	1000	5200500	020		
0000000441 - Heather Potter	14624972	110.32	HP112219	110.32		110.32	0100	0980000	1110	1000	4300000	100		
0000000451 - Meghann Young	14624973	368.82	MY112019	368.82		368.82	0100	0000460	0000	2700	4300000	300		
0000000480 - Guillermo Garcia	14624974	82.10	GG112219	82.10		82.10	0100	0000100	1110	1000	4300000	600		
0000000492 - Keith Robinson	14624975	2,334.96	KR Refund of Developer s Fees	2,334.96		2,334.96	2519	0000000	0000	0000	8681001	000		
AT0500 - AT&T INFORMATION SYSTEMS	14624976	74.91	MT201 00001397 5980	74.91		74.91	0100	0000665	0000	8100	5900100	000		
BC0100 - BCK Programs, LLC.	14624977	5,338.00	CT3542 1029	5,338.00		5,338.00	0100	0000779	0000	7200	5800000	000		
HA1525 - HAWTHORNE POWER SYSTEMS	14624978	458.14	SS100118 374	229.07	00000071 33	15.66	0100	0982000	0000	3600	5600100	038		
HA1525 - HAWTHORNE POWER SYSTEMS	14624978	458.14	SS100118 374	229.07	00000071 33	213.41	0100	0982000	0000	3600	5600100	038		
HA1525 - HAWTHORNE POWER SYSTEMS	14624978	458.14	SS100118 375	229.07	00000071 34	15.66	0100	0982000	0000	3600	5600100	038		
HA1525 - HAWTHORNE POWER SYSTEMS	14624978	458.14	SS100118 375	229.07	00000071 34	213.41	0100	0982000	0000	3600	5600100	038		
HO0350 - THE HOME DEPOT	14624979	1,014.57	1403 NOV 2019	1,014.57	00000071 45	1,014.57	0100	8150100	0000	8100	4300000	057		
MT0300 - San Diego Metropolitan Transit System	14624980	1,104.00	Coding Club 1/3 - 2/13/20	1,104.00		1,104.00	0100	0980000	1110	1000	5800000	020		
RE0475 - RSD - NATIONAL CITY	14624981	190.26	61154487- 00	190.26	00000070 74	190.26	0100	8150100	0000	8100	4300000	057		
SA0280 - SAMBASAFETY	14624982	47.80	INV00243 210	47.80	00000066 32	47.80	0100	0982000	0000	3600	5600100	038		
SA1200 - SAN DIEGO GAS & ELECTRIC	14624983	162.22	MT102 4440 142 383 9	162.22		162.22	0100	0000665	0000	8100	5500100	777		

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PeopleSoft Accounts Payable AP TRIAL PAYMENT REGISTER

Page No. 23 Run Date 12/9/2019 Run Time 9:36:57 AM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO ld	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
			120419		Ì									
SA1200 - SAN DIEGO GAS & ELECTRIC	14624984	59.59	MT102 4440 144 556 8 120419	59.59		59.59	0100	0000665	0000	8100	5500100	777		
SC0305 - SCHOLASTIC NEWS & MAGAZINES	14624985	90.75	M6610496 9	90.75		90.75	0100	3010100	1110	1000	4200000	100		
SO1227 - SO-CAL TRUCK STOP	14624986	7,160.24	MT831 NOV 2019	7,160.24		5,373.38	0100	0982000	0000	3600	4300560	038		
SO1227 - SO-CAL TRUCK STOP	14624986	7,160.24	MT831 NOV 2019	7,160.24		1,786.86	0100	0983000	5001	3600	4300560	038		
VA0050 - VALLEY INDUSTRIAL SPECIALTIES	14624987	27.21	A269918	27.21	00000071 50	27.21	0100	8150100	0000	8100	4300000	057		

Business Unit Total: \$19,450.90

0100	\$ 17,067.68
1200	\$ 48.26
2519	\$ 2,334.96
TOTAL:	\$ 19,450.90_

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PeopleSoft Accounts Payable AP TRIAL PAYMENT REGISTER

Page No. 29 Run Date 12/10/2019 Run Time 9:33:09 AM

02300: National School District

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO ld	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
0000000015 - Norma Luna	14625441	32.52	NL120419	32.52		32.52	1200	6105100	0001	1000	4300000	000		
0000000016 - Yadira Martinez	14625442	32.15	YM120419	32.15		32.15	1200	6105100	0001	1000	4300000	000		
0000000051 - Ofelia Carrillo	14625443	45.83	OC120419	45.83		45.83	1200	6105100	0001	1000	4300000	000		
0000000070 - Lisa Tostado	14625444	64.46	LT120619	64.46		64.46	0100	0000570	1110	1000	4300000	200		
0000000109 - Leticia Hernandez	14625445	52.79	LH120419	52.79		52.79	1200	6105100	0001	1000	4300000	000		
0000000244 - Erik Vinland	14625446	33.90	EV120619	33.90		33.90	0100	0000570	1110	1000	4300000	100		
BC0100 - BCK Programs, LLC.	14625447	935.00	CT3665 1028	510.00		510.00	0100	9010999	1110	1000	5800000	900		
BC0100 - BCK Programs, LLC.	14625447	935.00	CT3665 1023	425.00		425.00	0100	9010999	1110	1000	5800000	900		
BR0350 - BREAKOUT, INC	14625448	10.88	24256.	10.88		10.88	0100	0000000			9502000			
CA0400 - CASA DEL TACO	14625449	468.72	00843	468.72		61.14	0100	0980360	0000	2490	4300400	020		
CA0400 - CASA DEL TACO	14625449	468.72	00843	468.72		407.58	0100	0980360	0000	2490	4300400	020		
CM0070 - C&M MOTORS INC	14625450	1,730.39	259719	1,730.39	00000072 46	50.00	1300	5310000	0000	3700	5600000	000		
CM0070 - C&M MOTORS INC	14625450	1,730.39	259719	1,730.39	00000072 46	54.38	1300	5310000	0000	3700	5600000	000		
CM0070 - C&M MOTORS INC	14625450	1,730.39	259719	1,730.39	00000072 46	746.01	1300	5310000	0000	3700	5600000	000		
CM0070 - C&M MOTORS INC	14625450	1,730.39	259719	1,730.39	00000072 46	880.00	1300	5310000	0000	3700	5600000	000		
DI0020 - DIAMOND JACK ENTERPRISES INC	14625451	19,583.70	627 NOV 2019	19,583.70	00000066 27	19,583.70	1300	5310000	0000	3700	4700000	000		
KO0160 - KONICA MINOLTA BUSINESS SOLUTI	14625452	863.18	90062925 99	863.18		406.42	1200	9024977	7110	2700	5600200	028		
KO0160 - KONICA MINOLTA BUSINESS SOLUTI	14625452	863.18	90062925 99	863.18	00000062 36	456.76	1200	9024977	7110	2700	5600200	028		
MI1200 - MISSION JANITORIAL SUPPLIES	14625453	302.07	672465-00	302.07	00000067 31	302.07	0100	0000644	0000	8100	4300000	056		

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PeopleSoft Accounts Payable AP TRIAL PAYMENT REGISTER

Page No. 30 Run Date 12/10/2019 Run Time 9:33:09 AM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO ld	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
RO0030 - ROAD ONE	14625454	450.00	A727644	450.00	00000072 47	450.00	0100	0983000	5001	3600	5600150	038		
SA1200 - SAN DIEGO GAS & ELECTRIC	14625455	12,429.86	MT101 1065 749 430 3 120319	12,429.86		3,146.87	0100	0000665	0000	8100	5500100	222		
SA1200 - SAN DIEGO GAS & ELECTRIC	14625455	12,429.86	MT101 1065 749 430 3 120319	12,429.86		4,906.60	0100	0000665	0000	8100	5500100	225		
SA1200 - SAN DIEGO GAS & ELECTRIC	14625455	12,429.86	MT101 1065 749 430 3 120319	12.429.86		4,376.39	0100	0000665	0000	8100	5500100	444		
SA1200 - SAN DIEGO GAS & ELECTRIC	14625456	8,224.86	MT101 7398 594 232 8 120319	8,224.86		6,577.58	0100	0000665	0000	8100	5500100	222		
SA1200 - SAN DIEGO GAS & ELECTRIC	14625456	8,224.86	MT101 7398 594 232 8 120319	8,224.86		1,647.28	0100	0000665	0000	8100	5500100	444		
TA0100 - TABLEDRAPES.COM	14625457	643.00	10505	643.00	00000070 23	48.00	0100	0000615	0000	7100	4300000	010		
TA0100 - TABLEDRAPES.COM	14625457	643.00	10505	643.00	00000070 23	595.00	0100	0000615	0000	7100	4300000	010		
WI0475 - WILLY'S ELECTRONIC SUPPLY CO	14625458	78.19	1-428272	78.19	00000068 07	78.19	0100	8150100	0000	8100	4300000	057		

Business Unit Total: \$45,981.50

0100	\$ 23,640.94
1200	\$ 1,026.47
1300	\$21,314.09
TOTAL:	\$ 45,981.50

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PeopleSoft Accounts Payable AP TRIAL PAYMENT REGISTER

Page No. 36

Run Date 12/11/2019 Run Time 9:34:50 AM

02300: National School District

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO ld	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
0000000181 - Brian Clapper	14626080	45.00	BC Travel 120619	45.00	e desemblement in the case	45.00	0100	0000615	0000	7100	5200000	010	Cont	I de la compart
0000000219 - Hanson Aggregates	14626081	1,362.37	2069852	572.69	00000071 91	572.69	0100	8150100	0000	8100	4300000	057		
0000000219 - Hanson Aggregates	14626081	1,362.37	2070892	789.68	00000071 91	204.61	0100	8150100	0000	8100	4300000	057		
0000000219 - Hanson Aggregates	14626081	1,362.37	2070892	789.68	00000071 91	585.07	0100	8150100	0000	8100	4300000	057		
0000000393 - Katherine McKinney	14626082	49.32	KM111919	49.32		49.32	0100	9010999	1110	1000	4300000	700		
0000000493 - Gina Marshall	14626083	17.95	GM112119	17.95		17.95	0100	9010999	1110	1000	4300000	700		
0000000494 - Gabriela Sobhani	14626084	34.30	GS120219	34.30		34.30	0100	9010999	1110	1000	4300000	700		
AH0075 - AHLEE BACKFLOW SERVICE	14626085	234.80	89893	234.80	00000071 97	234.80	0100	8150100	0000	8100	5600150	057		
AM3100 - AMERI-MEX PLUMBING INC	14626086	125.00	7701	125.00	00000072 01	125.00	0100	8150100	0000	8100	5600150	057		
AT0200 - ATLAS ELEVATOR COMPANY	14626087	297.84	53381	297.84	00000071 96	297.84	0100	0000660	0000	8100	5600150	057		
BA0760 - Baker Distribution Company	14626088	966.19	Z299750	966.19	00000071 80	966.19	0100	8150100	0000	8100	4300000	057		
BE1545 - BEST WAY PRINTING	14626089	106.36	20062	106.36	00000072 03	106.36	0100	0000623	0000	7200	4300000	000		
CU0412 - CURRIER & HUDSON	14626090	906.00	CT3414 110119	906.00		906.00	0100	0000616	0000	7200	5800700	010		
DE0220 - KING BUSINESS SERVICES, INC.	14626091	859.65	152077	859.65	00000071 83	859.65	0100	0000660	0000	8100	5600150	057		
DE1015 - DEPARTMENT OF JUSTICE	14626092	211.00	420087	211.00	00000068 41	211.00	0100	0000620	0000	7200	4300000	030		
DR0001 - Dr. Debra Dupree	14626093	738.75	CT3440 2019-0810	738.75		738.75	0100	0000623	0000	7200	5800100	000		
EC0300 - Ecowater Systems	14626094	2,167.93	S- SC23841	2,167.93	00000067 57	823.21	0100	8150100	0000	8100	4300000	057		
EC0300 - Ecowater Systems	14626094	2,167.93	S- SC23841	2,167.93	00000067 57	1,344.72	0100	8150100	0000	8100	4300000	057		
FR0200 - FRUTH GROUP	14626095	582.90	372640	582.90	00000071 88	282.75	0100	0980000	1110	1000	4300000	400		

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PeopleSoft Accounts Payable AP TRIAL PAYMENT REGISTER

Page No. 37 Run Date 12/11/2019 Run Time 9:34:50 AM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO ld	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
FR0200 - FRUTH GROUP	14626095	582.90	372640	582.90	00000071 88	300.15	0100	0980000	1110	1000	4300000	400		
HO0230 - HOLLANDIA DAIRY	14626096	36,203.16	6415 NOV 2019	36,203.16	00000064 15	36,203.16	1300	5310000	0000	3700	4700000	000		
LE0400 - LEARNING A-Z	14626097	1,199.40	2207322	1,199.40	00000072 17	1,199.40	0100	0000100	1110	1000	4300000	300		
MR0200 - MRC / MR. COPY	14626098	1,064.76	CT3050 IN1318895	1,064.76		1,064.76	0100	0000424	0000	2420	5800100	024		
NO0300 - NORTHERN TOOL & EQUIPMENT	14626099	148.73	19873864	148.73	00000071 47	148.73	0100	8150100	0000	8100	4300000	057		
OP0130 - OPTIMUM FLOORCARE	14626100	548.53	459766	166.11	00000069 74	59.95	0100	0000644	0000	8100	4300000	056		
OP0130 - OPTIMUM FLOORCARE	14626100	548.53	459766	166.11	00000069 74	106.16	0100	0000644	0000	8100	4300000	056		
OP0130 - OPTIMUM FLOORCARE	14626100	548.53	459801	382.42	00000069 74	37.42	0100	0000644	0000	8100	4300000	056		
OP0130 - OPTIMUM FLOORCARE	14626100	548.53	459801	382.42	00000069 74	345.00	0100	0000644	0000	8100	4300000	056		
OR0220 - ORIENTAL TRADING COMPANY	14626101	115.17	69977194 3-01	115,17	00000072 10	13.01	0100	0980000	1110	1000	4300000	800		
OR0220 - ORIENTAL TRADING COMPANY	14626101	115.17	69977194 3-01	115.17	00000072 10	48.45	0100	0980000	1110	1000	4300000	800		
OR0220 - ORIENTAL TRADING COMPANY	14626101	115.17	69977194 3-01	115,17	00000072 10	53.71	0100	0980000	1110	1000	4300000	800		
OR0500 - ORKIN EXTERMINATING INC	14626102	8,125.05	27021289 113019	418.00	00000064 17	418.00	1300	5310000	0000	3700	5600000	000		
OR0500 - ORKIN EXTERMINATING INC	14626102	8,125.05	27096642 120519	7,707.05	00000065 07	7,707.05	0100	0000660	0000	8100	5500600	057		
PA0110 - Pacific Rim Mechanical	14626103	1,495.92	SRV11029 7	1,495.92	00000071 98	721.92	0100	8150100	0000	8100	5600150	057		
PA0110 - Pacific Rim Mechanical	14626103	1,495.92	SRV11029 7	1,495.92	00000071 98	774.00	0100	8150100	0000	8100	5600150	057		
PH0200 - PHONAK	14626104	133.65	51307686 49	133.65	00000072 02	6,36	0100	6500000	5770	1190	4300000	022		
PH0200 - PHONAK	14626104	133.65	51307686 49	133.65	00000072 02	127.29	0100	6500000	5770	1190	4300000	022		
RE0475 - RSD - NATIONAL CITY	14626105	313.37	61154691- 00	33.45	00000070 74	33.45	0100	8150100	0000	8100	4300000	057		
RE0475 - RSD - NATIONAL CITY	14626105	313.37	61154618- 00	279.92	00000070 74	279.92	0100	8150100	0000	8100	4300000	057		
SO0630 - SOS SURVIVAL PRODUCTS	14626106	191.60	840150	191.60	00000071 43	6.94	0100	0000779	1110	1000	4300000	000		

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PeopleSoft Accounts Payable AP TRIAL PAYMENT REGISTER

Page No. 38 Run Date 12/11/2019 Run Time 9:34:50 AM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	POId	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
SO0630 - SOS SURVIVAL PRODUCTS	14626106	191.60	840150	191.60	00000071 43	11.31	0100	0000779	1110	1000	4300000	000	Oilt	Management
SO0630 - SOS SURVIVAL PRODUCTS	14626106	191.60	840150	191.60	00000071 43	23.00	0100	0000779	1110	1000	4300000	000		
SO0630 - SOS SURVIVAL PRODUCTS	14626106	191.60	840150	191.60	00000071 43	150.35	0100	0000779	1110	1000	4300000	000		
SO1000 - SOUTH BAY COMMUNITY SERVICES	14626107	6,130.00	NCCFRC Nov 2019	6,130.00		6,130.00	0100	0000737	8100	5000	5800100	021		
SO1330 - SOUTHLAND TECHNOLOGY	14626108	291.45	SI-80626	291.45	00000071 66	291.45	0100	0000460	0000	2700	4300000	400		
ST0100 - STANDARD ELECTRONICS	14626109	589.19	S43395	589.19	00000071 82	114.19	0100	8150100	0000	8100	5600150	057		
ST0100 - STANDARD ELECTRONICS	14626109	589.19	S43395	589.19	00000071 82	475.00	0100	8150100	0000	8100	5600150	057		
UN0900 - UNIFIRST CORPORATION	14626110	2,980.95	MT502 Nov 2019	2,980.95		1,616.60	0100	0000665	0000	8100	5500500	000		
UN0900 - UNIFIRST CORPORATION	14626110	2,980.95	MT502 Nov 2019	2,980.95		131.25	0100	0000665	0000	8100	5500500	111		
UN0900 - UNIFIRST CORPORATION	14626110	2,980.95	MT502 Nov 2019	2,980.95		131.25	0100	0000665	0000	8100	5500500	222		
UN0900 - UNIFIRST CORPORATION	14626110	2,980.95	MT502 Nov 2019	2,980.95		131.25	0100	0000665	0000	8100	5500500	225		
UN0900 - UNIFIRST CORPORATION	14626110	2,980.95	MT502 Nov 2019	2,980.95		137.50	0100	0000665	0000	8100	5500500	333		
UN0900 - UNIFIRST CORPORATION	14626110	2,980.95	MT502 Nov 2019	2,980.95		131.25	0100	0000665	0000	8100	5500500	444		
UN0900 - UNIFIRST CORPORATION	14626110	2,980.95	MT502 Nov 2019	2,980.95		131.25	0100	0000665	0000	8100	5500500	555		
UN0900 - UNIFIRST CORPORATION	14626110	2,980.95	MT502 Nov 2019	2,980.95		131.25	0100	0000665	0000	8100	5500500	666		
UN0900 - UNIFIRST CORPORATION	14626110	2,980.95	MT502 Nov 2019	2,980.95		131.25	0100	0000665	0000	8100	5500500	777		
UN0900 - UNIFIRST CORPORATION	14626110	2,980.95	MT502 Nov 2019	2,980.95		176.85	0100	0000665	0000	8100	5500500	888		
UN0900 - UNIFIRST CORPORATION	14626110	2,980.95	MT502 Nov 2019	2,980.95		131.25	0100	0000665	0000	8100	5500500	999		
WI0475 - WILLY'S ELECTRONIC SUPPLY CO	14626111	20.10	1-428454	20.10	00000062 96	20.10	0100	0000633	0000	7700	4300000	055		

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Run Date 12/11/2019 Run Time 9:34:50 AM

Vendor	Warrant	Warrant	Invoice Id	Invoice Amount	POId	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
TW0100 - Two Way Direct, Inc.	Z0000058 281	0.00	To Close PO #6227	0.00	00000062 27	0.00	0100	8150100	0000	8100	4300000	057		

Business Unit Total: \$68,256.39

0100	\$31,635.23
1300	\$ 36,621.16
TOTAL:	\$ 68,256.39

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PeopleSoft Accounts Payable AP TRIAL PAYMENT REGISTER

Page No. 48 Run Date 12/12/2019 Run Time 9:16:55 AM

02300: National School District

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO ld	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
0000000450 - Jamie Bohannan	14626907	49.00	JB112019	49.00		49.00	0100	9010999	1110	1000	5200000	600		
AC0175 - ACCURATE LABEL DESIGNS,INC.	14626908	81.95	168833	81.95	00000072 00	12.95	0100	0000460	0000	2700	4300000	300		
AC0175 - ACCURATE LABEL DESIGNS,INC.	14626908	81.95	168833	81.95	00000072 00	69.00	0100	0000460	0000	2700	4300000	300		
AD0710 - ADVANCED CLASSROOM FECHNOLOGIE	14626909	1,483.35	iNV18880	1,483.35	00000070 58	52.20	0100	0980000	1110	1000	4300000	800		
AD0710 - ADVANCED CLASSROOM FECHNOLOGIE	14626909	1,483.35	iNV18880	1,483.35	00000070 58	1,431.15	0100	0980000	1110	1000	4300000	800		
AM1700 - AMERICAN READING COMPANY	14626910	2,700.00	00001342 25	2,700.00	00000070 15	2,700.00	0100	0000100	1110	1000	4100000	020		
AT0200 - ATLAS ELEVATOR COMPANY	14626911	198.88	53152	198.88		198.88	0100	0000660	0000	8100	5600150	057		
DE1042 - DEPARTMENT OF NDUSTRIAL RELATIONS	14626912	30,700.70	OSIP 66979	30,700.70		30,700.70	0100	0000667	0000	7200	5450200	000		
DI0600 - DIXIELINE LUMBER & HOME CENTER	14626913	333.62	09- 0208042	161.97	00000071 62	161.97	0100	8150100	0000	8100	4300000	057		
DI0600 - DIXIELINE LUMBER & HOME CENTER	14626913	333.62	09 - 0208097	171.65	00000071 62	171.65	0100	8150100	0000	8100	4300000	057		
FA0050 - FASTENAL COMPANY	14626914	188.66	CACHU56 553	188.66	00000068 40	188.66	0100	0000644	0000	8100	4300000	056		
FA0110 - FAGEN FRIEDMAN & FULFROST, LLP	14626915	16,977.00	CT3415 178378	16,977.00		16,977.00	0100	0000623	0000	7200	5800700	000		
HA1525 - HAWTHORNE POWER SYSTEMS	14626916	1,832.52	SS100118 444	1,832.52	00000071 33	124.74	0100	0982000	0000	3600	5600100	038		
HA1525 - HAWTHORNE POWER SYSTEMS	14626916	1,832.52	SS100118 444	1,832.52	00000071 33	1,707.78	0100	0982000	0000	3600	5600100	038		
KO161 - Konica Minolta Premier Finance	14626917	166.39	50083023 49	166.39	00000065 36	41.60	0100	1100699	1110	1000	5600200	888		
KO161 - Konica Minolta Premier Finance	14626917	166.39	50083023 49	166.39	00000065 36	124.79	0100	1100699	1110	1000	5600200	888		

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PeopleSoftAccounts Payable AP TRIAL PAYMENT REGISTER

Page No. 49 Run Date 12/12/2019 Run Time 9:16:55 AM

Vendor	Warrant	Warrant Amount	Invoice 1d	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
LA0500 - LAKESHORE LEARNING MATERIALS	14626918	115.25	47782012 19	115.25	00000072 14	115.25	0100	9010999	1110	1000	4300000	600	Othe	
MO1000 - MONOPRICE, INC.	14626919	100.93	19557475	100.93	00000066 35	100.93	0100	0000424	1110	1000	4300000	024		
NA0076 - NAPA AUTO PARTS	14626920	183.61	3930- 26 7 060	183.61	00000070 48	183.61	0100	0000660	0000	8100	4300000	057		
OF0075 - OFFICE DEPOT	14626921	56.53	40994831 0001	46.75	00000063 81	46.75	1300	5310000	0000	3700	4300000	000		
OF0075 - OFFICE DEPOT	14626921	56.53	40994943 6001	9.78	00000063 81	9.78	1300	5310000	0000	3700	4300000	000		
SC0305 - SCHOLASTIC NEWS & MAGAZINES	14626922	3,779.06	M6720928 8	3,593.70	00000072 77	3,593.70	0100	9010999	1110	1000	4300000	600		
SC0305 - SCHOLASTIC NEWS & MAGAZINES	14626922	3,779.06	M6706066 5	185.36	00000072 77	185.36	0100	9010999	1110	1000	4300000	600		
SO1330 - SOUTHLAND TECHNOLOGY	14626923	1,575.39	SI-80620	1,575.39	00000072 07	6.00	0100	6500000	5770	1190	4300000	022		
SO1330 - SOUTHLAND TECHNOLOGY	14626923	1,575.39	SI-80620	1,575.39	00000072 07	185.00	0100	6500000	5770	1190	4300000	022		
SO1330 - SOUTHLAND TECHNOLOGY	14626923	1,575.39	S+80620	1,575.39	00000072 07	1,384.39	0100	6500000	5770	1190	4300000	022		
TO0115 - TOSHIBA FINANCIAL SERVICES	14626924	378,59	40110678 6	378.59	00000065 39	378.59	0100	1100699	1110	1000	5600200	222		
WE0100 - StudioWC Architecture	14626925	24,075.43	CT3407 INV #3	24,075.43		24,075.43	2139	0000028	0000	8500	6170000	000		

Business Unit Total: \$84,976.86

0100	\$60,844.90
1300	\$ 56.53
2139	\$ 24,075.43
TOTAL:	\$84,976.86

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PeopleSoft Accounts Payable AP TRIAL PAYMENT REGISTER

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02300: National School District

Vendor	Warrant	Warrant	Invoice Id	Invoice Amount	PO Id	Distribution	Fund	Resource	Goal	Funct	Object	Site	Op	PY
BA0700 - Banyan Tree	14627617	1,916.53	CT3676	1,916.53		1.916.53	0100	6500000	5770	1110	5800000	022	Unit	
Educational Services	4.4007040	200 0 1	10578	101.00		101.00	0.400		0000	0.100	1000000	057		
ES0220 - Rexel of America, LLC.	14627618	333.84	S1266436 64.001	121.68	00000055 31	121.68	0100	0000660	0000	8100	4300000	057		
ES0220 - Rexel of America, LLC.	14627618	333.84	S1266436 64.002	212.16		96.98	0100	0000660	0000	8100	4300000	057		
ES0220 - Rexel of America, LLC.	14627618	333.84	S1266436 64.002	212.16	00000055	115.18	0100	0000660	0000	8100	4300000	057		
FE0100 - FedEx Office	14627619	659.24	2697- 037BJ-1	659.24		659.24	0100	6300000	1110	1000	4300000	020		
GR0888 - GREENBRIER LAWN & TREE EXPERT	14627620	9,325.00	19-11183	9,325.00	00000070	9.325.00	0100	8150100	0000	8100	5600150	057		
HO0350 - THE HOME DEPOT	14627621	2,282.66	2151386	2,282.66	00000070 52	2,282.66	0100	0000660	0000	8100	4400000	057		
ME1000 - HANDY METAL MART	14627622	43.78	481409	43.78	00000065 14	43.78	0100	8150100	0000	8100	4300000	057		
NA0076 - NAPA AUTO PARTS	14627623	16.51	3930- 267670	16.51	00000070 48	16.51	0100	0000660	0000	8100	4300000	057		
PE1290 - PERRY FORD OF NATIONAL CITY	14627624	38.48	5134359	35.67	00000057	35.67	0100	0000660	0000	8100	4300000	057		
PE1290 - PERRY FORD OF NATIONAL CITY	14627624	38.48	5134395	2.81	00000057	2.81	0100	0000660	0000	8100	4300000	057		
PR0050 - PRACTI- CAL, INC.	14627625	95.56	CT1294 344159	95.56		95.56	0100	5640568	0000	3140	5800490	022		
RG0200 - RGC General Engineering, Inc.	14627626	2,999.00	2607	2,999.00	00000067 26	2,999.00	0100	8150100	0000	8100	5600150	057		
SA1200 - SAN DIEGO GAS & ELECTRIC	14627627	6,159.00	MT102 8019 205 888 9 121019	6,159.00		6,159.00	0100	0000665	0000	8100	5500100	555		
SO1115 - SOUTH BAY WINDOW & GLASS CO.	14627628	178.47	090974	178.47	00000071 99	178.47	0100	8150100	0000	8100	4300000	057		
VA0050 - VALLEY INDUSTRIAL SPECIALTIES	14627629	125.61	A269980	125.61	00000071 50	125.61	0100	8150100	0000	8100	4300000	057		
WI0475 - WILLY'S ELECTRONIC SUPPLY CO	14627630	33.13	1-428790	15.53	00000068 07	15.53	0100	8150100	0000	8100	4300000	057		

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PeopleSoft Accounts Payable AP TRIAL PAYMENT REGISTER

Page No. 35 Run Date 12/13/2019 Run Time 9:24:31 AM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO ld	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
WI0475 - WILLY'S ELECTRONIC SUPPLY CO	14627630	33.13	1-428839	17.60	00000068 07	17.60	0100	8150100	0000	8100	4300000	057		
YM0021 - YMCA OF SAN DIEGO COUNTY	14627631	231,707.01	CT3045 NSD-1119	231,707.01		26,251.65	0100	9065100	1110	1000	5800000	111		
YM0021 - YMCA OF SAN DIEGO COUNTY	14627631	231,707.01	CT3045 NSD-1119	231,707.01		19,604.80	0100	9065100	1110	1000	5800000	222		
YM0021 - YMCA OF SAN DIEGO COUNTY	14627631	231,707.01	CT3045 NSD-1119	231,707.01		18,782.78	0100	9065100	1110	1000	5800000	225		
YM0021 - YMCA OF SAN DIEGO COUNTY	14627631	231,707.01	CT3045 NSD-1119	231,707.01		27,656.09	0100	9065100	1110	1000	5800000	333		
YM0021 - YMCA OF SAN DIEGO COUNTY	14627631	231,707.01	CT3045 NSD-1119	231,707.01		21,100.79	0100	9065100	1110	1000	5800000	444		
YM0021 - YMCA OF SAN DIEGO COUNTY	14627631	231,707.01	CT3045 NSD-1119	231,707.01		28,753.06	0100	9065100	1110	1000	5800000	555		
YM0021 - YMCA OF SAN DIEGO COUNTY	14627631	231,707.01	CT3045 NSD-1119	231,707.01		20,322.33	0100	9065100	1110	1000	5800000	666		
YM0021 - YMCA OF SAN DIEGO COUNTY	14627631	231,707.01	CT3045 NSD-1119	231,707.01		30,371.81	0100	9065100	1110	1000	5800000	777		
YM0021 - YMCA OF SAN DIEGO COUNTY	14627631	231,707.01	CT3045 NSD-1119	231,707.01		19,790.39	0100	9065100	1110	1000	5800000	888		
YM0021 - YMCA OF SAN DIEGO COUNTY	14627631	231,707.01	CT3045 NSD-1119	231,707.01		19,073.31	0100	9065100	1110	1000	5800000	999		

Business Unit Total: \$255,913.82

0100 \$255,913.82 TOTAL: \$255,913.82

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PeopleSoft Accounts Payable AP TRIAL PAYMENT REGISTER

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02300: National School District

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
0000000271 - Angelica Mendez-Reynoso	14628420	84.91	AMR1212 19	84.91		84.91	0100	0000460	1110	1000	4300000	800	Onic	(\$0.60 []) 18%
CA1414 - CALIFORNIA ELECTRIC SUPPLY	14628421	569.78	1069- 768792	569.78	00000069 22	569.78	0100	8150100	0000	8100	4300000	057		
CH0800 - RADY CHILDREN'S HOSPITAL	14628422	44,355.70	CT3451 N0009	44,355.70		25,506.46	0100	0000900	0000	3140	5800000	022		
CH0800 - RADY CHILDREN'S HOSPITAL	14628422	44,355.70	CT3451 N0009	44,355.70		18,849.24	0100	0000500	1110	3140	5800000	022		
CL0700 - ANIXTER	14628423	380.87	18K41750 0	380.87	00000062 28	380.87	0100	8150100	0000	8100	4300000	057		
DA0275 - Dannis Woliver Kelley	14628424	488.00	CT3417 Client #5201	488.00		488.00	0100	0000616	0000	7200	5800700	010		
KO161 - Konica Minolta Premier Finance	14628425	320.83	50083422 12	320.83	00000065 35	320.83	0100	1100699	1110	1000	5600200	111		
MI1151- MISSION FEDERAL CREDIT UNION	14628426	18,429.06	MFCU P- Card November 2019	18,429.06		76.99	0100	0000440	0000	2420	4200000	300		
MI1151 - MISSION FEDERAL CREDIT UNION	14628426	18,429.06	MFCU P- Card November 2019	18.429.06		907.53	0100	0000460	0000	2700	4200000	900		
MI1151 - MISSION FEDERAL CREDIT UNION	14628426	18,429.06	MFCU P- Card November 2019	18,429.06		26.23	0100	0000100	1110	1000	4200000	900		
MI1151 - MISSION FEDERAL CREDIT UNION	14628426	18,429.06	MFCU P- Card November 2019	18,429.06		547.80	0100	0980000	1110	1000	4200000	700		
MI1151 - MISSION FEDERAL CREDIT UNION	14628426	18,429.06	MFCU P- Card November 2019	18,429.06		35.57	0100	9010999	1110	1000	4200000	700		
MI1151 - MISSION FEDERAL CREDIT UNION	14628426	18,429.06	MFCU P- Card November 2019	18,429.06		129.98	0100	0000424	0000	2100	4300000	024		
MI1151 - MISSION FEDERAL CREDIT	14628426	18,429.06	MFCU P- Card	18,429.06		99.86	0100	0980360	0000	2495	4300000	020		

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PeopleSoft Accounts Payable AP TRIAL PAYMENT REGISTER

Page No. 25 Run Date 12/16/2019 Run Time 9:58:45 AM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
UNION			November 2019			- Janouni	***************************************		300000000000000000000000000000000000000	Santa Carantella (Carantella (STATE OF THE PARTY
MI1151 - MISSION FEDERAL CREDIT UNION	14628426	18,429.06	MFCU P- Card November 2019	18,429.06		510.78	0100	0000460	0000	2700	4300000	200		
MI1151 - MISSION FEDERAL CREDIT UNION	14628426	18,429.06	MFCU P- Card November 2019	18.429.06		133.85	0100	0000460	0000	2700	4300000	215		
MI1151 - MISSION FEDERAL CREDIT UNION	14628426	18,429.06	MFCU P- Card November 2019	18,429.06		9.55	0100	0000460	0000	2700	4300000	300		
MI1151 - MISSION FEDERAL CREDIT UNION	14628426	18,429.06	MFCU P- Card November 2019	18,429.06		325.61	0100	0000460	0000	2700	4300000	500		
MI1151 - MISSION FEDERAL CREDIT UNION	14628426	18,429.06	MFCU P- Card November 2019	18,429.06		25.00	0100	0000460	0000	2700	4300000	600		
MI1151 - MISSION FEDERAL CREDIT UNION	14628426	18,429.06	MFCU P- Card November 2019	18,429.06		129.53	0100	0000623	0000	7200	4300000	000		
MI1151 - MISSION FEDERAL CREDIT UNION	14628426	18,429.06	MFCU P- Card November 2019	18,429,06		237.00	0100	0000624	0000	7200	4300000	020		
MI1151 - MISSION FEDERAL CREDIT UNION	14628426	18,429.06	MFCU P- Card November 2019	18,429.06		280.75	0100	0000660	0000	8100	4300000	057		
MI1151 - MISSION FEDERAL CREDIT UNION	14628426	18,429.06	MFCU P- Card November 2019	18,429.06		612.68	0100	0000660	0000	8100	4300000	057		
MI1151 - MISSION FEDERAL CREDIT UNION	14628426	18,429.06	MFCU P- Card November 2019	18,429.06		729.54	0100	8150100	0000	8100	4300000	057		
MI1151 - MISSION FEDERAL CREDIT UNION	14628426	18,429.06	MFCU P- Card November 2019	18,429.06		76.84	0100	0000100	1110	1000	4300000	400		
MI1151 - MISSION FEDERAL CREDIT	14628426	18,429.06	MFCU P- Card	18,429.06		462.73	0100	0000100	1110	1000	4300000	500		

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PeopleSoft Accounts Payable AP TRIAL PAYMENT REGISTER

Page No. 26 Run Date 12/16/2019 Run Time 9:58:45 AM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id *	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
UNION			November 2019										O.I.I.	
MI1151 - MISSION FEDERAL CREDIT UNION	14628426	18,429.06	MFCU P- Card November 2019	18,429.06		552.62	0100	0000560	1110	1000	4300000	700		
MI1151 - MISSION FEDERAL CREDIT UNION	14628426	18,429.06	MFCU P- Card November 2019	18,429.06		451.01	0100	0000570	1110	1000	4300000	100		
MI1151 - MISSION FEDERAL CREDIT UNION	14628426	18,429.06	MFCU P- Card November 2019	18,429.06		136.05	0100	0000570	1110	1000	4300000	200		
MI1151 - MISSION FEDERAL CREDIT UNION	14628426	18,429.06	MFCU P- Card November 2019	18,429.06		21.75	0100	0000570	1110	1000	4300000	215		
MI1151 - MISSION FEDERAL CREDIT UNION	14628426	18,429.06	MFCU P- Card November 2019	18,429.06		25.98	0100	0000570	1110	1000	4300000	215		
MI1151 - MISSION FEDERAL CREDIT UNION	14628426	18,429.06	MFCU P- Card November 2019	18,429.06		757.51	0100	0000570	1110	1000	4300000	600		
MI1151 - MISSION FEDERAL CREDIT UNION	14628426	18,429.06	MFCU P- Card November 2019	18,429.06		1,278.13	0100	0980000	1110	1000	4300000	100		
MI1151 - MISSION FEDERAL CREDIT UNION	14628426	18,429.06	MFCU P- Card November 2019	18,429.06		223.07	0100	0980000	1110	1000	4300000	800		
MI1151 - MISSION FEDERAL CREDIT UNION	14628426	18,429.06	MFCU P- Card November 2019	18,429.06		559.35	0100	0980000	1110	1000	4300000	900		
MI1151 - MISSION FEDERAL CREDIT UNION	14628426	18,429.06	MFCU P- Card November 2019	18,429.06		731.51	0100	0980100	1110	1000	4300000	020		
MI1151 - MISSION FEDERAL CREDIT UNION	14628426	18,429.06	MFCU P- Card November 2019	18,429.06		8.77	0100	6300000	1110	1000	4300000	020		
MI1151 - MISSION FEDERAL CREDIT	14628426	18,429.06	MFCU P- Card	18,429.06		152.40	0100	9010999	1110	1000	4300000	200		

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PeopleSoft Accounts Payable AP TRIAL PAYMENT REGISTER

Page No. 27 Run Date 12/16/2019 Run Time 9:58:45 AM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO ld	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
UNION	A11 200 A11 A11 A11 A11 A11 A11 A11 A11 A11 A		November 2019		A DOS TO SECURITION OF THE PARTY OF THE PART			24 21 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2		THE MANNES				
MI1151 - MISSION FEDERAL CREDIT UNION	14628426	18,429.06	MFCU P- Card November 2019	18,429.06		270.00	0100	9010999	1110	1000	4300000	215		
MI1151 - MISSION FEDERAL CREDIT UNION	14628426	18,429.06	MFCU P- Card November 2019	18,429.06		3,438.18	0100	9010999	1110	1000	4300000	500		
MI1151 - MISSION FEDERAL CREDIT UNION	14628426	18,429.06	MFCU P- Card November 2019	18,429.06		1,583.86	0100	9010999	1110	1000	4300000	600		
MI1151 - MISSION FEDERAL CREDIT UNION	14628426	18,429.06	MFCU P- Card November 2019	18,429.06		195.75	0100	9010999	1110	1000	4300000	700		
MI1151 - MISSION FEDERAL CREDIT UNION	14628426	18,429.06	MFCU P- Card November 2019	18,429.06		4.99	0100	6500000	5001	2100	4300000	022		
MI1151 - MISSION FEDERAL CREDIT UNION	14628426	18,429.06	MFCU P- Card November 2019	18,429.06		213.37	0100	6500000	5001	2100	4300000	022		
MI1151 - MISSION FEDERAL CREDIT UNION	14628426	18,429.06	MFCU P- Card November 2019	18,429.06		10.00	1200	6105 1 00	0001	1000	4300000	000		
MI1151 - MISSION FEDERAL CREDIT UNION	14628426	18,429.06	MFCU P- Card November 2019	18,429.06		5,85	1200	6105100	0001	2700	4300000	000		
MI1151 - MISSION FEDERAL CREDIT UNION	14628426	18,429.06	MFCU P- Card November 2019	18,429.06		41.50	1200	9024977	7110	1000	4300000	028		
MI1151 - MISSION FEDERAL CREDIT UNION	14628426	18,429.06	MFCU P- Card November 2019	18,429.06		99.18	1300	5310000	0000	3700	4300000	000		
MI1151 - MISSION FEDERAL CREDIT UNION	14628426	18,429.06	MFCU P- Card November 2019	18,429.06		135.43	0100	0000615	0000	7100	4300400	010		
MI1151 - MISSION FEDERAL CREDIT	14628426	18.429.06	MFCU P- Card	18,429.06		74.71	0100	9010999	0000	7200	4300400	020		

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PeopleSoft Accounts Payable AP TRIAL PAYMENT REGISTER

Page No. 28 Run Date 12/16/2019 Run Time 9:58:45 AM

Vendor	Warrant	Warrant Amount	Invoiced	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object =	Site	Op Unit	PY
UNION			November 2019											
MI1151 - MISSION FEDERAL CREDIT UNION	14628426	18,429.06	MFCU P- Card November 2019	18,429.06		125.69	0100	9010999	1110	1000	4300400	020		
MI1151 - MISSION FEDERAL CREDIT UNION	14628426	18,429.06	MFCU P- Card November 2019	18,429.06		500.00	0100	3010100	0000	2700	5200000	700		
MI1151 - MISSION FEDERAL CREDIT UNION	14628426	18,429.06	MFCU P- Card November 2019	18,429.06		247.22	0100	0000623	0000	7200	5200000	000		
MI1151 - MISSION FEDERAL CREDIT UNION	14628426	18,429.06	MFCU P- Card November 2019	18,429.06		524.36	0100	9010999	0000	7200	5200000	020		
MI1151 - MISSION FEDERAL CREDIT UNION	14628426	18,429.06	MFCU P- Card November 2019	18,429.06		300.00	0100	3010800	8100	5000	5200000	200		
MI1151 - MISSION FEDERAL CREDIT UNION	14628426	18,429.06	MFCU P- Card November 2019	18,429.06		403.00	0100	0982000	1110	3600	5800000	022		
PR0200 - Premier Healthcare Services, LLC.	14628427	1,653.00	CT3509 1894431	1,653.00		1,653.00	0100	0980190	0000	3140	5800000	000		
SA1200 - SAN DIEGO GAS & ELECTRIC	14628428	434.96	MT102 8019 213 602 4 121119	434.96		434.96	0100	0000665	0000	8100	5500100	555		
TO0115 - TOSHIBA FINANCIAL SERVICES	14628429	290.61	40144995 95	290.61	00000062 48	160.12	0100	0000660	0000	8100	5600200	057		
TO0115 - TOSHIBA FINANCIAL SERVICES	14628429	290.61	40144995 95	290.61		130.49	0100	1100699	1110	1000	5600200	222		
UL0080 - ULINE	14628430	493.99	11486873 1	493.99	00000072 21	22.84	0100	0100836	1110	1000	4300000	600		
UL0080 - ULINE	14628430	493.99	11486873 1	493.99	00000072 21	53.56	0100	0100836	1110	1000	4300000	600		
UL0080 - ULINE	14628430	493.99	11486873 1	493.99	00000072 21	58.73	0100	0100836	1110	1000	4300000	600		
UL0080 - ULINE	14628430	493.99	11486873 1	493.99	00000072 21	358.86	0100	0100836	1110	1000	4300000	600		

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PeopleSoft Accounts Payable AP TRIAL PAYMENT REGISTER

Page No. 29 Run Date 12/16/2019 Run Time 9:58:45 AM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
UN0740 - UNITED HEALTH SUPPLIES	14628431	260.00	34437	260.00	00000072 38	260.00	0100	0000626	0000	7200	4300990	000		

Business Unit Total: \$67,761.71

0100	\$67,605.18						
1200	\$	57.35					
1300	\$	99.18					
TOTAL:	\$67	7,761.71					

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PeopleSoft Accounts Payable AP TRIAL PAYMENT REGISTER

Page No. 47 Run Date 12/17/2019 Run Time 9:30:09 AM

02300: National School District

2019-12-17

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO ld	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
0000000495 - Matthew Crosbie	14629112	111.16	MC120619	111.16		111.16	0100	0000570	1110	1000	4300000	100	2	
AM0100 - AMAZON.COM	14629113	1,773.54	44535538 6349	434.92	00000071 09	65.23	1300	5310000	0000	3700	4400000	000		
AM0100 - AMAZON.COM	14629113	1,773.54	44535538 6349	434.92	00000071 09	76.10	1300	5310000	0000	3700	4400000	000		
AM0100 - AMAZON.COM	14629113	1,773.54	44535538 6349	434.92	00000071 09	293.59	1300	5310000	0000	3700	4400000	000		
AM0100 - AMAZON.COM	14629113	1,773.54	56858693 8743	105.37	00000071 16	27.13	0100	0000622	0000	7200	4300000	000		
AM0100 - AMAZON.COM	14629113	1,773.54	56858693 8743	105.37	00000071 16	78.24	0100	0000622	0000	7200	4300000	000		
AM0100 - AMAZON.COM	14629113	1,773.54	ADJ 44796343 7797	-7.93		-7.93	0100	0980100	1110	1000	4300000	020		
AM0100 - AMAZON.COM	14629113	1,773.54	45494777 9445	181.98	00000071 58	15.16	0100	0980000	1110	1000	4300000	800		
AM0100 - AMAZON.COM	14629113	1,773.54	45494777 9445	181.98	00000071 58	18.26	0100	0980000	1110	1000	4300000	800		
AM0100 - AMAZON.COM	14629113	1,773.54	45494777 9445	181.98	00000071 58	26.08	0100	0980000	1110	1000	4300000	800		
AM0100 - AMAZON.COM	14629113	1,773.54	45494777 9445	181.98	00000071 58	53.29	0100	0980000	1110	1000	4300000	800		
AM0100 - AMAZON.COM	14629113	1,773.54	45494777 9445	181.98	00000071 58	69.19	0100	0980000	1110	1000	4300000	800		
AM0100 - AMAZON.COM	14629113	1,773.54	43864477 3556	28.05	00000071 57	11.95	0100	0980000	1110	1000	4300000	800		
AM0100 - AMAZON.COM	14629113	1,773.54	43864477 3556	28.05	00000071 57	16.10	0100	0980000	1110	1000	4300000	800		
AM0100 - AMAZON.COM	14629113	1,773.54	ADJ 43399665 7737	-11.88		-11.88	0100	0000622	0000	7200	4300000	000		
AM0100 - AMAZON.COM	14629113	1,773.54	ADJ 43838698 8676	-16.90		-16.90	0100	0000622	0000	7200	4300000	000		
AM0100 - AMAZON.COM	14629113	1,773.54	45766774 4369	119.85	00000071 52	5.75	0100	0980000	1110	1000	4300000	800		
AM0100 - AMAZON.COM	14629113	1,773.54	45766774 4369	119.85	00000071 52	114.10	0100	0980000	1110	1000	4300000	800		
AM0100 - AMAZON,COM	14629113	1,773.54	49367533 6985	67.39	00000071 75	32.61	0100	6500000	5750	1110	4300000	022		

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Vendor BEE	Warrant	Warrant Amount	Invoice id	Invoice Amount	PO Id	Distribution Amount	Fund 10	Resource	Goal	Funct	Object	Site	Op Unit	PY
AM0100 - AMAZON.COM	14629113	1,773.54	49367533 6985	67.39	00000071 75	34.78	0100	6500000	5750	1110	4300000	022		
AM0100 - AMAZON.COM	14629113	1,773.54	55935649 4674	63.01	00000071 78	15.20	0100	6500000	5770	1190	4300000	022		
AM0100 - AMAZON.COM	14629113	1,773.54	55935649 4674	63.01	00000071 78	15.21	0100	6500000	5770	1190	4300000	022		
AM0100 - AMAZON.COM	14629113	1,773.54	55935649 4674	63.01	00000071 78	16.30	0100	6500000	5770	1190	4300000	022		
AM0100 - AMAZON.COM	14629113	1,773.54	55935649 4674	63.01	00000071 78	16.30	0100	6500000	5770	1190	4300000	022		
AM0100 - AMAZON.COM	14629113	1,773.54	75458378 7733	59.65	00000071 52	7.59	0100	0980000	1110	1000	4300000	800		
AM0100 - AMAZON.COM	14629113	1,773.54	75458378 7733	59.65	00000071 52	21.71	0100	0980000	1110	1000	4300000	800		
AM0100 - AMAZON.COM	14629113	1,773.54	75458378 7733	59.65	00000071 52	30.35	0100	0980000	1110	1000	4300000	800		
AM0100 - AMAZON.COM	14629113	1,773.54	77458694 6634	43.48	00000072 23	43.48	0100	9010999	1110	1000	4300000	600		
AM0100 - AMAZON.COM	14629113	1,773.54	ADJ 57344536 4495	-52.61		-52.61	0100	0980100	1110	1000	4300000	020		
AM0100 - AMAZON.COM	14629113	1,773.54	63576848 5534	26.23	00000071 44	6.00	0100	0000779	1110	1000	4300000	000		
AM0100 - AMAZON.COM	14629113	1,773.54	63576848 5534	26.23	00000071 44	20.23	0100	0000779	1110	1000	4300000	000		
AM0100 - AMAZON.COM	14629113	1,773.54	43577983 5887	30.44	00000072 31	30.44	0100	9010999	1110	1000	4300000	600		
AM0100 - AMAZON.COM	14629113	1,773.54	48677583 5896	72.99	00000069 01	13.14	0100	0980100	1110	1000	4300000	020		
AM0100 - AMAZON.COM	14629113	1,773.54	48677583 5896	72.99	00000069 01	17.86	0100	0980100	1110	1000	4300000	020		
AM0100 - AMAZON.COM	14629113	1,773.54	48677583 5896	72.99	00000069 01	41.99	0100	0980100	1110	1000	4300000	020		
AM0100 - AMAZON.COM	14629113	1,773.54	58876639 8876	11.95	00000072 23	11.95	0100	9010999	1110	1000	4300000	600		
AM0100 - AMAZON.COM	14629113	1,773.54	77569744 8437	100.02	00000072 32	100.02	0100	0980000	1110	1000	4300000	800		
AM0100 - AMAZON.COM	14629113	1,773.54	54388333 5665	517.53	00000071 52	17.42	0100	0980000	1110	1000	4300000	800		
AM0100 - AMAZON.COM	14629113	1,773.54	54388333 5665	517.53	00000071 52	26.26	0100	0980000	1110	1000	4300000	800		
AM0100 - AMAZON.COM	14629113	1,773.54	54388333 5665	517.53	00000071 52	26.26	0100	0980000	1110	1000	4300000	800		

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Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	POld	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
AM0100 - AMAZON.COM	14629113	1,773.54	54388333 5665	517.53	00000071 52	30.66	0100	0980000	1110	1000	4300000	800		
AM0100 - AMAZON.COM	14629113	1,773.54	54388333 5665	517.53	00000071 52	81.56	0100	0980000	1110	1000	4300000	800		
AM0100 - AMAZON.COM	14629113	1,773.54	54388333 5665	517.53	00000071 52	335.37	0100	0980000	1110	1000	4300000	800		
AM3100 - AMERI-MEX PLUMBING INC	14629115	1,054.38	7740	1,054.38	00000072 64	54.38	0100	8150100	0000	8100	5600150	057		
AM3100 - AMERI-MEX PLUMBING INC	14629115	1,054.38	7740	1,054.38	00000072 64	1,000.00	0100	8150100	0000	8100	5600150	057		
AS0140 - ASELTINE SCHOOL	14629116	11,535.38	CT3639 Nov 2019	11,535.38		11,535.38	0100	6500000	5770	1180	5800500	022		
DI0150 - DIALCOM SYSTEMS GROUP, INC.	14629117	1,800.00	9955	1,800.00	00000072 22	1,800.00	0100	0000660	0000	8100	5600150	057		
ES0206 - ESCUELA DE MUSICA	14629118	7,888.89	CT3632 837	7,888.89		7,888.89	0100	0922003	1110	1000	5800100	020		
HA0400 - Hatching Results, LLC.	14629119	12,500.00	CT3647 CD120220 19	12,500.00		12,500.00	0100	4127000	0000	3110	5800000	020		
HA1525 - HAWTHORNE POWER SYSTEMS	14629120	486.10	SS100118 489	243.05	00000071 33	16.61	0100	0982000	0000	3600	5600100	038		
HA1525 - HAWTHORNE POWER SYSTEMS	14629120	486.10	SS100118 489	243.05	00000071 33	226.44	0100	0982000	0000	3600	5600100	038		
HA1525 - HAWTHORNE POWER SYSTEMS	14629120	486.10	SS100118 488	243.05	00000071 34	16.61	0100	0982000	0000	3600	5600100	038		
HA1525 - HAWTHORNE POWER SYSTEMS	14629120	486.10	SS100118 488	243.05	00000071 34	226.44	0100	0982000	0000	3600	5600100	038		
HU0100 - Hub Constructions Specialties, Inc.	14629121	1,131.84	4605947	190.32	00000072 28	190.32	0100	8150100	0000	8100	4300000	057		
HU0100 - Hub Constructions Specialties, Inc.	14629121	1,131.84	4605471	941.52	00000072 28	941.52	0100	8150100	0000	8100	4300000	057		
HU0500 - HUNTER'S NURSERY, INC.	14629122	2,497.32	33804	2,022.20	00000072 33	2,022,20	0100	8150100	0000	8100	4300000	057		
HU0500 - HUNTER'S NURSERY, INC.	14629122	2,497.32	33807	475.12	00000072 33	475.12	0100	8150100	0000	8100	4300000	057		
OP0130 - OPTIMUM FLOORCARE	14629123	766.65	459767	561.55	00000072 62	79.95	0100	0000644	0000	8100	4300000	056		
OP0130 - OPTIMUM FLOORCARE	14629123	766.65	459767	561.55	00000072 62	481.60	0100	0000644	0000	8100	4300000	056		

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Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO ld	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
OP0130 - OPTIMUM FLOORCARE	14629123	766.65	460116	144.98	00000072 62	49.99	0100	0000644	0000	8100	4300000	056	Citie	
OP0130 - OPTIMUM FLOORCARE	14629123	766.65	460116	144.98	00000072 62	94.99	0100	0000644	0000	8100	4300000	056		
OP0130 - OPTIMUM FLOORCARE	14629123	766.65	460117	60.12	00000072 62	20.13	0100	0000644	0000	8100	4300000	056		
OP0130 - OPTIMUM FLOORCARE	14629123	766.65	460117	60.12	00000072 62	39.99	0100	0000644	0000	8100	4300000	056		
SA0702 - SDCOE- Superintendent of Schools	14629124	45.00	099- 0272436	45.00	00000069 46	45.00	0100	0980330	0000	3110	5200000	000		
SO0100 - SC Commerical, LLC.	14629125	2,050.24	0736680- IN	813.31	00000072 59	813.31	0100	0000660	0000	8100	4300560	057		
SO0100 - SC Commerical, LLC.	14629125	2,050.24	0738755- IN	1,236.93	00000072 59	1,236.93	0100	0000660	0000	8100	4300560	057		
ST0300 - Straight Line General Contractors	14629126	27,556.43	CT3594 App. 4	2,218.85		2,218.85	2139	0000028	0000	8500	6170000	000		
ST0300 - Straight Line General Contractors	14629126	27,556.43	CT3593 App. 5	25,337.58		25,337.58	2139	0000028	0000	8500	6170000	000		
VA0050 - VALLEY INDUSTRIAL SPECIALTIES	14629127	4,177.08	A269921	2,088.54	00000072 60	2,088.54	0100	8150100	0000	8100	4300000	057		
VA0050 - VALLEY INDUSTRIAL SPECIALTIES	14629127	4,177.08	A2669922	2,088.54	00000072 61	2,088.54	0100	8150100	0000	8100	4300000	057		
WA1175 - WAXIE SANITARY SUPPLY	14629128	27,398.69	7117 Nov 2019	27,398.69	00000071 17	889.19	0100	0000644	0000	8100	4300000	056		
WA1175 - WAXIE SANITARY SUPPLY	14629128	27,398.69	7117 Nov 2019	27,398.69	00000071 17	2,684.11	0100	0000644	0000	8100	4300000	111		
WA1175 - WAXIE SANITARY SUPPLY	14629128	27,398.69	7117 Nov 2019	27.398.69	00000071 17	2,358.38	0100	0000644	0000	8100	4300000	222		
WA1175 - WAXIE SANITARY SUPPLY	14629128	27,398.69	7117 Nov 2019	27,398.69	00000071 17	3,154.73	0100	0000644	0000	8100	4300000	225		
WA1175 - WAXIE SANITARY SUPPLY	14629128	27,398.69	7117 Nov 2019	27,398.69	00000071 17	189.68	0100	0000644	0000	8100	4300000	333		
WA1175 - WAXIE SANITARY SUPPLY	14629128	27,398.69	7117 Nov 2019	27,398.69	00000071 17	2,607.34	0100	0000644	0000	8100	4300000	444		
WA1175 - WAXIE SANITARY SUPPLY	14629128	27,398.69	7117 Nov 2019	27,398.69	00000071 17	2,623.31	0100	0000644	0000	8100	4300000	555		
WA1175 - WAXIE SANITARY SUPPLY	14629128	27,398.69	7117 Nov 2019	27,398.69	00000071 17	6,745.00	0100	0000644	0000	8100	4300000	666		
WA1175 - WAXIE SANITARY SUPPLY	14629128	27,398.69	7117 Nov 2019	27,398.69	00000071 17	3,795.90	0100	0000644	0000	8100	4300000	777		

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Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO ld	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
WA1175 - WAXIE SANITARY SUPPLY	14629128	27.398.69	7117 Nov 2019	27,398.69	00000071 17	189.68	0100	0000644	0000	8100	4300000	888		
WA1175 - WAXIE SANITARY SUPPLY	14629128	27,398.69	7117 Nov 2019	27,398.69	00000071 17	2,161.37	0100	0000644	0000	8100	4300000	999		
RU0200 - RUBBER STAMPS UNILIMITED, INC.	Z0000061 297	0.00	To Close PO #6888	0.00		-4.55	0100	0000440	0000	2420	4300000	020		
RU0200 - RUBBER STAMPS UNILIMITED, INC.	Z0000061 297	0.00	To Close PO #6888	0.00	00000068 88	4.55	0100	0000440	0000	2420	4300000	020		

Business Unit Total: \$102,772.70

0100	\$ 74,781.35
1300	\$ 434.92
2139	\$ 27,556.43
TOTAL:	\$102,772.70

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02300: National School District

2019-12-18

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
0000000023 - Thao Vo Cao	14630193	58.17	TVC12141 9	58.17	J. 18	58.17	0100	0000100	1110	1000	4300000	900	OTHER	parallinii)
0000000031 - Kasinee Quezada	14630194	98.05	KQ120619	98.05		98.05	1200	5210000	0001	3140	4300000	000		
0000000136 - San Diego County Dental FBC	14630195	528.86	SDCDFBC Classified Dec 19	528.86		528.86	0100	0000000			9910099			
0000000136 - San Diego County Dental FBC	14630196	1,572.28	SDCDFBC Certificate d Dec 19	1,572.28		1,572.28	0100	0000000			9910099			
0000000137 - San Diego County VSP FBC	14630197	13.07	SDCVSP Classified Dec 2019	13.07		13.07	0100	0000000			9910099			
0000000137 - San Diego County VSP FBC	14630198	78.42	SDCVSP Certificate d Dec 2019	78.42		78.42	0100	0000000			9910099			
0000000138 - Elizabeth Austin	14630199	49.04	EA121019	49.04		49.04	0100	6500000	5750	1110	4300000	022		
0000000151 - Rebecca Heitert	14630200	85.51	RH111319	85.51		85.51	0100	6500000	5750	1110	4300000	022		
0000000152 - Maria Vazquez	14630201	123.65	MV121119	123.65		123.65	0100	0000100	1110	1000	4300000	200		
BA0700 - Banyan Tree Educational Services	14630202	1,359.30	CT3582 10425	886.50		886.50	0100	6500000	5770	1110	5800000	022		
BA0700 - Banyan Tree Educational Services	14630202	1,359.30	CT3582 10580	472.80		472.80	0100	6500000	5770	1110	5800000	022		
CA0200 - Cannon Sports	14630203	830.88	258230	830.88	00000072 39	830.88	0100	0000626	0000	7200	4300990	000		
CE0600 - WESS TRANSPORTATION	14630204	496.48	02-55402	496.48	00000073 04	496.48	0100	0982000	0000	3600	5800650	038		
CU0100 - CULVER- NEWLIN	14630205	4.922.57	28457	4,172.74	00000070 20	185.96	0100	0000460	0000	2700	4300000	600		
CU0100 - CULVER- NEWLIN	14630205	4,922.57	28457	4,172.74	00000070 20	1,260.14	0100	0000460	0000	2700	4300000	600		
CU0100 - CULVER- NEWLIN	14630205	4,922.57	28457	4,172.74	00000070 20	1,260.14	0100	0000460	0000	2700	4300000	600		
CU0100 - CULVER- NEWLIN	14630205	4,922.57	28457	4,172.74	00000070 20	1,466.50	0100	0000460	0000	2700	4300000	600		
CU0100 - CULVER- NEWLIN	14630205	4,922.57	28469	749.83	00000070 43	749.83	0100	0000624	0000	7200	4400000	020		

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Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
DI0600 - DIXIELINE LUMBER & HOME CENTER	14630206	952.57	09- 0208158	158.77	00000071 62	158.77	0100	8150100	0000	8100	4300000	057	Oint	
DI0600 - DIXIELINE LUMBER & HOME CENTER	14630206	952.57	09- 0208213	290.51	00000071 62	290.51	0100	8150100	0000	8100	4300000	057		
DI0600 - DIXIELINE LUMBER & HOME CENTER	14630206	952.57	09- 0208282	55.55	00000072 58	55.55	0100	8150100	0000	8100	4300000	057		
DI0600 - DIXIELINE LUMBER & HOME CENTER	14630206	952.57	09- 0208620	219.48	00000072 58	219.48	0100	8150100	0000	8100	4300000	057		
DI0600 - DIXIELINE LUMBER & HOME CENTER	14630206	952.57	09- 0208714	96.95	00000072 58	96.95	0100	8150100	0000	8100	4300000	057		
DI0600 - DIXIELINE LUMBER & HOME CENTER	14630206	952.57	09- 0208874	131.31	00000072 58	131.31	0100	8150100	0000	8100	4300000	057		
ED1280 - EDUCATIONAL DATA SYSTEMS	14630207	72.45	12192610 8	72.45		72.45	0100	0000000			9502000			
FA0050 - FASTENAL COMPANY	14630208	158.76	CACHU56 615	158.76	00000068 40	158.76	0100	0000644	0000	8100	4300000	056		
HU0100 - Hub Constructions Specialties, Inc.	14630209	1,828.40	4605471- M2	941.52	00000072 28	941.52	0100	8150100	0000	8100	4300000	057		
HU0100 - Hub Constructions Speciatties, Inc.	14630209	1,828.40	437634-0	886.88	00000072 28	886.88	0100	8150100	0000	8100	4300000	057		
LA0500 - LAKESHORE LEARNING MATERIALS	14630210	2,179.32	53352612 19	587.25	00000072 48	293.62	0100	0000460	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14630210	2,179.32	53352612 19	587.25	00000072 48	293.63	0100	0000460	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14630210	2,179.32	10580212 19	1,592.07	00000072 75	54.35	0100	9010999	1110	1000	4300000	600		
LA0500 - LAKESHORE LEARNING MATERIALS	14630210	2,179.32	10580212 19	1,592,07	00000072 75	76.11	0100	9010999	1110	1000	4300000	600		
LA0500 - LAKESHORE LEARNING	14630210	2,179.32	10580212 19	1,592.07	00000072 75	183.79	0100	9010999	1110	1000	4300000	600		

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Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
MATERIALS	S HITCHING AND AND AND AND AND AND AND AND AND AND	,				, , , , , , , , , , , , , , , , , , , ,		2 (000000000000000000000000000000000000						Harman Maria
LA0500 - LAKESHORE LEARNING MATERIALS	14630210	2,179.32	10580212 19	1,592.07	00000072 75	194.66	0100	9010999	1110	1000	4300000	600		
LA0500 - LAKESHORE LEARNING MATERIALS	14630210	2,179.32	10580212 19	1,592.07	00000072 75	1,083.16	0100	9010999	1110	1000	4300000	600		
PE0071 - PEARSON ASSESSMENT	14630211	1,160.46	7587056	1,160.46	00000071 72	465.36	0100	6500000	5770	1190	4300000	022		
PE0071 - PEARSON ASSESSMENT	14630211	1,160.46	7587056	1,160.46	00000071 72	695.10	0100	6500000	5770	1190	4300000	022		
RA0400 - RAYNE WATER SYSTEMS	14630212	235.00	MT310 029671 121119	167.00		167.00	0100	0000665	0000	8100	5600100	000		
RA0400 - RAYNE WATER SYSTEMS	14630212	235.00	MT312 208477 121119	68.00		68.00	0100	0000460	0000	2700	5600100	400		
RE0475 - RSD - NATIONAL CITY	14630213	128.55	61154733- 00	69.44	00000070 74	69.44	0100	8150100	0000	8100	4300000	057		
RE0475 - RSD - NATIONAL CITY	14630213	128.55	61154817- 00	59.11	00000070 74	59.11	0100	8150100	0000	8100	4300000	057		
SA0702 - SDCOE- Superintendent of Schools	14630214	3,215.00	099- 026226	140.00		140.00	0100	0000623	0000	7200	5200000	000		
SA0702 - SDCOE- Superintendent of Schools	14630214	3,215.00	099- 029362	1,200.00	00000072 94	1,200.00	0100	9010999	1110	1000	5200000	020		
SA0702 - SDCOE- Superintendent of Schools	14630214	3,215.00	099- 029363	1,875.00	00000072 95	1,875.00	0100	9010999	1110	1000	5200000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14630215	178.89	PINV0661 925	222.18	00000072 54	52.68	0100	0000460	1110	1000	4300000	800		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14630215	178.89	PINV0661 925	222.18	00000072 54	53.52	0100	0000460	1110	1000	4300000	800		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14630215	178.89	PINV0661 925	222.18	00000072 54	53.57	0100	0000460	1110	1000	4300000	800		
SO2075 - SOUTHWEST	14630215	178.89	PINV0661 925	222.18	00000072 54	62.41	0100	0000460	1110	1000	4300000	800		

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Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
XE0100 - XEROX CORPORATION	14630221	435.75	09895381 2	435.75	00000062 41	55.95	0100	0000616	0000	7100	5600200	010	Ollic	The state of the s
XE0100 - XEROX CORPORATION	14630221	435.75	09895381 2	435.75	00000062 41	89.28	0100	0000616	0000	7100	5600200	010		

Business Unit Total: \$24,018.78

0100	\$ 23,920.73
1200	\$ 98.05
TOTAL:	\$ 24,018.78

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Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO ld	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
SCHOOL&OFFICE SUPPLY														
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14630215	178.89	ADJ CM126786	-43.29		-43.29	0100	0000660	0000	8100	4300000	057		
SU0900 - Superior Vision Services	14630216	36.94	Superior Classified Dec 2019	36.94		36.94	0100	0000000			9910099			
SU0900 - Superior Vision Services	14630217	55.41	Superior Certificate d Dec 2019	55.41		55.41	0100	0000000			9910099			
VE0200 - Veba	14630218	273.00	Veba Cobra Classified Dec 2019	273.00		273.00	0100	0000000			9910099			
VE0200 - Veba	14630219	2,394.00	Veba Cobra Certificate dDec2019	2,394.00		2,394.00	0100	0000000			9910099			
WE1675 - WESTERN PSYCHOLOGICAL SERVICES	14630220	498.00	WPS- 294234	498.00	00000070 76	83.00	0100	6500000	5001	3120	4300000	022		
WE1675 - WESTERN PSYCHOLOGICAL SERVICES	14630220	498.00	WPS- 294234	498.00	00000070 76	83.00	0100	6500000	5001	3120	4300000	022		
WE1675 - WESTERN PSYCHOLOGICAL SERVICES	14630220	498.00	WPS- 294234	498.00	00000070 76	83.00	0100	6500000	5001	3120	4300000	022		
WE1675 - WESTERN PSYCHOLOGICAL SERVICES	14630220	498.00	WPS- 294234	498.00	00000070 76	83.00	0100	6500000	5001	3120	4300000	022		
WE1675 - WESTERN PSYCHOLOGICAL SERVICES	14630220	498.00	WPS- 294234	498.00	00000070 76	83.00	0100	6500000	5001	3120	4300000	022		
WE1675 - WESTERN PSYCHOLOGICAL SERVICES	14630220	498.00	WPS- 294234	498.00	00000070 76	83.00	0100	6500000	5001	3120	4300000	022		
XE0100 - XEROX CORPORATION	14630221	435.75	09895381	435.75	00000062 41	55.98	0100	0000421	0000	2100	5600200	020		
XE0100 - XEROX CORPORATION	14630221	435.75	09895381 2	435.75	00000062 41	89.28	0100	0000421	0000	2100	5600200	020		
XE0100 - XEROX CORPORATION	14630221	435.75	09895381 2	435.75	00000062 41	55.95	0100	0980000	0000	2100	5600200	020		
XE0100 - XEROX CORPORATION	14630221	435.75	09895381 2	435.75	00000062 41	89.31	0100	0980000	0000	2100	5600200	020		

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PeopleSoft Accounts Payable AP TRIAL PAYMENT REGISTER

Page No. 27 Run Date 12/19/2019 Run Time 9:54:02 AM

02300: National School District

2019-12-19

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO ld	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
0000000127 - Lida Ramos	14631262	189.00	LR121619	189.00		189.00	0100	3310000	5750	1130	4300000	022		
0000000210 - Rachel Pedregal	14631263	65.52	RP121819	65.52		65.52	0100	6500000	5001	2100	5200500	022		
AM1700 - AMERICAN READING COMPANY	14631264	13,680.00	00001344 71	1,920.00	00000069 60	240.00	0100	0000100	1110	1000	4100000	020		
AM1700 - AMERICAN READING COMPANY	14631264	13,680.00	00001344 71	1,920.00	00000069 60	240.00	0100	0000100	1110	1000	4100000	020		
AM1700 - AMERICAN READING COMPANY	14631264	13,680.00	00001344 71	1,920.00	00000069 60	240.00	0100	0000100	1110	1000	4100000	020		
AM1700 - AMERICAN READING COMPANY	14631264	13,680.00	00001344 71	1,920.00	00000069 60	240.00	0100	0000100	1110	1000	4100000	020		
AM1700 - AMERICAN READING COMPANY	14631264	13.680.00	00001344 71	1,920.00	00000069 60	240.00	0100	0000100	1110	1000	4100000	020		
AM1700 - AMERICAN READING COMPANY	14631264	13,680.00	00001344 71	1,920.00	00000069 60	240.00	0100	0000100	1110	1000	4100000	020		
AM1700 - AMERICAN READING COMPANY	14631264	13,680.00	00001344 71	1,920.00	00000069 60	240.00	0100	0000100	1110	1000	4100000	020		
AM1700 - AMERICAN READING COMPANY	14631264	13,680.00	00001344 71	1,920.00	00000069 60	240.00	0100	0000100	1110	1000	4100000	020		
AM1700 - AMERICAN READING COMPANY	14631264	13.680.00	00001345 71	7,920.00	00000069 62	240.00	0100	0000100	1110	1000	4100000	020		
AM1700 - AMERICAN READING COMPANY	14631264	13,680.00	00001345 71	7,920.00	00000069 62	240.00	0100	0000100	1110	1000	4100000	020		
AM1700 - AMERICAN READING COMPANY	14631264	13.680.00	00001345 71	7,920.00	00000069 62	240.00	0100	0000100	1110	1000	4100000	020		
AM1700 - AMERICAN READING COMPANY	14631264	13,680.00	00001345 71	7,920.00	00000069 62	240.00	0100	0000100	1110	1000	4100000	020		
AM1700 - AMERICAN READING COMPANY	14631264	13,680.00	00001345 71	7,920.00	00000069 62	480.00	0100	0000100	1110	1000	4100000	020		
AM1700 - AMERICAN READING COMPANY	14631264	13,680.00	00001345 71	7,920.00	00000069 62	720.00	0100	0000100	1110	1000	4100000	020		
AM1700 - AMERICAN READING COMPANY	14631264	13,680.00	00001345 71	7,920.00	00000069 62	1,920.00	0100	0000100	1110	1000	4100000	020		
AM1700 - AMERICAN READING COMPANY	14631264	13,680.00	00001345 71	7,920.00	00000069 62	1,920.00	0100	0000100	1110	1000	4100000	020		
AM1700 - AMERICAN READING COMPANY	14631264	13.680.00	00001345	7,920.00	00000069 62	1,920.00	0100	0000100	1110	1000	4100000	020		
M1700 - AMERICAN READING COMPANY	14631264	13,680.00	00001346	1,680.00	00000069 64	200.00	0100	0000100	1110	1000	4100000	020		

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PeopleSoft Accounts Payable AP TRIAL PAYMENT REGISTER

Page No. 28 Run Date 12/19/2019 Run Time 9:54:02 AM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
AM1700 - AMERICAN READING COMPANY	14631264	13,680.00	00001346 33	1,680.00	00000069 64	200.00	0100	0000100	1110	1000	4100000	020		
AM1700 - AMERICAN READING COMPANY	14631264	13,680.00	00001346 33	1,680.00	00000069 64	200.00	0100	0000100	1110	1000	4100000	020		
AM1700 - AMERICAN READING COMPANY	14631264	13,680.00	00001346 33	1,680.00	00000069 64	200.00	0100	0000100	1110	1000	4100000	020		
AM1700 - AMERICAN READING COMPANY	14631264	13,680.00	00001346 33	1,680.00	00000069 64	200.00	0100	0000100	1110	1000	4100000	020		
AM1700 - AMERICAN READING COMPANY	14631264	13,680.00	00001346 33	1,680.00	00000069 64	200.00	0100	0000100	1110	1000	4100000	020		
AM1700 - AMERICAN READING COMPANY	14631264	13,680.00	00001346 33	1,680.00	00000069 64	240.00	0100	0000100	1110	1000	4100000	020		
AM1700 - AMERICAN READING COMPANY	14631264	13,680.00	00001346 33	1,680.00	00000069 64	240.00	0100	0000100	1110	1000	4100000	020		
AM1700 - AMERICAN READING COMPANY	14631264	13,680.00	00001346 11	1,080.00	00000069 65	200.00	0100	0000100	1110	1000	4100000	020		
AM1700 - AMERICAN READING COMPANY	14631264	13,680.00	00001346 11	1,080.00	00000069 65	200.00	0100	0000100	1110	1000	4100000	020		
AM1700 - AMERICAN READING COMPANY	14631264	13,680.00	00001346 11	1,080.00	00000069 65	200.00	0100	0000100	1110	1000	4100000	020		
AM1700 - AMERICAN READING COMPANY	14631264	13,680.00	00001346 11	1,080.00	00000069 65	480.00	0100	0000100	1110	1000	4100000	020		
AM1700 - AMERICAN READING COMPANY	14631264	13,680.00	00001345 68	1,080.00	00000069 66	200.00	0100	0000100	1110	1000	4100000	020		
AM1700 - AMERICAN READING COMPANY	14631264	13,680.00	00001345 68	1,080.00	00000069 66	200.00	0100	0000100	1110	1000	4100000	020		
AM1700 - AMERICAN READING COMPANY	14631264	13,680.00	00001345 68	1,080.00	00000069 66	200.00	0100	0000100	1110	1000	4100000	020		
AM1700 - AMERICAN READING COMPANY	14631264	13,680.00	00001345 68	1.080.00	00000069 66	480.00	0100	0000100	1110	1000	4100000	020		
BO0800 - BOYS & GIRLS CLUB	14631265	17,012.13	2019-10-A	17,012.13	00000064 27	17,012.13	6200	6010000	1110	1000	5800100	062		
FR0200 - FRUTH GROUP	14631266	153.84	374772	153.84	00000055 91	65.79	0100	1100699	1110	1000	5600200	444		
FR0200 - FRUTH GROUP	14631266	153.84	374772	153.84	00000055 91	88.05	0100	1100699	1110	1000	5600200	444		
KA0100 - KAISER FOUNDATION HEALTH PLAN	14631267	25,096.66	00029576 3-0001 Jan 2020	25,096.66		2,169.24	6200	0000460	0000	2100	3401000	062		
KA0100 - KAISER FOUNDATION HEALTH PLAN	14631267	25,096.66	00029576 3-0001 Jan 2020	25,096.66		-365.62	6200	0981115	0000	2100	3401000	062		
KA0100 - KAISER FOUNDATION	14631267	25,096.66	00029576 3-0001	25,096.66		9,904.30	6200	0000100	1110	1000	3401000	062		

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PeopleSoft Accounts Payable AP TRIAL PAYMENT REGISTER

Page No. 29 Run Date 12/19/2019 Run Time 9:54:02 AM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	POId	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
HEALTH PLAN		Amount	Jan 2020	THE OWNER OF THE PROPERTY OF T		Allouit		H MINISTER CONTRACTOR) pargament		MITTING TO LINE WAS A STATE OF THE STATE OF		Oille	
KA0100 - KAISER FOUNDATION HEALTH PLAN	14631267	25,096.66	00029576 3-0001 Jan 2020	25.096.66		996.29	6200	0981104	1110	1000	3401000	062		
KA0100 - KAISER FOUNDATION HEALTH PLAN	14631267	25,096.66	00029576 3-0001 Jan 2020	25,096.66		1,481.47	6200	0981200	1110	1000	3401000	062		
KA0100 - KAISER FOUNDATION HEALTH PLAN	14631267	25,096.66	00029576 3-0001 Jan 2020	25,096.66		479.04	6200	0981210	1110	1000	3401000	062		
KA0100 - KAISER FOUNDATION HEALTH PLAN	14631267	25,096.66	00029576 3-0001 Jan 2020	25,096.66		4,368.90	6200	1400000	1110	1000	3401000	062		
KA0100 - KAISER FOUNDATION HEALTH PLAN	14631267	25,096.66	00029576 3-0001 Jan 2020	25,096.66		1,398.07	6200	0000460	0000	2700	3402000	062		
KA0100 - KAISER FOUNDATION HEALTH PLAN	14631267	25,096.66	00029576 3-0001 Jan 2020	25,096.66		1,530.90	6200	0981212	0000	2700	3402000	062		
KA0100 - KAISER FOUNDATION HEALTH PLAN	14631267	25.096.66	00029576 3-0001 Jan 2020	25,096.66		1,572.33	6200	0000000	0000	8100	3402000	062		
KA0100 - KAISER FOUNDATION HEALTH PLAN	14631267	25,096.66	00029576 3-0001 Jan 2020	25,096.66		1,561.74	6200	0981211	1110	1000	3402000	062		
MO1420 - MORE DIRECT INC	14631268	363.31	6227261	363.31	00000072 27	29.96	0100	0980000	1110	1000	4300000	400		
MO1420 - MORE DIRECT INC	14631268	363.31	6227261	363.31	00000072 27	58.19	0100	0980000	1110	1000	4300000	400		
MO1420 - MORE DIRECT INC	14631268	363.31	6227261	363.31	00000072 27	66.32	0100	0980000	1110	1000	4300000	400		
MO1420 - MORE DIRECT INC	14631268	363.31	6227261	363.31	00000072 27	92.46	0100	0980000	1110	1000	4300000	400		
MO1420 - MORE DIRECT INC	14631268	363.31	6227261	363.31	00000072 27	116.38	0100	0980000	1110	1000	4300000	400		
OF0075 - OFFICE DEPOT	14631269	544.12	41357027 5001	74.68	00000072 49	74.68	0100	0000100	1110	1000	4300000	500		
OF0075 - OFFICE DEPOT	14631269	544.12	41357071 0001	388.12	00000072 50	388.12	0100	0000460	0000	2700	4300000	215		
OF0075 - OFFICE DEPOT	14631269	544.12	41357285 5001	81.32	00000072 56	81.32	0100	0000460	1110	1000	4300000	800		
OR0220 - ORIENTAL TRADING COMPANY	14631270	12.79	70006681 6-01	12.79	00000066 91	12.79	0100	0000560	1110	1000	4300000	215		
SA0400 - SAN DIEGO CENTER FOR	14631271	8,376.72	CT3641 NAT1019	5,070.12		5,070.12	0100	6500000	5770	1180	5800500	022		

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PeopleSoft Accounts Payable AP TRIAL PAYMENT REGISTER

Page No. 30 Run Date 12/19/2019 Run Time 9:54:02 AM

Vendor	Warrant	Warrant	Invoice Id	Invoice Amount	PO ld	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
CHILDREN														
SA0400 - SAN DIEGO CENTER FOR CHILDREN	14631271	8,376.72	CT3641 NAT1119	3,306.60		3,306.60	0100	6500000	5770	1180	5800500	022		
ST0585 - STAPLES BUSINESS ADVANTAGE	14631272	92.32	80567683 73	92.32	00000072 20	12.28	0100	0000460	0000	2700	4300000	300		
ST0585 - STAPLES BUSINESS ADVANTAGE	14631272	92.32	80567683 73	92.32	00000072 20	26.37	0100	0000460	0000	2700	4300000	300		
ST0585 - STAPLES BUSINESS ADVANTAGE	14631272	92.32	80567683 73	92.32	00000072 20	53.67	0100	0000460	0000	2700	4300000	300		
VO0150 - VOLUNTEERS OF AMERICA SW CALIF	14631273	23,077.20	CINV-217	23,077.20	00000064 25	23,077.20	6200	5310000	0000	3700	4700000	062		

Business Unit Total: \$88,663.61

0100	\$ 23,477.62
6200	\$65,185.99
TOTAL:	\$88,663.61

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PeopleSoft Accounts Payable AP TRIAL PAYMENT REGISTER

Page No. 24 Run Date 1/2/2020 Run Time 9:23:39 AM

02300: National School District

2020-01-02

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
0000000111 - Virginia Fogerson	14631696	101.26	VF Mileage 121819	101.26	REPORT OF THE PARTY OF THE PART	101.26	0100	0000623	0000	7200	5200500	000	Oille	
0000000159 - Angel Li	14631697	154.96	AL091619	154.96		154.96	0100	6500000	5770	1190	4300000	022		
0000000301 - Brenna Baringer	14631698	407.37	BB121819 -01	32.83		32.83	0100	0000460	0000	2700	4300000	100		
0000000301 - Brenna Baringer	14631698	407.37	BB121819 -02	191.63		191.63	0100	0000570	1110	1000	4300000	100		
0000000301 - Brenna Baringer	14631698	407.37	BB121819 -03	182.91		182.91	0100	0000570	1110	1000	4300000	100		
AS0560 - ASBURY ENVIRONMENTAL SERVICES	14631699	65.00	1500- 00505336	65.00	00000072 82	65.00	0100	0000660	0000	8100	5600150	057		
CH0800 - RADY CHILDREN'S HOSPITAL	14631700	8,784.82	CT3451 N0010	8.784.82		8,784.82	1200	5210000	0001	3140	5800000	000		
OR0500 - ORKIN EXTERMINATING INC	14631701	11,200.00	19409126 9	11,200.00	00000072 76	11.200.00	0100	0000660	0000	8100	5500600	057		
RO0030 - ROAD ONE	14631702	246.00	A759656	246.00	00000072 73	246.00	0100	0000660	0000	8100	5600150	057		ĺ
SO1000 - SOUTH BAY COMMUNITY SERVICES	14631703	22,378.41	SBCS Pre- School 4 All Nov2019	22,378.41		21,753.80	1200	5210000	0001	1000	5800100	000		
SO1000 - SOUTH BAY COMMUNITY SERVICES	14631703	22,378.41	SBCS Pre- School 4 All Nov2019	22,378.41	ll ll	624.61	1200	9024977	7110	1000	5800100	028		
SO1175 - SOUTH BAY FENCE INC	14631704	1,100.00	1119-51	1,100.00	00000071 51	1,100.00	0100	8150100	0000	8100	5600150	057		
ST0100 - STANDARD ELECTRONICS	14631705	285.00	S43488	285.00	00000072 86	285.00	0100	8150100	0000	8100	5600150	057		
UP0010 - UPS	14631706	22.30	0000VA62 89509	22.30		22.30	0100	0000424	1110	1000	5900300	024		
VE0055 - VERIZON WIRELESS	14631707	3.904.83	MT236 98443208 54	3,904.83		3,904.83	0100	0000665	0000	8100	5900100	000		

Business Unit Total: \$48,649.95

0100	\$ 17,486.72
1200	\$31,163.23
TOTAL:	\$ 48,649.95

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PeopleSoft Accounts Payable AP TRIAL PAYMENT REGISTER

Page No. 17 Run Date 1/3/2020 Run Time 9:17:38 AM

02300: National School District

2020-01-03

V2500. National		District	HARLEY OF THE PARTY	DO I	D1-4-14 A1-1-1-1-1	and in summand				1 01	1124	1 .	I I - a a si i i i i	
Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op	PY
0000000062 - Daniel Okada	14632044	77.99	DO111419	77.99	9311	77.99	0100	6500000	5750	1110	4300000	022) ammunimus
0000000182 - Maria Dalfa	14632045	30.00	MD121919	30.00		30.00	0100	0000615	0000	7100	5200000	010		
0000000260 - Leticia H. Hernandez	14632046	45.00	LH Travel 12/19/19	45.00		45.00	0100	0000615	0000	7100	5200000	010		
0000000368 - Sharmila Kraft	14632047	62.00	SK Travel 121919	62.00		62.00	0100	0000615	0000	7100	5200000	010		
0000000496 - Monica Tagaban	14632048	52.20	MT Mileage Oct thru Nov 19	52.20		52.20	0100	6500000	5001	3120	5200500	022		
AM1700 - AMERICAN READING COMPANY	14632049	2,700.00	CT3619 00001349 71	2,700.00		2,700.00	0100	0980000	1110	1000	5800000	000		
ED4500 - EDUPOINT EDUCATIONAL SYSTEMS	14632050	14,227.00	CT3051 15527	14.227.00		14,227.00	0100	0000630	0000	7700	5800000	000		
EM0075 - EMCOM ELECTRONIC SYSTEMS INC	14632051	616.25	24805	616.25	00000064 21	616.25	6200	0000000	0000	8100	5500000	062		
MI0300 - MIRAMAR BOBCAT, INC.	14632052	434.11	P12531	434,11	00000070 47	434.11	0100	0000660	0000	8100	5600150	057		
NA0076 - NAPA AUTO PARTS	14632053	48.44	3930- 268876	48.44	00000070 48	48.44	0100	0000660	0000	8100	4300000	057		
NO0300 - NORTHERN TOOL & EQUIPMENT	14632054	652.49	43994795	652.49	00000072 84	652.49	0100	0000660	0000	8100	4400000	057		
OP0130 - OPTIMUM FLOORCARE	14632055	219.87	460254	149.17	00000072 62	49.99	0100	0000644	0000	8100	4300000	056		
OP0130 - OPTIMUM FLOORCARE	14632055	219.87	460254	149.17	00000072 62	99.18	0100	0000644	0000	8100	4300000	056		
OP0130 - OPTIMUM FLOORCARE	14632055	219.87	460255	70.70	00000072 62	10.71	0100	0000644	0000	8100	4300000	056		
OP0130 - OPTIMUM FLOORCARE	14632055	219.87	460255	70.70	00000072 62	59.99	0100	0000644	0000	8100	4300000	056		
OR0090 - Orange County Department of Education	14632056	191.62	CT3449 94NI2597	191.62		191.62	0100	5640568	0000	2100	5800000	022		
OR0500 - ORKIN EXTERMINATING INC	14632057	418.00	27021289 123019	418.00	00000064 17	418.00	1300	5310000	0000	3700	5600000	000		
PE1290 - PERRY FORD OF NATIONAL CITY	14632058	254.74	5134678	178.03	00000057 13	178.03	0100	0000660	0000	8100	4300000	057		

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PeopleSoft Accounts Payable AP TRIAL PAYMENT REGISTER

Page No. 18 Run Date 1/3/2020 Run Time 9:17:38 AM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
PE1290 - PERRY FORD OF NATIONAL CITY	14632058	254.74	5134833	76.71	00000057 13	76.71	0100	0000660	0000	8100	4300000	057		
PI0625 - PIPS C/O KEENAN - SETECH	14632059	85,655.91	227706	85,655.91		85,655.91	0100	0000000			9910360			
PR0050 - PRACTI- CAL, INC.	14632060	677.01	CT1294 344188	141.29		141.29	0100	5640568	0000	3140	5800490	022		
PR0050 - PRACTI- CAL, INC.	14632060	677.01	CT1294 344223	535.72		535.72	0100	5640568	0000	3140	5800490	022		
SE0250 - 701 NATIONAL CITY BLVD FUND	14632061	27,318.17	021420	27,318.17		27,318.17	6200	0000000	0000	8700	5600400	062		
SO0100 - SC Commerical, LLC.	14632062	528.53	0741507- IN	528.53	00000072 59	528.53	0100	0000660	0000	8100	4300560	057		
SP0250 - SPECIALIZED THERAPY SERVICES	14632063	4,550.00	CT3399 NATC01- 1119	4,550.00		4,550.00	0100	6500000	5770	3150	5800000	022		
TO0111 - TOSHIBA BUSINESS SOLUTIONS	14632064	874.79	5112713	874.79	00000069 45	26.01	0100	1100699	1110	1000	5600200	999		
TO0111 - TOSHIBA BUSINESS SOLUTIONS	14632064	874.79	5112713	874.79	00000069 45	53.99	0100	1100699	1110	1000	5600200	999		
TO0111 - TOSHIBA BUSINESS SOLUTIONS	14632064	874.79	5112713	874.79	00000069 45	333.24	0100	1100699	1110	1000	5600200	999		
TO0111 - TOSHIBA BUSINESS SOLUTIONS	14632064	874.79	5112713	874.79	00000069 45	461.55	0100	1100699	1110	1000	5600200	999		

Business Unit Total: \$139,634.12

0100	\$111,281.70
1300	\$ 418.00
6200	\$ 27,934.42
TOTAL:	\$ 139,634.12

REVOLVING CASH FUND - BUSINESS I December 1, 2019 through December 31, 2019

DATE	NUM.	PAYEE	DESCRIPTION	AMOUNT
12/4/19	5351	Anna Acosta	Emergency Payroll	652.15
12/4/19	5352	Irene Castro Sandez	Emergency Payroll	611.18
12/20/19	5353	Gloria Gonzalez	Emergency Payroll	458.97
12/20/19	5354	Alma Valencia	Emergency Payroll	1253.87
12/31/19	Bank Fee	Union Bank	Check Image Fee	3.00

TOTAL \$2,979.17

REVOLVING CASH FUND - BUSINESS II December 1, 2019 through December 30, 2019

DATE	NUM.	PAYEE	DESCRIPTION	AMOUN	IT
12/31/19	Bank Fee	Union Bank	Check Image Fee	3	.00
				TOTAL \$3	.00

Petty cash funds are maintained in Business Services, Family Resource Center, and Service Center for the purchase of office and maintenance supplies.



NATIONAL SCHOOL DISTRICT PURCHASING CARD EXPENSES November 2019 - BOARD REPORT

Account Name	Merchant Name	Amount	Expense Description
BRADY,LEIGHANGELA	STARBUCKS STORE 19802	35.90	Refreshments - One coffee traveler for the Executive Cabinet Coffee Chat at Rancho de la Nación School
BRADY, LEIGHANGELA Total		35.90	
,			
CARSON, CHRISTOPHER B	DLX FOR SMALLBUSINESS	129.53	Printable deposit tickets for accounts receivables
CARSON, CHRISTOPHER B	HAMPTON INN HOTELS	306.34	Hotel - Bard HVAC Workshop on in Cypress, CA on November 6-7, 2019 - Gustavo Lucero
CARSON, CHRISTOPHER B	HAMPTON INN HOTELS	306.34	Hotel - Bard HVAC Workshop on in Cypress, CA on November 6-7, 2019 - Marco St. John
CARSON,CHRISTOPHER B	MARRIOTT	247.22	Hotel - 2019 CBO Symposium in Newport Beach, CA on November 21-22, 2019 - Chris Carson
CARSON, CHRISTOPHER B T	otal	989.43	
CASTANEDA,LINNETTE G	NATIONAL CITY TROPHY	195.75	Plaque for the 6th grade "The Butterfly" project
CASTANEDA,LINNETTE G	PAYPAL *CABESOUTHCO	100.00	Registration - CABE 65 Regional Mini Conference in Chula Vista, CA on November 9, 2019 - Maria Huerta
CASTANEDA,LINNETTE G	PAYPAL *CABESOUTHCO	100.00	Registration - CABE 65 Regional Mini Conference in Chula Vista, CA on November 9, 2019 - Aida Hairston
CASTANEDA,LINNETTE G	PAYPAL *CABESOUTHCO	100.00	Registration - CABE 65 Regional Mini Conference in Chula Vista, CA on November 9, 2019 - Sergio Cruz
CASTANEDA,LINNETTE G	PAYPAL *CABESOUTHCO	100.00	Registration - CABE 65 Regional Mini Conference in Chula Vista, CA on November 9, 2019 - Diana Ortiz
CASTANEDA, LINNETTE G	PAYPAL *CABESOUTHCO	100.00	Registration - CABE 65 Regional Mini Conference in Chula Vista, CA on November 9, 2019 - Linnette Castaneda
CASTANEDA,LINNETTE G	SCHOLASTIC EDUCATION	35.57	Classroom Materials - Class set of "Flat Stanley" books for Ms. Carrillo's class
CASTANEDA,LINNETTE G	AMZN MKTP US*DJ9KL9B43	492.81	Attendance Incentives - Assortment of small toys for good attendance
CASTANEDA,LINNETTE G	AMAZON.COM*Q69MT9HO3	547.80	Classroom Materials - Fifty-two reading books for classroom library - various titles
CASTANEDA, LINNETTE G	PARTY CITY 521	<u>59.81</u>	Attendance Incentives - "No Uniform" wristbands for good attendance
CASTANEDA,LINNETTE G To	otal	1831.74	
CASTILLO,DAVID	AMZN MKTP US*0J6457CQ3	105.50	Maintenance Supplies - Five batteries for the 2-Way radios
CASTILLO, DAVID	TOOLSTODAY.COM LLC	586.65	Maintenance Supplies - Amanda Router Bit Collection tools set
CASTILLO,DAVID	OPC CA DIR DOSH FE	5.75	Elevator Conveyance Invoice (convenience fee)
CASTILLO,DAVID	CA DIR DOSH	250.00	Elevator Conveyance Invoice
CASTILLO, DAVID	RVUPGRADES.COM	37.39	Maintenance Supplies - Mower repair parts
CASTILLO, DAVID	CSU SAC SFSC	25.00	Registration - DPR IPM for School Facilities Workshop in El Centro on April 18, 2019 - David Castillo
CASTILLO, DAVID Total		1010.29	
CESENA,VANESSA	STARBUCKS STORE 29857	53.85	Three coffee travelers for District Office Coffee Chat with Executive Cabinet
CESENA, VANESSA	NAPOLEONES PIZZA HOUSE	45.68	Dinner for Governing Board members on 11/13/19 Board meeting
CESENA, VANESSA Total		99.53	
DENEGRI,ALFONSO	KIDS DISCOVER	192.00	Renewal of Kids Discover Online Educator Plan for a 5th grade classroom
DENEGRI, ALFONSO	AMZN MKTP US*XQ1N11BO3	54.26	Office Supplies - Ink toner cartridge
DENEGRI, ALFONSO	AMZN MKTP US*4N5R27J83	301.00	Audio/Visual Supplies - Three computer monitor cables for teacher computers and 24 sets of headphones for students
DENEGRI, ALFONSO	AMAZON.COM*2G5981QW3	12.09	Classroom Supplies - Wireless computer mouse for a teacher's computer
DENEGRI, ALFONSO	AMAZON.COM*WB9YN6E23 A	26.23	Instructional Materials - Book series of "Dog Man" for a 3rd grade classroom
DENEGRI,ALFONSO	REI*GREENWOODHEINEMANN	907.53	Instructional Materials - Twenty-four copies of the book "Reading Strategies" for teachers for professional development
DENEGRI,ALFONSO Total		1493.11	January and the state of the st
,			
HANSEN,JON	SMART AND FINAL 347	24.53	Supplies for the Kitchenista Presentations - Food trays and plastic cups
HANSEN,JON	SMART AND FINAL 347	53.07	Materials used for nutrition education and Spirit of the Holidays - sugar, cereals, juice
•		•	•

HANSEN,JON HANSEN,JON Total	WM SUPERCENTER #5023	<u>21.58</u> 99.18	Reusable plastic bottles for serving soy milk during Breakfast in the Classroom
HAYES,BEVERLY A HAYES,BEVERLY A HAYES,BEVERLY A HAYES,BEVERLY A HAYES,BEVERLY A HAYES,BEVERLY A HAYES,BEVERLY A	AMZN MKTP US*WE1057083 CONTAINERSTORESANDIEGO AMAZON.COM*SB4LJ3KH3 A AMAZON.COM*VF8SX4Q53 CONTAINERSTORESANDIEGO CONTAINERSTORESANDIEGO	8.77 433.59 148.96 148.96 75.38 <u>-75.38</u> 740.28	Instructional Materials for UCI Math - One copy of book "Cuanto Es Un Millon" Enrichment Program Supplies - Five steel utility carts and five cart liners Enrichment Program Supplies - Two collapsible utility carts Enrichment Program Supplies - Two collapsible utility carts Enrichment Program Supplies - Four cart liners Refund - Enrichment Program Supplies - Four cart liners
KRAFT,SHARMILA KRAFT,SHARMILA KRAFT,SHARMILA KRAFT,SHARMILA KRAFT,SHARMILA KRAFT,SHARMILA KRAFT,SHARMILA	SMART AND FINAL 347 OFFICE DEPOT #0963 AMZN MKTP US*I75IP7UC3 HILTON HILTON OFFICE DEPOT #5125 HILTON	74.71 39.11 99.86 222.18 222.18 197.89 36.00	Refreshments for District Parent Advisory Council (DPAC) meeting on November 6, 2019 - Fruit, crackers, cheese, coffee, and water Audio/Visual Supplies - Four USB drives for educational services Parent Engagement - Certificates, certificate holders, and gold seals for Family Leadership Institute (FLI) parent classes Hotel Registration - 60th CMC South Annual Mathematics Conference in Palm Springs on November 14-16, 2019 - Amy Wert and Katie Crosbie Hotel Registration - 60th CMC South Annual Mathematics Conference in Palm Springs on November 14-16, 2019 - Beverly Hayes Office Supplies - Three ink toner cartridges Parking - CMC South Annual Mathematics Conference in Palm Springs on November 14-16, 2019 - Beverly Hayes Resort Fee - CMC South Annual Mathematics Council Conference in Palm Springs on November 14-16, 2019 - Amy Wert and Katie
KRAFT,SHARMILA KRAFT,SHARMILA Total	HILTON	<u>44.00</u> 935.93	Crosbie
LAWSON,CHARMAINE LAWSON,CHARMAINE LAWSON,CHARMAINE LAWSON,CHARMAINE Total	USPS PO 0567380111 99-CENTS-ONLY #0101 SMART AND FINAL 347	5.85 10.00 <u>41.50</u> 57.35	Postage - Continued Funding Application for State Preschool contract for 2020-21 sent via first class certified mail Student Incentives - Pumpkins for students for the Stein Farm field trip Refreshments for Parent Meet & Greet at Olivewood - Grapes, mini muffins, string cheese, granola bars, and water
MELANESE,KATHERINE MELANESE,KATHERINE MELANESE,KATHERINE MELANESE,KATHERINE Tot a	AMSTERDAM PRNT & LITHO STARFALL EDUCATION SMART AND FINAL 347	133.85 270.00 <u>25.98</u> 429.83	Teacher Incentives - 105 personalized Rancho de la Nación pens for staff and parents Software Membership - Starfall educational software licenses for teachers and students Student Incentives - Popcorn bags for perfect attendance
O'CONNOR, MEGHANN O'CONNOR, MEGHANN O'CONNOR, MEGHANN O'CONNOR, MEGHANN O'CONNOR, MEGHANN O'CONNOR, MEGHANN O'CONNOR, MEGHANN O'CONNOR, MEGHANN O'CONNOR, MEGHANN O'CONNOR, MEGHANN O'CONNOR, MEGHANN O'CONNOR, MEGHANN O'CONNOR, MEGHANN O'CONNOR, MEGHANN O'CONNOR, MEGHANN O'CONNOR, MEGHANN O'CONNOR, MEGHANN O'CONNOR, MEGHANN O'CONNOR, MEGHANN	SANDAG APPLE.COM/BILL OFFICE DEPOT #0963 STAPLES DIRECT USPS PO 0552980950 SANDAG SANDAG SANDAG SANDAG SANDAG SANDAG SANDAG SANDAG SANDAG SANDAG SANDAG SANDAG SANDAG SANDAG	72.00 4.99 9.77 181.60 22.00 23.00 72.00 23.00 72.00 23.00 72.00 23.00 23.00 621.36	Bus pass for parent of homeless students #3713755 & #3713750 iTranslate Translator App renewal for student use requested by Speech & Language Pathologist Terri Logan Office Supplies - One of dry eraser markers and one eraser Office supplies - Ink toner cartridge Postage fee to overnight documents to attorney Bus pass for homeless student #3713546 Bus pass for parent of homeless student #3713546 Bus pass for homeless student #3710828 Bus pass for parent of homeless students #3712343 & #3710828 Bus pass for homeless student #3712343 Bus pass for parent of homeless students #3713750 & #3713755 Bus pass for homeless student #3713755 Bus pass for homeless student #3713755
O'CONNOR,WENDY O'CONNOR,WENDY	CBI*PARALLELS SMART AND FINAL 347	49.99 125.69	Software License - Parallels desktop software to allow Windows OS to run on Mac OS Refreshment for American Reading Company Professional Development - Assorted chocolates, pastries, granola bars, pretzels, and water

O'CONNOR,WENDY O'CONNOR,WENDY Total	DNH*GODADDY.COM	<u>79.99</u> 255.67	SSL certificate renewal which allows for encrypted access to the data warehouse reports site (where CALPADS Error Reports and other reports reside)
RUAN,SONIA	STAPLES DIRECT	55.17	Office supplies- Two clipboards, one box of 100 envelopes, and eight 3-ring binders Classroom Material - Twenty-five packs of chart paper, desk calendar, 3 packs of 30 dry erase pocket sleeves, 6' inflatable turkey, and
RUAN,SONIA	AMZN MKTP US*EB7UO8H93	374.17	whiteboard stand easel
RUAN,SONIA	AMZN MKTP US*VJ6G506Z3	88.56	Classroom Materials - Two toner cartridges
RUAN,SONIA	AMZN MKTP US*2B8MQ5CF3	44.72	Office Supplies - One set of 4 magnetic hooks and 3 pack of wall files
RUAN,SONIA	AMZN MKTP US*083M509M3	12.71	Office Supplies - Hanging 6 pocket file folders
RUAN, SONIA	TARGET.COM *	13.85	Classroom Supplies - Kids alarm clock
RUAN,SONIA	TARGET.COM *	141.36	Classroom Furniture - 61 x 18 artificial cactus in basket
RUAN, SONIA	TARGET.COM *	14.99	Classroom Supplies - One pack of six rolls of permanent mending tape
			Classroom Supplies - Hanging file holder with folders, outdoor pineapple string lights, gold office kit, letter board, fern arrangement in
RUAN,SONIA	TARGET.COM *	210.86	pot, flower framed wall canvas, wall grid, label maker, tic tac toe game, artificial plant, and label tape
RUAN, SONIA	TARGET.COM *	32.61	Classroom Furniture - 4-tier desktop organizer
RUAN,SONIA	TARGET.COM *	27.18	Classroom Supplies - Set of 3 wall hook lights in gold
RUAN, SONIA	TARGET.COM *	14.12	Classroom Supplies - Gold tape dispenser
RUAN,SONIA	TARGET.COM *	22.28	Classroom Furniture - Matted 11" x 14" wood frame
RUAN,SONIA	TARGET.COM *	29.35	Classroom Furniture- Framed mandala hanging wall art
RUAN,SONIA	TARGET.COM *	1294.11	Classroom Furniture - U-shaped desk with lateral file and bookcase
RUAN,SONIA	STAPLES DIRECT	23.58	Office Supplies - Ten pack of sparkle borders, EZ Letters combo pack, and bulletin board set
RUAN,SONIA	TARGET.COM *	18.48	Classroom Supplies - Square throw pillow
RUAN,SONIA	STAPLES DIRECT	29.35	Classroom Supplies - Combo pack of Ready letters 4" neon dots and one candy cane border trim
RUAN,SONIA	STAPLES DIRECT	194.97	Office Supplies - Zippered leather padfolio, ergonomic keyboard, 4 heavy duty view binders, and floor chair mat
RUAN,SONIA	WAYFAIR*WAYFAIR	1589.64	Classroom Furniture - Conference table, two-person sofa, storage ottoman, bean bag chair, and area rug
RUAN,SONIA	STAPLES DIRECT	26.09	Office Supplies - Footrest stool
RUAN,SONIA	STAPLES DIRECT	<u>-31.63</u>	Refund Four - Office Supplies - four 3- ring binders
RUAN,SONIA Total		4226.52	
RUIZ,RAYMOND	GIANT NEW YORK PIZZA	84.53	Attendance Incentives - Pizza to celebrate Students Perfect Attendance
RUIZ,RAYMOND	FRG*FANATICS.COM	359.51	Student Incentives - Twenty-three assorted college t-shirts and sweatshirts
RUIZ,RAYMOND	WORTHINGTON DIRECT INC	113.75	Sales tax for conference table
RUIZ,RAYMOND	WORTHINGTON DIRECT INC	1470.11	Furniture - Conference table to meet with parents, teachers, students and community members.
RUIZ,RAYMOND	DOLLARTREE	6.53	Student Incentives - Balloons and table cloth to welcome back students from 6th grade camp
RUIZ,RAYMOND	GIANT NEW YORK PIZZA	138.88	Student Incentives - Pizza to celebrate perfect attendance and return from camp
RUIZ,RAYMOND	WAL-MART #2291	48.55	Healthy snacks and decorations to welcome back students from 6th grade camp
RUIZ,RAYMOND	PARTY CITY 521	19.51	Student Incentives - Balloon to welcome back students from 6th grade camp
RUIZ,RAYMOND	OFFICE DEPOT #5125	25.00	Office Supplies - Desk name plate for Office Technician
RUIZ,RAYMOND	SANDIEGOPADRES	<u>100.00</u>	Student Incentives - Deposit for group tickets for the San Diego Padres Perfect Attendance field trip on May 13, 2020
RUIZ,RAYMOND Total		2366.37	
			Attendance Incentives: Soccer balls, NFL football, Magic 8 Ball, Hot Wheels cards, Guess Who board game, Jenga, Connect 4,
SANCHEZ, STEVEN	WAL-MART #5023	94.15	Hidden Image game
SANCHEZ, STEVEN	OFFICE DEPOT #5125	215.88	Classroom Supplies - Two ink toner cartridges and 4 dozen pens
SANCHEZ, STEVEN	HAWTHORNE EDUCATIONAL	169.65	Instructional Materials - Pre-Referral complete kit - 4th Edition for school counselor
SANCHEZ, STEVEN	OFFICE DEPOT #5125	260.98	Office Supplies - Three ink toner cartridges
SANCHEZ,STEVEN	WAL-MART #5023	296.41	Attendance Incentives - Assorted toys and board games for good attendance
SANCHEZ, STEVEN	ZAPPY PIZZA Q02	60.45	Attendance Incentives - Pizza party for good attendance
SANCHEZ,STEVEN	AMZN MKTP US*8D45J0OS3	303.30	Teacher Incentives - Nine dozen natural canvas tote bags
SANCHEZ, STEVEN	AMZN MKTP US*9C3QI3KG3	121.66	Teacher Incentives - Fourteen sets of 6 DIY bright color hall pass lanyards
SANCHEZ,STEVEN	AMZN MKTP US*NL3I51M43	173.80	Teacher Incentives - Twenty sets of 6 DIY bright color hall pass lanyards
SANCHEZ,STEVEN	AMZN MKTP US	-173.80	Refund -Teacher Incentives - Twenty sets of 6 DIY bright color hall pass lanyards

SANCHEZ,STEVEN SANCHEZ,STEVEN SANCHEZ,STEVEN Total	OFFICE DEPOT #5125 AMZN MKTP US*I57FG89E3	34.46 <u>172.20</u> 1729.14	Classroom Supplies - Three ink toner cartridges Teacher Incentives - Twenty sets of 6 DIY bright color hall pass lanyards with badge holders
SEGURA,LETICIA SEGURA,LETICIA SEGURA,LETICIA Total	MANGO MANGO FRESH AND WM SUPERCENTER #5023	61.61 <u>161.46</u> 223.07	Lunch - All Specialist Meeting on November 14, 2019 Student Incentives for Solar Sprint Event - Ear Buds, radio control toys, board games, activity kits, and 4 packs of batteries
VICARIO,LUZ S VICARIO,LUZ S VICARIO,LUZ S VICARIO,LUZ S Total	OFFICE DEPOT #5125 NATIONAL CITY TROPHY AMZN MKTP US*GT73B2W03	50.99 21.75 <u>25.85</u> 98.59	Classroom Supplies - Ink toner cartridge Student Incentives - Five medals for Fitness Medal Assembly Classroom Supplies - Promethean board switch box
VINE,BRYAN VINE,BRYAN VINE,BRYAN VINE,BRYAN VINE,BRYAN VINE,BRYAN VINE,BRYAN VINE,BRYAN VINE,BRYAN VINE,BRYAN VINE,BRYAN	PAYPAL *CABESOUTHCO PAYPAL *CABESOUTHCO PAYPAL *CABESOUTHCO AMAZON.COM*1U12R4EH3 AMZN MKTP US*BO90432Y3 AMZN MKTP US*5G7QP3FD3 AMZN MKTP US*LP7PS01D3 AMAZON.COM*HD4FW00L3 A AMZN MKTP US*Y60TT0R03	100.00 100.00 100.00 61.98 65.22 206.34 25.20 304.44 136.05 1099.23	Registration - CABE 65 Regional Mini Conference in Chula Vista, CA on November 9, 2019 - Vilma Garcia Registration - CABE 65 Regional Mini Conference in Chula Vista, CA on November 9, 2019 - Miriam Torres Registration - CABE 65 Regional Mini Conference in Chula Vista, CA on November 9, 2019 - Claudia Price Playground Equipment - Storage deck box for the outdoor learning garden Playground Equipment - Two flexible garden hoses for the outdoor learning garden Classroom Supplies - 19 student headphones Playground Equipment - Four Wham-O Superballs for recess Instructional Materials - Four science kits with microscopes for the Makerspace Student Incentives for Good Behavior - Puzzles, silly putty, glider planes, hair scrunchies, spiral hair ties, gel pens, reusable stainless steel straws, and bouncy balls
YOUNG,MEGHANN YOUNG,MEGHANN YOUNG,MEGHANN Total	AMAZON.COM*ZM1QN5SK3 FIRST BOOK	9.55 <u>76.99</u> 86.54	Office Supplies - One box of mailing labels for school office Twenty-one books for the school library - Various titles

Grand Total \$ 18,429.06

EXHIBIT C

2019-2020 San Diego County Nonpublic Master Contract

Directions:

- Main document must be completed for every Nonpublic School/Agency or Room & Board Contract.
- Complete and attach Appendices A: School, B: Agency, C: Room & Board as appropriate.



2019-2020

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MAIN DOCUMENT

APPENDIX A: SCHOOLS

APPENDIX B: AGENCIES

APPENDIX C: ROOM AND BOARD

Directions:

• Main document must be completed for every Nonpublic School/Agency or Room & Board Contract

• Complete and attach Appendices A: School, B: Agency, C: Room & Board as appropriate.

2019-2020 Nonpublic Master Contract

Main Document



2019-2020

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2019-2020

NONPUBLIC MASTER CONTRACT

CONTRACT YEAR 2019-20
This Master Contract is made and entered into
this day of, 20 between the
National School District , County of San Diego, (Local Education Agency)
hereinafter sometimes referred to as the "LEA," and
Stein Education Center
(Nonpublic,)
hereinafter referred to as "CONTRACTOR."

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SECTION 1: AUTHORIZATION FOR MASTER CONTRACT AND GENERAL PROVISIONS

1.1 MASTER CONTRACT

For the purpose of providing special education and related services to individuals with exceptional needs under the authorization of Education Code sections 56157, 56361, and 56365-56366.5 the Master Contract consists of (the Main Document and Master Contract Appendices A (Schools), B (Agencies), C (Room & Board). The general term "Master Contract" refers to the Master Contract /Main Document/ and Master Contract /Appendices A (Schools), B (Agencies), and C (Room and Board) given to the CONTRACTOR by a representative of the LEA's Special Education Unit on terms acceptable to the LEA and CONTRACTOR.¹ It is also understood that this contract does not commit the CONTRACTOR to provide special education and related services to any individual unless and until an Individual Services Agreement is executed between the LEA and the CONTRACTOR on behalf of such individual or interim written approval is given to the CONTRACTOR by an authorized representative of the LEA's Special Education Unit. This interim written approval shall be for a maximum period of 90 days, beginning with the anticipated student start date, during which time the contract and/or Individual Services Agreement shall be completed and executed by the LEA and CONTRACTOR. If an Individual Services Agreement is not completed and executed by the LEA and the CONTRACTOR within this ninety-day period, the LEA or CONTRACTOR may request an IEP meeting to be held as soon as possible to discuss a change in placement for the pupil. The LEA shall continue to reimburse the CONTRACTOR as set forth in the interim written approval, or as otherwise agreed by the parties in writing, pending any change in placement or subsequent execution of an Individual Services Agreement.

1.2 <u>SUPERSEDES PRIOR CONTRACTS</u>

This Master Contract includes the Main Document, Appendix A (Schools), Appendix B (Agencies), Appendix C (Room and Board), to the extent that they are applicable, and each ISA, all of which are incorporated herein by this reference and any exhibits or attachments hereto constitute the entire agreement between the parties to this contract and supersedes any prior contract, understanding, or agreement with respect to the terms set forth in this contract.

1.3 MODIFICATIONS AND AMENDMENTS

The LEA and CONTRACTOR agree that any amendments to the contract must be in writing and approved by the LEA's Governing Board and the Board of Directors/Trustees or authorized representative of CONTRACTOR. Prior to executing a written amendment to the contract, the LEA shall obtain approval from the San Diego County SELPA Directors and the County Director of Special Education. In implementing this Master Contract, any specific terms related to an individual pupil shall be reflected in the Individual Services Agreement.

1.4 <u>INDIVIDUAL SERVICES AGREEMENT</u>

The LEA and CONTRACTOR shall enter into an Individual Services Agreement for each pupil who is to receive special education and/or related services provided by the CONTRACTOR. The LEA is responsible for completing each pupil's Individual Services Agreement, which shall identify the provider of each service required by the pupil's Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP) (CCR 3062(e)). Individual Services Agreements shall only be issued for those pupils enrolled with the approval of the LEA. Changes in any LEA pupil's educational program, including instruction, services, or instructional setting provided under this contract, may only be made on the basis of revisions to the pupil's IEP or IFSP. At any time during the term of this contract, the parent, the CONTRACTOR or LEA may request a review of the pupil's IEP/IFSP, subject to all procedural safeguards required by law, including notice given to and participation by the CONTRACTOR in the IEP Team meeting. In the event that the CONTRACTOR recommends that the pupil requires either a lesser or more restrictive placement than the CONTRACTOR can provide, the CONTRACTOR will notify the LEA immediately. The LEA shall expedite the review and/or the resulting change in placement, and shall modify the Individual Services Agreement as appropriate if there is a change in the instructional and/or other services provided.

¹ Please see Appendix B for Agencies for exceptions to NPA Hired as Full Time Equivalent.

2019-2020

1.5 NONPUBLIC CERTIFICATION OR WAIVER

A current copy of the CONTRACTOR'S California Department of Education Nonpublic Certification or waiver of such certification issued by CDE pursuant to EC 56366.2 is attached hereto. This Master Contract shall be null and void if such certification is expired, revoked, rescinded, or otherwise nullified during the effective period of this contract.

1.6 TERM OF MASTER CONTRACT

Neither the CONTRACTOR nor the LEA is required to renew this contract in subsequent contract years. In the event that a pupil is enrolled with the CONTRACTOR during the term of this contract and said pupil continues to receive special education and/or related services by the CONTRACTOR as approved by the LEA in accordance with the pupil's IEP/IFSP and either (a) a new contract has not been fully executed or (b) the CONTRACTOR or the LEA chooses not to renew this contract, the terms of this contract and associated Individual Service Agreements shall apply to any and all special education and/or related services provided by CONTRACTOR and payment for those services by the LEA.

Upon agreement of both parties to this Master Contract, its provisions shall be retroactive to the beginning of this contract year (July 1st), to cover services provided by the CONTRACTOR to LEA students, unless otherwise mutually agreed upon by both parties.

The term of this Master Contract shall be from _____, 20 20 to 6/30, 20 20.

Any subsequent Master Contract is to be renegotiated prior to June 30 of each year.

This Master Contract has no force or effect until approved or ratified by the LEA's Governing Board.

1.7 COMPLIANCE WITH APPLICABLE FEDERAL AND STATE LAWS

During the term of this contract, the CONTRACTOR and LEA shall comply with all applicable federal and state laws and regulations relating to the required special education and designated instruction and services and facilities for individuals with exceptional needs, including those not expressly documented in this Master Contract.

a. <u>Nondiscrimination</u>

The CONTRACTOR and the LEA shall not discriminate on the basis of race, religion, sex, national origin, age, sexual orientation disability or any other classification protected by federal or state laws in employment or operation of its programs.

b. Sexual Harassment Policy

The CONTRACTOR shall have a written policy on sexual harassment in accordance with state and federal regulations and quidelines.

c. Corporal Punishment Prohibitions

- (l) No public education agency, or nonpublic school or agency serving individuals pursuant to Education Code Section 56365 et seq., may authorize, order, consent to, or pay for any of the following interventions, or any other interventions similar to or like the following:
- (1) Any intervention that is designed to, or likely to, cause physical pain;
- (2) Releasing noxious, toxic or otherwise unpleasant sprays, mists, or substances in proximity to the individual's face;
- (3) Any intervention which denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities;
- (4) Any intervention which is designed to subject, used to subject, or likely to subject the individual to verbal abuse, ridicule or humiliation, or which can be expected to cause excessive emotional trauma;
- (5) Restrictive interventions which employ a device or material or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by

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trained personnel as a limited emergency intervention pursuant to subsection (i) of Ed Code Section 56521.2 (a) (5)

- (6) Locked seclusion, except pursuant to subsection (i)(4)(A) of Ed Code Section 56521.2 (a) (6)
- (7) Any intervention that precludes adequate supervision of the individual; and
- (8) Any intervention which deprives the individual of one or more of his or her senses.

d. Student Discipline

Contractor shall maintain and abide by a written policy for student discipline that is consistent with state and federal law and regulations, such that students who exhibit serious behavioral challenges receive timely and appropriate assessments and positive supports and interventions in accordance with the federal Individuals with Disabilities Education Act and its implementing regulations.

When a CONTRACTOR seeks to remove a student from his/her current educational placement for disciplinary reasons, the CONTRACTOR shall immediately submit a written discipline report to the LEA.— Written discipline reports shall include, but not be limited to: the student's name; the time, date, and description of the misconduct; the disciplinary action taken by CONTRACTOR; and the rationale for such disciplinary action. LEA will schedule an IEP meeting or if appropriate, a manifestation determination IEP meeting when required and in accordance with California Education Code.

e. Behavioral Emergency Reports (Ed. 56521.1(a))

- (1) Anytime an emergency intervention is used pursuant to Ed Code Section 56521.1(a) subsection (i), CONTRACTOR must notify LEA and IEP team immediately and document emergency intervention in a "Behavioral Emergency Report" as defined by 56521.1(e).
- (2) Whenever a "Behavioral Emergency Report" is written regarding an individual who does not have a behavioral intervention plan, the designated responsible administrator shall, within two days, schedule an IEP team meeting to review the emergency report, to determine the necessity for a functional behavioral assessment, and to determine the necessity for an interim behavioral intervention plan.
- (3) Anytime a "Behavioral Emergency Report" is written regarding an individual who has a behavioral intervention plan, any incident involving a previously unseen serious behavior problem or where a previously designed intervention is not effective should be referred to the IEP team to review and determine if the incident constitutes a need to modify the plan.
- (4) "Behavioral Emergency Report" data shall be collected by CONTRACTOR and be submitted to LEA.
- (5) A summary of Behavioral Emergency Reports shall be submitted at least monthly to the LEA and the Director of the Special Education Local Plan Area of which the LEA is a member.

1.8 DEFINITIONS

"DAYS": For the purpose of the contract, "days" refers to calendar days unless otherwise specified.

"PARENT": For the purpose of the contract, a parent (34CFR 300.30(a) is the natural parent, adoptive parent, or legal guardian or any other adult granted educational decision-making rights by the natural or adoptive parent or a court of competent jurisdiction. A trained, certified surrogate parent, identified by the LEA, may act on behalf of the pupil if no parent, guardian or person acting as a parent can be located. The LEA shall be responsible for providing a translator for the parent if needed.

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SECTION 2: ADMINISTRATION OF CONTRACT

2.1 NOTICES

Notices provided for by this contract shall be in writing, be delivered to the individual identified below in this section, and shall be delivered by certified, registered, or return receipt requested mail, postage prepaid, or by facsimile transmission, unless a specific section of this contract requires or allows notice or contact to be made in a different manner or to a different individual. The effective date of an invoice shall be the date of its receipt by the LEA. The effective date of all other notices shall be the date of the postmark or of the facsimile transmittal date identified in the document. In the event there is a change in the individual to be notified, the CONTRACTOR or the LEA shall provide written notice of the change and, after such notice is provided, all future notices shall be addressed to that individual. Notice may be provided under this section pursuant to regular United States mail if the LEA and CONTRACTOR agree in writing to notice by regular United States mail. If the LEA or CONTRACTOR does not identify an individual to be notified in this section, the person to be notified under this section shall be the LEA or CONTRACTOR representative that executes this contract.

Notices mailed to the be addressed to:	LEA shall		Notices to the CONTRACTOR shall be addressed to:		
Meghann O'Connor - Name/Title	Director, Student Su	pport Serv	<u>Chayo Chavez M.SDirector</u> Name/Title		
National School Distr Local Education Agen			_Stein Education Center Nonpublic School		
1500 N Avenue Address			6145 Decena Drive Address		
National City City	CA State	91950 Zip	San Diego City	CA State	92120 Zip
<u>(619) 336-7741</u> Phone			<u>(619) 281-5511</u> Phone		
(619) 336-7551 Facsimile			(619) 281-0453 Facsimile		
moconnor@nsd.us Email Address			<u>cchavez@vistahill.org</u> Email Address		

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2.2 <u>INDEPENDENT CONTRACTOR STATUS</u>

This contract is by and between two independent contractors and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture or association.

2.3 SUBCONTRACT AND ASSIGNMENT

The CONTRACTOR shall not enter into an initial subcontract with any noncertified Nonpublic Agency (NPA) or provider, for any of the instructional or related services contemplated under this contract without first obtaining written approval by a representative of the San Diego County Office of Education (i.e. County Director of Special Education or a SELPA Director). Such approval shall not be unreasonably withheld. The LEA and CONTRACTOR shall maintain a copy of the written approval.

2.4 INDEMNIFICATION

The CONTRACTOR hereby indemnifies, defends, and holds harmless the LEA, its Board, officers, employees, agents, independent contractors, consultants and other representatives from and against any and all liabilities, claims, demands, costs, losses, damages, or expenses, including reasonable attorneys' fees and costs, and including but not limited to consequential damages, loss of use, extra expense, cost of temporary classrooms, that arise out of or result from, in whole or in part, the negligent, wrongful or willful acts or omissions of the CONTRACTOR, its employees, agents, subcontractors, independent contractors, consultants, or other representatives.

The LEA hereby indemnifies, defends, and holds harmless the CONTRACTOR, its Board, officers, employees, agents, independent contractors, consultants and other representatives from and against any and all liabilities, claims, demands, costs, losses, damages, or expenses, including reasonable attorneys' fees and costs, and including but not limited to consequential damages, loss of use, extra expense, cost of temporary classrooms, that arise out of or result from, in whole or in part, the negligent, wrongful or willful acts or omissions of the LEA, its employees, agents, subcontractors, independent contractors, consultants, or other representatives.

The CONTRACTOR shall have no obligation to indemnify, defend, or hold harmless the LEA, its Board, officers, employees, agents, independent contractors, consultants, and other representatives for the LEA's sole negligence or willful misconduct; and the LEA shall have no obligation to indemnify, defend, or hold harmless the CONTRACTOR, its Board, officers, employees, agents, independent contractors, consultants and other representatives for the CONTRACTOR'S sole negligence or willful misconduct. This indemnity shall survive the termination of the Contract or final payment hereunder, and is in addition to any other rights or remedies that the CONTRACTOR or LEA may have under the law or this contract.

2.5 <u>INSURANCE</u>

During the entire term of this contract and any extension or modification thereof, the CONTRACTOR shall keep in effect a policy or policies of general liability insurance, including contractual liability coverage, professional liability, and auto liability coverage of owned and non-owned vehicles used by CONTRACTOR in relation to the performance of service(s) under this Master Contract, with minimum limits of one million dollars (\$1,000,000) per occurrence, and three million dollars (\$3,000,000) in aggregate. Such insurance shall name LEA as an additional insured, and an endorsement evidencing such coverage shall be provided within 90 days, only as to matters arising out of this Master Contract for which CONTRACTOR has an obligation to indemnify the LEA, under the Indemnification clause, Section 2.6, of this Master Contract.

Not later than the effective date of this contract, the CONTRACTOR shall provide the LEA with satisfactory evidence of insurance. The insurance maintained by CONTRACTOR shall include a provision for the insurance provider to send written notice of cancellation or modification to the CONTRACTOR at least 30 calendar days before cancellation or adverse material change, or 10 days for nonpayment of premium. Such CONTRACTOR'S insurance may contain the same notice requirement for the LEA. If the insurance provider is only required to send such notice to the CONTRACTOR (but not the LEA) CONTRACTOR shall provide the LEA written notice of cancellation or adverse material modification within one business day after receiving such notice from the insurer. Such notice shall be provided pursuant to Section 2.3 (Notices) of this contract. The CONTRACTOR shall at its own cost and expense procure and maintain insurance under the applicable state's Workers' Compensation laws. Failure to maintain the above mentioned insurance coverage shall be cause for termination of this contract.

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LEA warrants that it is self-insured in compliance with the laws of the State of California, that the self insurance covers persons acting on its behalf or under its control, that its self insurance covers LEA's indemnification obligations to CONTRACTOR under this contract, and that LEA agrees to provide coverage to CONTRACTOR pursuant to this self insurance in the event the indemnification obligations of Section 2.6 of this contract are triggered. The LEA further warrants that it shall notify the CONTRACTOR pursuant to Section 2.3 (Notices) of this contract, of any material insurance coverage changes at least thirty days prior to the change.

CONTRACTOR agrees that any subcontractor with which it contracts to provide services pursuant to any Individual Services Agreement, shall submit written proof of insurance in a minimum amount of \$1,000,000 per occurrence, including general, liability, auto liability (if applicable), and professional liability (if applicable). Such insurance shall be maintained by any subcontractor for the scope of duties performed and duration of time it provides services to LEA pupils. Proof of insurance shall be provided to the LEA prior to the beginning of transportation services by a subcontractor, and upon renewal of coverage thereafter. Transportation subcontractors shall submit copies of insurance policies upon request of the LEA; otherwise, certificates of insurance may be acceptable proof, provided that the information thereon is adequate and verifiable. Subcontractors shall be required to provide to the CONTRACTOR written notice of cancellation of insurance or adverse material change in such insurance at least 30 days prior to cancellation or adverse material change or within one business day after receiving such notice, whichever is earlier.

2.6 TRANSPORTATION

Transportation to and from school, and the associated costs are the responsibility of the LEA unless otherwise agreed to in writing. LEA accepts full responsibility for pupil safety, and liability for accident, injury, or death, at all times pupil is on a LEA transportation vehicle.

In the event that the CONTRACTOR transports students to or from school due to health, behavior, other emergencies, or as otherwise agreed to by the CONTRACTOR and the LEA, the LEA shall reimburse CONTRACTOR at the rate specified in this Master Contract, (Rate Schedule - Schools: Section 4.1, Agencies: Section 5.1) or a temporary rate agreed to by LEA and CONTRACTOR.

The CONTRACTOR shall have in place a transportation safety plan that prescribes procedures for school personnel to follow to ensure safe transport of pupils. The safety plan shall specify, among other matters, that CONTRACTOR shall provide each pupil being transported with adequate supervision during the transport and with instruction in vehicle emergency procedures and passenger safety, as appropriate to the pupil needs. CONTRACTOR has liability for accident, injury, or death, at all times pupil is in CONTRACTOR vehicle.

2.7 WAIVERS

The LEA and/or CONTRACTOR may independently or jointly submit waivers of applicable state laws and regulations.

2.8 SUCCESSORS IN INTEREST

This contract binds the CONTRACTOR's successors and assignees. CONTRACTOR shall not assign this Master Contract without the written consent of LEA, and any attempt by Contractor to effect such an assignment without the written consent of LEA shall make this Master Contract terminable at the option of the LEA.

2.9 SEVERABILITY

If any provision or portion of a provision of this contract is held in whole or in part to be unenforceable for any reason, the remainder of the provision and of the entire contract shall be severable and shall remain in effect.

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2.10 <u>CONFLICTS OF INTEREST</u>

- a. The CONTRACTOR agrees to furnish to the LEA a copy of its current bylaws and a current list of its Governing Board of Directors (or Trustees), if it is incorporated. LEA has the right to request a current list of the Board of Directors or Trustees at any time during the term of the Master Contract.
- b. CONTRACTOR and members of its Board of Directors (or Trustees) shall disclose any relationship with LEA that constitutes or may constitute a conflict of interest including, but not limited to, employment with LEA, provisions of private party assessments and/or reports, and attendance at the IEP team meetings and/or due process proceedings.
- c. Anytime the CONTRACTOR is contracted to conduct a formal Independent Educational Evaluation (IEE), and the IEP team determines that services are necessary as a result of that IEE the LEA shall be obligated to select a service provider who is not the CONTRACTOR. Unless, a service provider who is not the CONTRACTOR is unavailable or unable to provide that service.

2.11 INABILITY TO MEET CONTRACT REQUIREMENTS

The CONTRACTOR shall notify the LEA in writing when the CONTRACTOR is unable to meet the requirements of this contract. The LEA shall notify CONTRACTOR in writing when the LEA is unable to meet the requirements of this contract.

2.12 <u>DISPUTE RESOLUTION</u>

Disagreements concerning the meaning, requirements or performance of this contract shall first be brought to the attention of the other party in writing, pursuant to the notice provisions (Section 2.3) of this contract, in an attempt to resolve the dispute at the lowest level. Any remaining disputes or disagreements may be resolved either 1) as voluntarily agreed to by the parties, 2) by equitable remedies, or 3) by other legal means.

2.13 DUE PROCESS AND COMPLAINT PROCEDURES

CONTRACTOR and LEA shall comply with all applicable federal and state laws and regulations related to Due Process and the rights of students and parents.

CONTRACTOR agrees to maintain policies and procedures as follows: (1) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 *et seq.*; (2) Nondiscrimination policy pursuant to Title 5 of the California Code of Regulations section 4960 (a); (3) Sexual Harassment Policy, California Education Code 231.5 (a) (b) (c); (4) Title IX Student Grievance Procedure, Title IX 106.8 (a) (d) and 106.9 (a); and (5) Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act (HIPAA).

2.14 <u>VENUE AND GOVERNING LAW</u>

This contract, and conditions of this contract, shall be governed by the laws of the State of California with venue in San Diego County, California.

2.15 RIGHT TO REPORT MASTER CONTRACT VIOLATIONS

The CONTRACTOR acknowledges and understands that the LEA may report to the CDE any violations of the provisions of this contract; and that may result in the suspension of the CDE nonpublic school certification pursuant to California EC section 56366.4(a).

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2.16 TERMINATION OF MASTER CONTRACT AND/OR INDIVIDUAL SERVICES AGREEMENT

a. Master Contract

Either the LEA or the CONTRACTOR may terminate this Master Contract for cause as set forth in EC section 56366(a)(4), with twenty (20) days written notice pursuant to Section 2.3 of this contract, or immediately if the CONTRACTOR and LEA mutually agree that there are significant health or safety concerns. Cause shall include but not be limited to non maintenance of current nonpublic school certification, failure of either the LEA or the CONTRACTOR to maintain the standards required under the Master Contract and/or Individual Services Agreement, or material breach of the contract by CONTRACTOR or LEA. To terminate the contract either party shall give a minimum of 20 days written notice pursuant to the provisions of Section 2.3 (Notices) of this contract. Upon termination, the LEA shall pay within 45 days, without duplication, for all services performed and expenses incurred to date of termination according to the provisions set forth in Schools Document Section 4.1, Agencies Document Section 5.1 (Rate Schedule) and Main Document Section 4.1 (Billing and Payment) of this contract. CONTRACTOR shall provide to the LEA the IEP/IFSP and all related documents in its possession or under its control pertaining to its services, for all pupils of the LEA who were receiving services from the CONTRACTOR in accordance with applicable state and federal laws regarding student records.

b. <u>Individual Services Agreement</u>

The Individual Services Agreement may be terminated or suspended by the LEA or the CONTRACTOR for cause, as set forth in EC section 56366(a)(4), with twenty (20) days written notice pursuant to Section 2.3 (Notices) of this contract, or immediately if the CONTRACTOR and the LEA mutually agree that there are significant health or safety concerns.

Individual Services Agreements are null and void upon termination of the Master Contract.

The LEA shall not terminate Individual Services Agreements because of the availability of a public class initiated during the course of the contract unless the parent agrees to the transfer of a pupil to a public school program, which agreement must only be given in a duly called and held IEP/IFSP meeting at which the CONTRACTOR is present.

2.17 INDIVIDUALIZED EDUCATION PROGRAM (IEP) / INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP)

When a pupil is accepted for enrollment in a nonpublic school, the CONTRACTOR shall provide the pupil a program of educational instruction and services within the nonpublic school, which is consistent with his or her IEP/IFSP as specified in each pupil's Individual Services Agreement.

The CONTRACTOR shall implement those responsibilities delegated to CONTRACTOR in the plan for transition services (per EC section 56445 and EC section 56462) as stated by the IEP/IFSP.

The CONTRACTOR shall provide an appropriate adult to pupil ratio for pupils with exceptional needs between three and five years of age, in accordance with EC 56441.5.

The LEA shall invite the CONTRACTOR and the CONTRACTOR shall participate in all IEP/IFSP meetings, including those related to placement and those called by the parent in accordance with EC section 56343.5, so long as the pupil is to be served by the CONTRACTOR pursuant to an Individual Services Agreement. The child's present teacher shall participate in the IEP meeting in accordance with EC 56341(b)(3). Every effort shall be made to schedule the meeting at a time and place that is mutually convenient to parents, CONTRACTOR's staff, and LEA's staff.

The local educational agency shall oversee and evaluate the pupil's placement in the NPS through the IEP process. The IEP team shall evaluate whether the pupil is making appropriate educational progress through a review of the student's progress toward IEP goals and, as appropriate, a review of the pupil's scores on state assessments. If the NPS staff or LEA will be making recommendation(s) for significant changes to the student's program, placement or services, the LEA Case Manager and representative of the NPS shall discuss the recommendation(s) prior to the IEP meeting. The IEP team will consider whether or not the needs of the pupil continue to be best met at the nonpublic school, whether changes to the pupil's IEP are necessary,

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and whether the pupil may be transitioned to a public school setting (EC 56366(a)(2)(B), EC 56343(d), EC 56043(h)). Partial day attendance at the NPS may be appropriate to support transition to a public school program.

2.18 FREE APPROPRIATE PUBLIC EDUCATION

No charge of any kind to parents shall be made by the CONTRACTOR for educational activities and related services specified on the pupil's IEP/IFSP, including screening or interviews which occur prior to or as a condition of a pupil's enrollment under the terms of the contract, except as specified in writing in a due process procedure that is signed by all relevant parties and attached to the relevant pupil's Individual Services Agreement, or for voluntary extracurricular activities conducted subsequent to written notification to parents as to the cost and the voluntary and extracurricular nature of the activity. Unless the activity (for example, field trips) takes place during a school vacation or holiday, pupils not participating in such activities shall continue to receive special education and/or related services as set forth in their IEP/IFSPs.

2.19 TRANSITION TO A LRE

CONTRACTOR & LEA shall support Least Restrictive Environment options, including dual enrollment, if appropriate, for students enrolled in NPS to have access to the general curriculum and to be educated with nondisabled peers to the maximum extent appropriate.

CONTRACTOR & LEA shall address LRE placement options for students enrolled in NPS at all IEP team meetings, including whether the students may be transitioned to a public school setting.

When an IEP team has determined that a student should be transitioned into the public school setting, CONTRACTOR shall assist the LEA in implementing the IEP team's recommendations activities to support the transition.

2.20 PUPIL PROGRESS

The CONTRACTOR shall have written procedures in place for measuring progress utilizing on-going data collection in the goal areas identified on the IEP/IFSP.

The CONTRACTOR shall provide to parents and the LEA case manager written pupil progress reports on the goals in the IEP/IFSP, no less than quarterly. The CONTRACTOR shall submit an updated report if there is no current progress report when pupils are scheduled for a review by the IEP/IFSP team or when a pupil's enrollment is terminated.

The CONTRACTOR shall allow periodic review of each pupil's instructional program by the LEA. Representatives of the LEA shall have reasonable access to observe each pupil at work, observe the instructional setting, meet with the CONTRACTOR and review each pupil's progress, including the behavioral intervention plan, if any. LEA representatives making site visits shall initially report to the CONTRACTOR's site administrative office.

2.21 ASSESSMENTS

a. Individual Student Assessments

If the CONTRACTOR receives a parent request for evaluation, the CONTRACTOR shall inform the parent of his or her ability to submit a written request for evaluation to the LEA in accordance with applicable law. The LEA shall collaborate with the CONTRACTOR to develop the evaluation plan and submit it to the parent for approval. The LEA retains the responsibility for conducting triennial evaluations (EC 56381(c)).

2.22 CONFIDENTIALITY OF RECORDS

All reports, records and other documents that CONTRACTOR is required to submit to LEA, the Special Education Local Plan Area, or otherwise, pursuant to this contract, shall be redacted to the extent necessary and appropriate to protect the confidentiality and privacy of pupils, employees, and subcontractors, as provided for pursuant to state and federal law.

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2.23 FORWARDING OF EDUCATIONAL RECORDS

The CONTRACTOR agrees, in the event of school closure, to immediately forward pupil records to the LEA pertaining to the LEA's pupils enrolled in CONTRACTOR's educational program. These records shall include, but need not be limited to, current transcripts, IEP/IFSPs and results of performance testing.

2.24 DATA REPORTING

CONTRACTOR agrees to provide LEA with all student information required for LEA to report to the California Longitudinal Pupil Achievement Data System (CALPADS) as well as other data as required by Every Student Succeeds Act (ESSA) or any federal data reporting requirements, including, but not limited to, data required to calculate enrollment and dropout and graduation rates.

SECTION 3: PERSONNEL

3.1 <u>VERIFICATION OF CREDENTIALS, LICENSES AND OTHER QUALIFICATIONS</u>

The CONTRACTOR shall provide all contracted special education, and/or related services required by the IEP/IFSP, Master Contract and Individual Services Agreement by appropriately qualified staff. The CONTRACTOR shall provide appropriately credentialed teachers and/or licensed or license-eligible personnel or other education related mental health provider consistent with the California laws and regulations unless the California Department of Education has granted a written waiver. The CONTRACTOR shall be responsible for monitoring the status of waiver applications submitted to the state for all non-credentialed teachers and non-licensed service providers. All non-credentialed teachers and non-licensed service providers shall apply for a waiver.

The CONTRACTOR shall be responsible for verification of credentials and licenses held by its employees, agents and subcontractors. Once the CONTRACTOR has provided the LEA with a copy of the credential or license for all staff providing services to children with disabilities, the CONTRACTOR shall supply the LEA with copies of any changes in the credentials or licenses of staff within 45 days of the change in accordance with Title 5, Section 3062.

The CONTRACTOR is fiscally responsible for all training necessary to provide appropriate services per IEP/IFSP. The LEA shall not reimburse CONTRACTOR for training that occurs outside of contact time with student, and that is not during implementation of IEP/IFSP.

Where behavior intervention services are provided by a nonpublic agency, the CONTRACTOR shall train staff in implementing the behavior support plan or Behavior Intervention Plan and pupils shall receive the level of supervision required in the pupil's IEP/IFSP.

The CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including the provisions with respect to supervision.

3.2 EMPLOYEE FINGERPRINTS AND TUBERCULOSIS TESTING

The CONTRACTOR shall ensure that employee fingerprints have been processed in a manner required by EC section 44237. The CONTRACTOR shall maintain a file containing a current certificate of each person covered by Health and Safety Code Sections 121525-121555 (tuberculosis testing). In addition, contractor will adhere to all of the requirements under AB 389.

3.3 QUALIFICATIONS OF INSTRUCTIONAL AIDES AND TEACHER ASSISTANTS

Effective July 1, 2001 the CONTRACTOR shall ensure that newly hired instructional aides and teacher assistants have demonstrated proficiency in basic reading, writing, and mathematics skills, based on a test selected and administered by the CONTRACTOR.

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3.4 REQUIREMENT TO REPORT

a. Child Abuse or Molestation

The CONTRACTOR shall maintain a signed statement by all personnel required to sign such a statement under the child abuse reporting laws, acknowledging their training and understanding of the reporting requirements regarding observed or suspected cases of child abuse.

b. <u>Missing Students</u>

The CONTRACTOR shall ensure that staff is aware of its responsibility and requirement to report to parents, and local law enforcement as appropriate, when a pupil leaves campus without permission, immediately upon confirmation that the pupil is missing, in accordance with EC 49370. The CONTRACTOR shall contact the LEA Case Manager by telephone no later than the end of the day in the event a pupil leaves campus without permission, does not return that school day, and is not located at his or her residence or in the custody of his or her parent or quardian.

c. Student Injury

The CONTRACTOR agrees to complete a written report when a pupil has suffered an injury that requires medical attention, and notify the LEA case manager within 48 hours.

In case of incident, the CONTRACTOR agrees to submit a written report to the LEA case manager by the end of the following school day, in cases of injury resulting from physical restraint or the death of a student. The CONTRACTOR agrees to reasonably participate in any communications between a pupil's parents and the LEA regarding any injuries resulting from physical restraint.

SECTION 4: FISCAL

4.1 BILLING AND PAYMENT

a. <u>Invoices</u>

The CONTRACTOR shall submit invoices monthly. Effective date of the invoice shall be the confirmed date of receipt by the LEA, either electronically or by USPS. Invoices should clearly reflect rates as specified in the Master Contract, be in accordance with the Individual Services Agreements, and include all days of creditable service, beginning no earlier than the date specified in the Interim Written Approval or ISA. The CONTRACTOR shall submit said invoice for services rendered no later than thirty (30) days from the end of the attendance accounting period calendar month in which said services are actually provided and the invoice shall be submitted pursuant to Section 2.3 (Notices) of this contract. All education related mental health services will be billed by contractor in separate invoice.

b. Late Invoices

If the LEA does not receive a properly submitted invoice within thirty (30) days from the end of the attendance accounting period calendar month, the LEA may deduct 1.5% per month, calculated proportionately per day, of that total invoice, if the LEA does not agree to the request of the CONTRACTOR to an extension of time to submit the invoice.

c. <u>Payment</u>

The LEA shall make payment within forty-five (45) days of receipt of a properly prepared and submitted invoice and such payment shall be submitted pursuant to Section 2.3 (Notices) of this contract. This payment shall be at the rates agreed to in the Rate Schedule (See Appendix A for Schools, B for Agencies, and C for Room and Board) of this contract and shall be in an amount equal to the number of creditable days of attendance during both the regular and extended school years, make-up sessions (including "excused" absences) per the individual services agreement for each pupil. This calculation shall include the

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Extended School Year if the pupil is enrolled in the Extended School Year, and any other absence for which the LEA has agreed to pay CONTRACTOR and any related services and transportation costs as specified in the Rate Schedule (See Appendix A for Schools, B for Agencies, and C for Room and Board) of this contract and in accordance with the Individual Services Agreements. If no notice of withholding is provided to CONTRACTOR within 10 working days of receipt of an invoice, the LEA shall not withhold any payment. Payment by the LEA shall refer to the invoice number or the date of the bill submitted by the CONTRACTOR. If CONTRACTOR agrees to accept credit card payments, and LEA chooses to pay invoices by credit card, the LEA agrees to add the CONTRACTOR'S credit card processing fee to the invoice balance of the credit card payment. Credit card payments will be assumed to have been made on the date the payment posts to the CONTRACTOR'S bank account for late payment and interest calculation purposes.

d. Pupil Enrolled Prior to Approval of Agreement to a Contract

Ed Code addresses situations when a contract has not yet been developed and the pupil is enrolled and receiving services from the Nonpublic School or Agency (ED 56366.9 c (1)).

"If a pupil is enrolled in a nonpublic, nonsectarian school or agency with the approval of the local educational agency prior to agreement to a contract or individual services agreement, the local educational agency shall issue a warrant, upon submission of an attendance report and claim, for an amount equal to the number of creditable days of attendance at the per diem tuition rate agreed upon prior to the enrollment of the pupil. This provision shall be allowed for 90 days during which time the contract shall be consummated."

Ed Code 56366.9 c (1) above states "this provision shall be allowed for 90 days during which time the contract shall be consummated", however this group has agreed to 180 days.

e. <u>Late Payment</u>

If the payment is not postmarked from the LEA within forty-five (45) days of the receipt of the invoice, the LEA agrees to pay an additional fee of 1.5% interest per month on amounts not paid, such interest being calculated beginning day forty-six (46) from receipt of the invoice. Interest shall be calculated in accordance with standard accounting procedures. The CONTRACTOR shall bill the LEA for the interest. Failure by the LEA to pay an appropriately submitted invoice within 90 days of receipt may be considered a breach of contract.

f. Medi-Cal Reimbursement

Documentation of LEA Medi-CAL Billable Services will be completed by the provider. All documentation of provider services shall be given to the District/SELPA for reimbursement submissions to Medi-Cal. The contractor will not submit any claims in the LBO (LEA) program and the LEA has the right to submit claims for reimbursement.

4.2 RIGHT TO WITHHOLD

The LEA has the right to withhold payment to the CONTRACTOR when the LEA has reliable evidence, described in writing to the CONTRACTOR at the time the notice of withholding is submitted that: (A) service is provided by personnel who are not appropriately credentialed/licensed; (B) records required by the LEA prior to school closure with respect to one or more LEA pupil(s) enrolled in CONTRACTOR's educational program have not been received; (C) the CONTRACTOR confirms a pupil's change of residence to another district but neglects to notify the LEA within 5 days; or (D) the CONTRACTOR fails to notify the LEA within 5 days after the 10th consecutive school day of a pupil's absence. If the basis for withholding is subsections (B) (C) or (D) of this section the LEA may only withhold the proportionate amount of the bill related to that pupil. If the basis for withholding is subsection, the LEA may only withhold payment for services provided by that personnel.

The LEA shall notify CONTRACTOR in writing within 10 working days of receipt of an invoice of any reason why requested payment shall not be paid. (EC section 56366.5(a)). Such notice shall specify the basis for the LEA's withholding payment and shall be made pursuant to Section 2.3 (Notices) of this contract. If no notice of withholding is provided to CONTRACTOR within 10 working days of receipt of an invoice, the LEA shall not withhold any payment. Within fourteen (14) days from the date of

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receipt of such notice, the CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for the LEA's withholding payment. Upon receipt of the CONTRACTOR'S written request showing good cause sent pursuant to Section 2.3 (Notices) of this Contract, the LEA shall extend the CONTRACTOR'S time to respond by an additional fourteen days. The CONTRACTOR shall submit rebilling for payment no later than thirty (30) calendar days when an invoice is returned to the CONTRACTOR with a notice of withholding. Upon verification of remediation of identified deficiencies and receipt of rebilling, the LEA shall pay the resubmitted invoice in accordance with Schools: Section 4.1, Agencies: Section 5.1 (Rate Schedule) of this contract. If CONTRACTOR does not resubmit sufficient rebilling or verify remediation of identified deficiencies within thirty (30) calendar days, that shall constitute a reason to continue to withhold payment unless and until CONTRACTOR resubmits the bill and corrects the deficiencies as noted in the original notice of withholding.

4.3 INSPECTION AND AUDIT

a. Maintenance of Fiscal Records

The CONTRACTOR shall maintain cost data in sufficient detail to verify the annual operating budget in providing education and designated instructional services to children with disabilities and shall make that data available to the LEA upon reasonable request consistent with the provisions of this section. Fiscal records shall be maintained by the CONTRACTOR for five years and shall be available for audit consistent with the provisions of this section.

b. Maintenance of Student Records

District of residence is the custodian of the student records.

c. LEA Access to Documents Related to the Master Contact

The CONTRACTOR shall provide access to, or forward copies of, any documents or other matters relating to the contract within 20 days upon reasonable request by the LEA except as otherwise provided by law. The reason for this request for records shall be provided to the CONTRACTOR at the time it is made. The CONTRACTOR may request from the LEA an extension of time to comply with any records request, which shall not be unreasonably withheld. Such documents may include: 1) registers and roll books of teachers; 2) daily service logs and notes or other documents used to record the provision of related services; 3) absence verification records; 4) transportation records; 5) staff lists specifying credentials held, business and/or professional licenses held documents evidencing other qualifications; 6) dates of hire, and dates of termination; 7) staff time sheets; 8) non-paid volunteer sign-in sheets; 9) related services contracts; 10) school calendars; 11) bell/class schedules; 12) liability and workers' compensation insurance policies; 13) state nonpublic school certifications; 14) marketing materials; 15) statements of income and expenses; 16) general ledgers and supporting documents; 17) all budgetary information and projections submitted by the CONTRACTOR to LEA for purpose of contract negotiations. Contractor shall maintain written policies concerning operations that are consistent with law, regulations, safety, and good practice. These policies, in whole or in part, shall be made available to LEA upon written request. Contractor shall include LEAs in distribution of communication to families which references significant changes to school policies or procedures.

d. Audit Exceptions

The CONTRACTOR agrees to accept responsibility for receiving, replying to, and/or complying with any audit exceptions identified by appropriate LEA personnel or State or Federal audit agencies occurring as a result of the CONTRACTOR's performance of this contract. The CONTRACTOR also agrees to pay to the LEA within thirty days of demand by LEA for any financial penalties resulting from any audit exceptions to the extent they are attributable to the CONTRACTOR's failure to perform properly any of its obligations under this contract unless the LEA agrees to different terms in writing and any demand by LEA for such payment shall be made pursuant to the notice provisions of Section 2.3 of this contract. Any, and all audit exceptions must be specified in complete detail before any demand from the LEA for any amount set forth therein.

e. Reasons for Unannounced Visits

LEA and/or Special Education Local Plan Area representatives may make unannounced inspections when there is a concern regarding the health, safety, or welfare of a child, or a substantial concern regarding the implementation of the IEP.

2019-2020

SECTION 5: SIGNATURES

This Nonpublic Master Contract 2019-2020, including its component parts, may be signed in counterparts and the signatures may appear on separate signature pages. A copy and/or original, with all signatures attached, shall be deemed a fully executed document. A facsimile version of any party's signature shall be deemed an original. The parties hereto have executed this Contract by and through their duly authorized agents or representatives as indicated by their signatures.

This contract is effective on	and terminates at 5:00 p.m. on 6/30/20	unless
CONTRACTOR Nonpublic School ☐ Agency		
Authorized Representative Signature	DATE:	
Chayo Chavez, M.S Director (Type) Name and Title		
LEA		
Local Educational Agency		
	DATE:	
Authorized Representative Signature		
_Christopher Carson, Assistant Superintenint of Business (Type) Name and Title		
LEA Board Approval	DATE:	

LEA: National School District

Nonpublic: Stein Education Center_

2019-2020 Nonpublic Master Contract

Appendix A: Schools



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NONPUBLIC MASTER CONTRACT Appendix A: Schools

CONTRACT YEAR 19-20

SECTION 1: NONPUBLIC SCHOOLS ASSOCIATED WITH LICENSED CHILDREN'S INSTITUTIONS (LCIs)

When a nonpublic, nonsectarian school is owned, operated by, or associated with a licensed children's institution, that nonpublic, nonsectarian school shall provide documentation to the LEA that the LCI does not require as a condition of residential placement in the LCI, either of the following: that the student be identified as an individual with exceptional needs per EC 56062 (Health and Safety Code 1501.1(b), EC 56155.7), or that the student attend the nonpublic school associated with the LCI (EC 56366.9). Educational placement of a student in the NPS associated with the LCI may only take place if the LEA determines that alternative educational programs are not available (EC 56366.9).

SECTION 2: EDUCATIONAL PROGRAM

2.1 ADMISSION / ENROLLMENT PROCEDURE

Prior to the CONTRACTOR deciding whether or not to enroll a pupil, the LEA shall provide the CONTRACTOR a copy of the pupil's current IEP/IFSP and immunization records. The LEA shall facilitate an observation of the pupil, data gathering from the current or prior education providers, and any other reasonable information gathering CONTRACTOR wishes to undertake prior to making an enrollment decision. The CONTRACTOR retains the right to decline enrollment of any pupil and nothing in this contract shall be construed to limit this right.

If a pupil is being considered for enrollment, his or her IEP/IFSP shall be reviewed in collaboration with the LEA, CONTRACTOR, parents, and other invited participants, as appropriate.

The CONTRACTOR will make a good faith effort to notify the LEA of its decision to decline enrollment within 10 working days based on a review of the application packet. The CONTRACTOR shall notify the LEA of the effective date of enrollment, or decline of enrollment after gathering additional information, as soon as possible in accordance with Section 2.3 (Notices) of the Nonpublic Master Contract Main Document.

2.2 GENERAL PROGRAM OF INSTRUCTION

The Contractors educational materials, services, and programs will be consistent with the pupil's individualized education program in accordance with Education Code 56366.10. The pupil's IEP/IFSP shall be aligned with the state standards as appropriate to meet the individual pupil's needs. The CONTRACTOR shall utilize materials, methods and instructional time in accordance with the pupil's IEP/IFSP and the Individual Services Agreement. The NPS offers/provides students with access to the following educational materials: for K and grades 1 to 8 inclusive, state-adopted standards-based, core curriculum and instructional materials used by any local education agency that contracts with the NPS, nonsectarian school.

The CONTRACTOR's general program of instruction, including its technology plan and descriptions of courses leading to graduation with a diploma, shall be provided electronically and/or in writing and a copy provided to the LEA representative identified in Section 2.3 (Notices) of the Nonpublic Master Contract Main Document prior to the effective date of this contract. The technology plan shall include, but not be limited to, a description of student access to technology as part of the general program of instruction and staff technology training as needed.

Independent study (California Education Code [EC] sections 51745(c)) An individual with exceptional needs, as defined in Section 56206, shall not participate in independent study, unless his or her individualized education program developed pursuant to Article 3 (commencing with Section 56340) of Chapter 4 of Part 30 specifically provides for that participation.

For a NPSs A-G course credits, only University of California A-G approved courses will be accepted by contracting districts.

a. Transcripts

If a pupil is of secondary school age, the LEA shall provide a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward the pupil's graduation with a diploma or certificate of completion, and specified performance standards. The CONTRACTOR shall have procedures for record keeping and documentation, and shall maintain high school records to ensure that appropriate high school credits are received, if applicable.

At the close of each semester, for a pupil in grades 9, 10, 11, and 12, the CONTRACTOR shall prepare transcripts and submit them to the pupil's LEA in accordance with the notice provisions of Section 2.3 (Notices) of the Nonpublic Master Contract Main Document. The LEA shall monitor the progress of the pupil towards graduation with a diploma or certificate of completion.

b. Foster Youth

Shall be defined pursuant to California Education Code section 42238.01(b). The LEA shall annually notify the CONTRACTOR who the LEA has designated as the educational liaison for foster children. When a pupil in foster care is enrolled in a nonpublic school by the LEA any time after the completion of the pupil's second year of high school, the CONTRACTOR shall schedule the pupil in courses leading towards graduation based on the diploma requirements of the LEA unless provided notice otherwise in writing pursuant to Section 51225.1.

2.3 SUPPLIES AND EQUIPMENT

The CONTRACTOR shall be responsible for providing all standard and usual supplies and equipment it normally provides as part of its general program. A student who may require assistive technology to benefit from his/her special education program shall be referred for an assistive technology evaluation through the LEA. If an individual pupil's IEP/IFSP requires specialized equipment and/or supplies beyond the CONTRACTOR's general program they shall be provided by the LEA unless otherwise specified in the Individual Services Agreement. LEA shall provide the low incidence equipment assigned to the pupil through the IEP/IFSP unless CONTRACTOR specifically agrees in the Individual Services Agreement to provide the low incidence equipment. Supplies and/or equipment purchased and/or provided by the LEA remain the property of the LEA and supplies and/or equipment purchased and/or provided by CONTRACTOR remain the property of CONTRACTOR, if not specifically reimbursed by the LEA for that specific supply or equipment. If the CONTRACTOR provides DIS and/or related services, the CONTRACTOR shall be responsible for providing usual and reasonable supplies and assessment tools necessary to implement the provision of services unless otherwise agreed in the Individual Services Agreement.

2.4 CALENDAR

By April 1 of each year, the CONTRACTOR shall submit a school calendar to the SDCOE Director of Special Education, including daily start and end times, with the total number of billable days not to exceed one hundred and eighty (180) in the regular school year, plus extended school year days as needed. The CONTRACTOR shall observe the following legal holidays including Independence Day, Veteran's Day, Labor Day, Thanksgiving Day, Christmas Day, New Year's Day, Dr. Martin Luther King Jr. Day, President's Day, and Memorial Day, as specified in the CONTRACTOR's official calendar. If the CONTRACTOR's provide make-up days, the calendar shall include make-up days, which may be used as long as no pupil exceeds 180 billable days during the regular school year, or the number of days allotted for the extended school year, per that pupil's ISA (Refer to 5CCR 3043). The CONTRACTOR shall arrange for transportation on the make-up days.

The CONTRACTOR shall only provide designated instruction and services during: 1) the pupil's regular school year, 2) extended school year program, 3) while providing make-up classes or services, 4) as otherwise specified by the pupil's IEP/IFSP. Make-up sessions may be scheduled for other days of school vacations.

2.5 CREDITABLE DAYS OF ATTENDANCE / INSTRUCTIONAL MINUTES

Creditable days of attendance include days on the school calendar attached hereto, make-up classes or services. Creditable days of attendance are those in which the instructional minutes of the CONTRACTOR meet or exceed those in comparable LEA programs, or those which are established by the pupil's IEP/IFSP, whichever is less (EC Section 46307). The instructional minutes should be reflected in the Individual Services Agreement.

2.6 PARENT VISITS

The CONTRACTOR shall provide for reasonable parental visits to all of the school facilities including, but not limited to, the instructional setting attended by pupils, school and recreational activity areas, and pupil's living quarters for those parents whose pupil resides in the living quarters. The CONTRACTOR shall use its good faith efforts to provide that parental visits are in agreement with a court order, if any.

2.7 ASSESSMENTS

a. State Mandated Testing

Standardized tests shall be administered pursuant to state requirements and local guidelines outlined in SB 484, as determined by the individual pupil's IEP. For pupils in grades one through twelve, inclusive, the CONTRACTOR shall permit the LEA to administer state and local mandated tests following the LEA testing schedule at the CONTRACTOR's site in accordance with the testing period.

By October 1, the LEA shall notify the CONTRACTOR of the LEA testing schedule. By December 1, the CONTRACTOR shall notify the LEA of the designated testing period, which addresses most of the LEA testing schedules. State mandated testing outside the designated testing period shall be administered by the LEA at a location other than the NPS. LEA and CONTRACTOR shall collaborate to minimize the disruption to the educational programs for students caused by the administration of state and local mandated tests. The LEA shall share the results of the state mandated testing with the CONTRACTOR.

2.8 STAFF ABSENCES

When a classroom teacher is absent, The CONTRACTOR shall provide appropriate coverage in the absent teacher's classroom in accordance with EC section 56061. The CONTRACTOR shall provide the LEA the documentation of such coverage upon request.

CONTRACTORS who provide nurses, 1:1 aides or 1:1 behavior intervention staff in accordance with an individual student's IEP/IFSP shall provide substitute coverage when the staff member is absent, unless other arrangements have been made with the LEA on a case by case basis.

2.9 MONITORING

Per 5 CCR 3063, the State Superintendent of Public Instruction (SSPI) shall conduct a validation review of the nonpublic school prior to an initial conditional certification. An on-site review shall be conducted within 90 days of the initial conditional certification and student enrollment. On-site reviews shall be scheduled at least once every three years thereafter. In addition, LEA shall monitor the education of students placed by IEP teams in the nonpublic school setting.

Upon request, the CONTRACTOR shall provide the LEA with annual program goals and implementation plan. CONTRACTOR will participate in the review of the Nonpublic schools and or agencies via the San Diego County Nonpublic Quality Review process on a four-year cycle. The Quality Review Committee shall make every attempt to coordinate the Quality Review process with the CDE certification review.

SECTION 3: SAFETY

3.1 SAFE AND APPROPRIATE ENVIRONMENT

a. Facilities

The CONTRACTOR shall be responsible for providing facilities in which it provides the services agreed to in the Individual Services Agreement, unless there is written agreement to the contrary. CONTRACTOR shall comply with applicable law with respect to the structural specifications of the facilities in which it provides services.

2019-2020

CONTRACTOR shall comply with all applicable local, county, and/or state ordinances and statutes relating to fire, health, sanitation, and building safety.

b. Fire Drills

The CONTRACTOR shall assure that the school has a fire drill, not less than once every calendar month at the elementary and intermediate level and not less than twice yearly at the secondary level.

c. Earthquake Procedures

The CONTRACTOR'S nonpublic school buildings which have an occupant capacity of fifty or more pupils or more than one classroom shall have an established earthquake emergency procedure system including a school building disaster plan; a drop procedure; protective measures to be taken before; during, and following an earthquake; and a program to ensure that the pupils and the certificated and classified staff are aware of and properly trained in the earthquake emergency procedure system.

3.2 ATTENDANCE

The CONTRACTOR shall keep original records of each pupil's daily attendance in a register, report, or record with the pupil's absences clearly indicated. The CONTRACTOR shall report attendance monthly, including a year-to-date cumulative total of absences and tardies 30 minutes or more per day. The CONTRACTOR shall file the signed copies of such attendance register, report, or record with monthly invoices to the LEA within thirty (30) days of the close of the school month. The CONTRACTOR shall submit separate attendance forms for any and all related services that are provided by the CONTRACTOR that are not a part of the inclusive rate as specified in IEPs/IFSPs. The documents and reports identified in this section shall be provided to LEA pursuant to the provisions in Section 2.1 (Notices) of the Nonpublic Master Contract Main Document.

The CONTRACTOR is responsible for verifying accuracy of said attendance forms and for informing subcontractors of their personal responsibility for the completion and accuracy of said forms. The CONTRACTOR shall meet with LEA representatives, upon reasonable notice, for the purpose of discussing attendance reporting.

a. Absences

If a pupil's absences exceed more than ten days, the CONTRACTOR may notify the LEA of the intent to terminate the Individual Services Agreement and if it does, at the same time it shall request an IEP/IFSP meeting. Said notice shall be provided pursuant to Section 2.1 (Notices) of the Nonpublic Master Contract Main Document. Upon receipt of this request, the LEA shall convene an IEP/IFSP meeting as soon as possible to review the placement, modify the IEP/IFSP if appropriate, or determine another appropriate placement option for the student.

CONTRACTOR shall notify the LEA when a pupil reaches three absences, and every subsequent absence. Failure by the CONTRACTOR to notify the LEA case manager within 5 days after the 10th consecutive school day absence shall relieve the LEA of any obligation to pay for any absence beyond the tenth day of absence.

b. Change of Pupil's District of Residence

Within 5 days after the CONTRACTOR confirms that a pupil has changed his or her residence and no longer resides in the LEA, the CONTRACTOR shall notify the LEA, of the change of residence and such notice shall be provided pursuant to Section 2.3 (Notices) of the Nonpublic Master Contract Main Document. Both the LEA and the CONTRACTOR shall notify parents in writing of their obligation to notify the CONTRACTOR of changes of pupil's residence.

c. Parent Withdrawal of Student

The CONTRACTOR shall report by telephone no later than the end of the next school day to the case manager if a pupil is disenseled from school by the parent. The CONTRACTOR shall confirm such telephone call in writing.

d. Make-up Days/Saturday School (Ed Code 3722.3, 42239)

Make-up days may be scheduled on weekends and during school breaks within the fiscal year the services were originally to be provided. Make-up days, if provided by the CONTRACTOR, shall be noted on the CONTRATOR's annual calendar. Make up days include excused and unexcused absences as well as absences during ESY within the contract year. All related services shall be provided by the CONTRACTOR during the CONTRACTOR's regular school and extended school calendar days unless otherwise specified on the IEP/IFSP.

The LEA shall not be responsible for payment of services for days on which pupil's attendance does not qualify for reimbursement under state law.

Billing for Make-up days shall be monthly and shall accompany Contractor's regular monthly invoice. Contractor shall prepare a Register of Daily Attendance for Make-up days during the month showing all students who were in attendance. Total amount billed for Make-up days during the month will be shown as a separate line on Contractor's invoice. All provisions for audit, corrections, and payment as stated in this Master Contract that apply to Contractor's invoicing shall apply to the Make-up day invoice.

e. Medication

CONTRACTOR shall comply with the requirements of California Education Code section 49423 when CONTRACTOR serves a student that is required to take prescription and/or over-the-counter mediation during the school day. CONTRACTOR may designate personnel to assist the student with the administration of such medication after the student's parent(s) provides to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each student to whom medication is administered. Such written log shall specify the student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication. CONTRACTOR maintains full responsibility for assuring appropriate staff training in the administration of such medication consistent with physician's written orders. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

f. Medical

LEA shall notify CONTRACTOR within 24 hours when LEA removes a pupil due to medical reasons.

SECTION 4: FINANCIAL

4.1	RATE SCHEDULE FOR CONTRACT YEAR		
The CO	NTRACTOR: _Stein Education Center		
The CO	NTRACTOR CDS NUMBER: <u>37 68338 6997969</u>		
PER EC	CODE 56366 - TEACHER-TO-PUPIL RATIO:		
	on service(s) offered by the CONTRACTOR and the charted by the SDCOE on behalf of the LEAs, shall be as follow		ring the term of this contract, as
	a. General Program Tuition Rate		
1)	Inclusive Education Program (Includes Educational Counseling (not ed related men Intervention Planning, and Occupational Therapy as spe		
2)	Related Services		
SERVIC	CE,	RATE	PERIOD/HRLY/DAILY
Intensiv	e Individual Services (340)	<u>\$</u> 102.77	
Individu	al and Small Group Instruction (Ages 3-5 only) (350)	E 6 5 8 8 8	
Adapte	d Physical Education (425)		s H- s- H
Adapte	d Physical Education Assessment (425)_		
Health a	and Nursing: Specialized Physical Health Care LVN (435)		E 444
Health	and Nursing: Specialized Physical Health Care RN (435)		_
Health	and Nursing: Specialized Physical Health Care CRN (435)		
Health	and Nursing: Other Services LVN (436)	_ ====================================	:4.4:
Health	and Nursing: Other Services RN (436)	nesses on Bres	ie.
Health	and Nursing: Other Services CRN (436)	(() () () () () () () () () (-
Health	and Nursing: Other Services Health Aide/CNA (436)		
Assistiv	re Technology Services - Credentialed (445)	· (Armorte = Vin) = Vin	or size.
Assistiv	e Technology Services – Classified (445)	\$ 21.31	
Assistiv	re Technology Services Assessment (445)	(C	

Physical Therapy (460)		25	
Physical Therapy PT Assistant (460)			2
Physical Therapy Assessment (460)			100000
Individual Counseling (510)		92	4.89
Counseling and Guidance (515)		-	
Parent Counseling (520)			5960
Social Work Services (525)			
Psychological Services (530)			
Psychological Services Assessment (530)			: 44
Specialized Services for Low Incidence Disabilities (610)			(-)
Specialized Services for Low Incidence Disabilities Assess (610)			Security Alexander
Specialized Deaf and Hard of Hearing (710)			
Specialized Deaf and Hard of Hearing Assessment (710)			
Interpreter Services (715)			
Interpreter Services Shift Differential (715)			
Audiological Services (720)			
Audiological Services Assessment (720)			₩ €
Specialized Vision Services (725)	1200	53125	
Specialized Vision Services Assessment (725)	32.6	11 100 0 00 0 0 000	
Orientation and Mobility (730)			
Orientation and Mobility Assessment (730)			4.0
Braille Transcription (735)		Acres No. 1	
Specialized Orthopedic Services (740)		K-1-444-1-1	
Specialized Orthopedic Services Assessment (740)			
Reader Services (745)			
Note Taking Services (750)			
Transcription Services (755)			

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Recreation Services, Including TI	nera <u>pe</u> utic (760)_		14×40		
College Awareness Preparation	820)				
Vocational Assessment, Counsel	ing/Guidance As	sessment (830)		
Career Awareness (840)			8 88 W		
Work Experience Education (850	1				
Job Coaching (855)	70.20.58				
Mentoring (860)					
Agency Linkages (referral and plant	acement) (865)				
Travel Training (870)					
Other Transition Services (890)	** * ** **				
Other (900) Music Therapy		*			
Other (900) Vision Therapy			a nd to be a		
Transportation ~ Emergency			<u>\$</u> 17.86	_tri <u>p</u> & (17.86 aid	de)
Bus Passes	313 8 8		18.00	mth	
NOTES:					

^{*}Parent transportation reimbursement rates to be set forth in Individual Services Agreements.

SECTION 5: APPROVALS		
CONTRACTOR Nonpublic School		
Authorized Representative Signature _Chayo Chavez M.S Director (Type) Name and Title	DATE:	
(Type) Name and Thie		
LEA Local Educational Agency	DATE	
Authorized Representative Signature Christopher Carson - Assist. Superintendent - Buisness	DATE:	
LEA Board Approval	DATE:	

EXHIBIT D

National School District

County of San Diego National City, California Audit Report

June 30, 2019





National School District Audit Report For The Year Ended June 30, 2019

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P. Robert Wilkinson, CPA Brian K. Hadley, CPA Aubrey W. Mann, CPA Kevin A. Sproul, CPA

Independent Auditor's Report

To the Board of Trustees National School District National City, 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 the National School District ("the District") as of and for the 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.

Auditor's 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 and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. 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 District'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 District'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 National School District as of June 30, 2019, and the respective changes in financial position, for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis, and other required supplementary information as identified in the table of contents 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 National School District's basic financial statements. The combining financial statements are presented for purposes of additional analysis and are not required parts 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 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 accompanying other supplementary information is presented for purposes of additional analysis as required by the State's audit guide, 2018-19 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting prescribed in Title 5, California Code of Regulations, Section 19810 and is also not a required part of the basic financial statements.

The combining financial statements and other supplementary information and the schedule of expenditures of federal awards 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 combining financial statements and other supplementary information and the schedule of expenditures of federal awards are fairly stated in all material respects in relation to the basic financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated December 16, 2019, 2019 on our consideration of National School 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 solely 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 the effectiveness of the District's 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 National School District's internal control over financial reporting and compliance.

Wilkinson Hadley King + Co LLP

El Cajon, California December 16, 2019

Management Discussion and Analysis for the Fiscal Year Ended June 30, 2019
Unaudited

This section of National School District's (NSD) annual financial reports presents the discussion and analysis of the District's financial performance during the fiscal year that ended June 30, 2019. This management discussion and analysis (MD&A) should be read in conjunction with the District's financial statements that immediately follow this section.

FINANCIAL HIGHLIGHTS

- The District's net position was (\$25,456,909). This is caused by the required recognition of the National School District's portion of the STRS and PERS Net Pension Liability.
- Overall revenues were \$75,860,846 with overall expenditures at \$79,838,903.
- Total District P-2 Average Daily Attendance (ADA) decreased approximately 0.4 percent from 5,148 to 4,977.
- In 2018-19, there was one charter school in the District with approximately 330 P-2 ADA for Integrity Charter School.
- Currently, the District has two General Obligation Bonds issued \$18,000,000 (2014 Election Series A) and \$8,100,000 (2014 Election Series B) in order to improve District facilities, fund capitalized interest, and pay the issuance costs of the bonds.
- As of June 30, 2019, the labor negotiation with the National City Elementary Teachers Association (NCETA) was settled for 2019-20, but the labor negotiation with the California Schools Employee Association (CSEA) was not settled for 2019-20.

OVERVIEW OF THE FINANCIAL STATEMENTS

This annual report consists of three parts: (1) management discussion and analysis (this section), (2) the basic financial statements, and (3) required supplementary information. The basic financial statements include two kinds of statements that present different views of the District:

- The first two statements are *Districtwide 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 and report the District's operations in *more detail* than the Districtwide 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.
- Proprietary funds statements offer short-term and long-term financial information about the
 activities the District operates like businesses, such as food services.
- Fiduciary funds statements provide 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. The statements are followed by a section of *required* supplementary information that further explains and supports the financial statements with a comparison of the District's budget for the year. Figure A-1 shows how the various parts of this annual report are arranged and related to one another.

Management Discussion and Analysis for the Fiscal Year Ended June 30, 2019
Unaudited

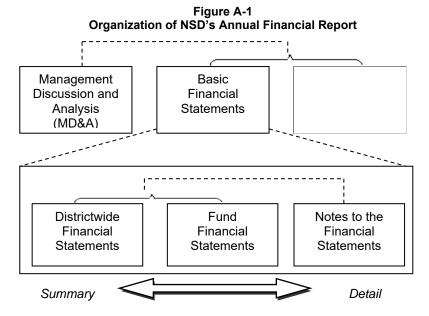


Figure A-2 summarizes the major features of the District's financial statements, including the portion of the District's activities they cover and the types of information they contain.

The remainder of this overview section of the MD&A highlights the structure and contents of each of the statements.

Districtwide Statements

Figure A-2: Major Features of the Districtwide and Fund Financial Statements Fund Statements										
Type of Statements										
Scope	except fiduciary activities	that are not proprietary or	operates similar to private businesses such	Instances in which the District administers resources on behalf of someone else, such as scholarship programs and student activities monies						
	*statement of net assets	*balance sheet	*statement of net assets	statement of fiduciary net assets						
Required financial statements		in fund balances	*statement of revenues, expenses, and changes in fund net assets *statement of cash flows	*statement of changes in fiduciary net assets						
Accounting basis and measurement focus	accounting and	and current financial resources focus		Accrual accounting and economic resources focus						
Type of asset/liability information	iabilities, both financial and capital, short-	Only assets expected to be used up and liabilities that come due during the year or soon thereafter; no capital assets included	both financial and	All assets and liabilities, both short-term and long-term: Governmental Accounting Standards Board (GASB) funds do not currently contain nonfinancial assets, though they can						
Type of inflow/outflow information	and expenses during year, regardless of when cash is received or paid	after the end of the year;	All revenues and expenses during year, regardless of when cash is received or paid	All revenues and expenses during year, regardless of when cash is received or paid						

Management Discussion and Analysis for the Fiscal Year Ended June 30, 2019
Unaudited

The Districtwide statements report information about the District as a whole using accounting methods similar to those used by private-sector companies. The statement of net assets 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 was received or paid.

The two Districtwide statements report the District's *net assets* and how they have changed. Net assets—the difference between the District's assets and liabilities—are one way to measure the District's financial health or *position*. Over a period of time, increases or decreases in the District's net assets are indicators of whether its financial position is improving or deteriorating, respectively.

In the Districtwide financial statements, the District's activities are divided into two categories:

- Governmental activities—All of the District's basic services are included here, such as regular and special education, transportation, and administration. Property taxes and state formula revenue limit finance most of these activities.
- Business-type activities—The District does not operate any business-type activities, however, the charter school is run as a business-type activity in a separate fund.

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 debts) or to show that it is properly using certain revenues (like federal grants).

The District has three kinds of funds:

- 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 the reader 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 Districtwide statements, additional information is provided at the bottom of the governmental funds statements that explains the relationship (or differences) between them.
- Proprietary funds—Services for which the District charges a fee are generally reported in proprietary funds. Proprietary funds are reported in the same way as the Districtwide statements. Enterprise funds or internal service funds are the two types of proprietary funds. The District does not operate any enterprise funds or internal service funds.

Management Discussion and Analysis for the Fiscal Year Ended June 30, 2019
Unaudited

Fiduciary funds—The District is the trustee, or fiduciary, for assets that belong to others, such as 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 assets and a statement of charges in fiduciary net assets. We exclude these activities from the Districtwide financial statements because the District cannot use these assets to finance its operations.

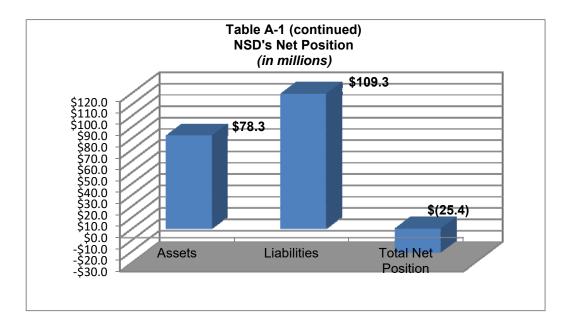
FINANCIAL ANALYSIS OF THE DISTRICT AS A WHOLE

Net Position

The District's combined net position, (\$25,456,909), decreased by \$3,978,070 or approximately 18.5 percent from the previous year. This is caused by the required recognition of the National School District's portion of the STRS and PERS Net Pension Liability. The Statement of Net Position (see Table A-1) provides the perspective of the District as a whole. All of the data is from the District's governmental activities. The District does not operate any business-like entities.

Table A-1 NSD's Net Position (in millions)						
	Governmental Activities	Governmental Activities	Pctg. Increase (Decrease)			
	<u>2019</u>	<u>2018</u>				
Current & Other Assets	\$ 25.9	\$ 29.0	(10.5%)			
Capital Assets	52.4	53.3	(1.8%)			
Total Assets	78.3	82.3	(4.9%)			
Deferred Outflows of Resources	21.9	24.9	(12.2%)			
Long-Term Debt Outstanding	105.1	114.7	(8.4%)			
Other Liabilities	4.2	4.5	(7.2%)			
Total Liabilities	109.3	119.2	(8.4%)			
Deferred Inflows of Resources	16.3	9.4	73.6%			
Net Position						
Invested in Capital Assets Net of Related Debt	24.4	25.4	(4.0)%			
Restricted	7.7	19.0	(59.3%)			
Unrestricted	(59.2)	(65.8)	10.0%			
Total Net Position	(\$ 25.4)	(\$ 21.4)	(18.7%)			

Management Discussion and Analysis for the Fiscal Year Ended June 30, 2019
Unaudited



The District's decrease in financial position is the product of many factors. Several events of the past year stand out:

- The District issued two General Obligation Bonds \$18.0 million in 2015 and \$8.1 million in 2016.
- The District was required to recognize their portion of the STRS and PERS Net Pension Liabilities.

Changes in Net Position

The District's total revenues increased approximately 3.6 percent to \$75,860,846 (see Table A-2). Property taxes and state/federal formula aid not restricted for specific purposes represent approximately 80.0 percent of total revenues. 20.0 percent come from state and federal aid for specific operating grants and the remaining come from interagency revenues, miscellaneous revenues, and charges for services.

Management Discussion and Analysis for the Fiscal Year Ended June 30, 2019
Unaudited

		Table A-2 NSD's Net l in millions)	Position		
	Govern Activ			vernmental Activities	Pctg. Increase (Decrease)
Revenues	<u>20</u>	<u>19</u>		<u>2018</u>	
General Revenues	\$	60.8	\$	56.4	7.8%
Program Revenues		15.0		16.8	(10.7%)
Total Revenues		75.8 73.2		3.6%	
Expenses					
Instruction/Instruction Related		57.4		56.0	2.6%
Pupil Services General Administration/Plant		8.1		7.7	5.6%
Services		5.0		13.1	(61.7%)
Other Outgo/Uses		9.3		1.6	476.9%
Total Expenses		79.8		78.4	1.8%
Increase (Decrease)	\$	(4.0)	\$	(5.2)	(23.3%)

The total cost of all programs increased \$1.4 million or 1.8 percent to \$79.8 million. Eighty-two percent of District expenses (instruction/instruction related and pupil services) are predominantly related to educating and caring for students (see Table A-2). The purely administrative activities (other administration and data processing services) account for just 6 percent of total costs.

Total expenses exceeded revenues by approximately \$4.0 million. Last year, expenses exceeded revenues by \$5.2 million.

Governmental Activities

Revenues from the District's governmental activities increased 3.6 percent while total expenses increased 1.8 percent. Total government revenues were \$75,860,846 (see Table A-3) while government expenditures were \$79,838,903 (see Table A-4).

Table A-3 Revenue for Governmental Activities (in millions)						
Program Revenues	<u>2019</u> \$ 15.0	<u>%</u> 20%	2018 \$ 16.8	<u>%</u> <u>Change</u> 23% \$ (1.8)		
General Revenues Total	60.8 75.8	80%	56.4 \$ 73.2	77% 4.4 \$ 2.6		

Management Discussion and Analysis for the Fiscal Year Ended June 30, 2019
Unaudited

Property taxes and state aid represent nearly 97.6 percent of general revenues with the remaining 2.4 percent of general revenues consisting of interest earnings, other agency transfers, and miscellaneous income. Program revenues consist of 87 percent from federal, state, and local operating grants and contributions; and 13 percent from charges for services.

The table below presents a two-year cost comparison of five of the District's largest functions: instruction, instruction related, pupil services, general administration, and plant services.

Table A-4 Expenditures for Governmental Activities (in millions of dollars)								
	Total Cost	of Services	Pctg.	Not Cool	t of Services	Pctg.		
			Change			Change		
<u>Function</u>	<u>2019</u>	<u>2018</u>		<u>2019</u>	<u>2018</u>			
Instruction	\$ 50.2	\$ 47.2	6.3%	\$ 41.0	\$ 37.4	9.5%		
Instruction Related	7.2	8.7	(17.4%)	6.5	7.6	(14.5%)		
Pupil Services	8.1	7.7	5.6%	3.9	3.4	16.1%		
General Administration	5.0	5.5	(8.1%)	4.2	4.6	(8.0%)		
Plant Services	7.8	7.7	1.3%	7.8	7.1	9.4%		
Other	<u> </u>	1.6	(8.6%)	1.4	1.5	(8.4%)		
Total	\$ 79.8	\$ 78.4	1.8%	\$ 64.8	\$ 61.6	5.2%		

Table A-4 also shows the net cost of each function. The net cost is the total cost of each function less program revenues. Program revenues consist of charges for services, operating grants and contributions, and capital grants and contributions associated with the each function.

- The cost of all government functions this year was \$79.8 million, an increase of 1.8 percent.
- Net costs of services were \$64.8 million, representing an increase of 5.2 percent.
- Most of the Districts net costs of \$64.8 million are paid from taxes levied for general purposes (\$10.4 million), and state aid not restricted for specific purposes (\$47.8 million).
- Specific administrative costs, such as data processing and other general and administrative costs represented 6.3 percent of all expenditures in 2018-19 and 7.0 percent of all expenditures in 2017-18.

Business-Type Activities

The District did not operate any business-type activities.

FINANCIAL ANALYSIS OF THE DISTRICT'S FUNDS

The financial performance as a whole is reflected in the District's governmental funds. As the District completed the year, the governmental funds reported a combined fund balance of \$22.3 million.

Management Discussion and Analysis for the Fiscal Year Ended June 30, 2019
Unaudited

General Fund Budgetary Highlights

Over the course of the year, the District revised the annual operating budget several times. The budget amendments generally fell into the following categories:

- Board designated carryovers to the 2018-19 fiscal year.
- Changes in District funding in special education, federal programs, state programs, and other local funding sources.

A comparison of the District's 2018-19 unaudited general fund ending fund balance and the final budgeted fund balance showed a \$6.7 million increase in the ending fund balance. The primary factors that led to the increase are noted below:

• Expenditure decreases of \$4.0 million. This was primarily due to unspent categorical programs, and Local Control Accountability Plan (LCAP) funds.

CAPITAL ASSET AND DEBT ADMINISTRATION

Capital Assets

By the end of June 30, 2019, the District had invested nearly \$96.5 million (before depreciation) in a broad range of capital assets, including school buildings, school sites, buses, and other administrative buildings.

	Table A-5 NSD Capital As	sets		
	Governmental Activities	Governmental Activities	Percentage Change	
	<u>2019</u>	<u>2018</u>		
Land	\$ 3.6	\$ 3.6	0.0%	
Improvement of Sites	8.7	8.3	5.1%	
Construction in Progress	1.0	1.1	(13.3%)	
Buildings	71.9	70.1	2.6%	
Equipment & Furniture	11.3	10.5	7.9%	
Accumulated Depreciation	(44.1)	(40.3)	9.6%	
Total	\$ 52.4	\$ 53.3	(1.8%)	

The \$52.4 million in net capital assets at June 30, 2019, represents a decrease in net capital assets of approximately \$0.9 million or 1.8% percent from last year (see Table A-5). This is primarily due to no major construction projects/purchases of equipment during the 2018-19 fiscal year. More detailed information about capital assets can be found in the notes of the financial statements.

Management Discussion and Analysis for the Fiscal Year Ended June 30, 2019
Unaudited

Long-Term Debt

At year-end, the District had nearly \$105.1 million in General Obligation Bond, capital leases, compensated absences, other long-term debt, total OPEB liability, and net pension liability (STRS and PERS) (see Table A-6), which represents a decrease of approximately \$9.6 million from last year. More detailed information about the District's long-term liabilities is presented in the notes of the financial statements.

Table A-6 NSD Outstanding Long-Term Debt (in millions)							
		Total School District					
	2019	2018	Variance				
General Obligation Bonds	\$ 26.7	\$ 27.0	\$ (0.3)				
Capital Lease	1.3	2.0	(0.7)				
Compensated Absences	0.8	1.0	(0.2)				
Other	0.0	0.1	(0.1)				
Total OPEB Liability	15.4	15.0	0.4				
Net Pension Liability	60.9	69.6	(8.7)				
Total	\$105.1	\$114.7	(\$9.6)				

FACTORS BEARING ON THE DISTRICT'S FUTURE

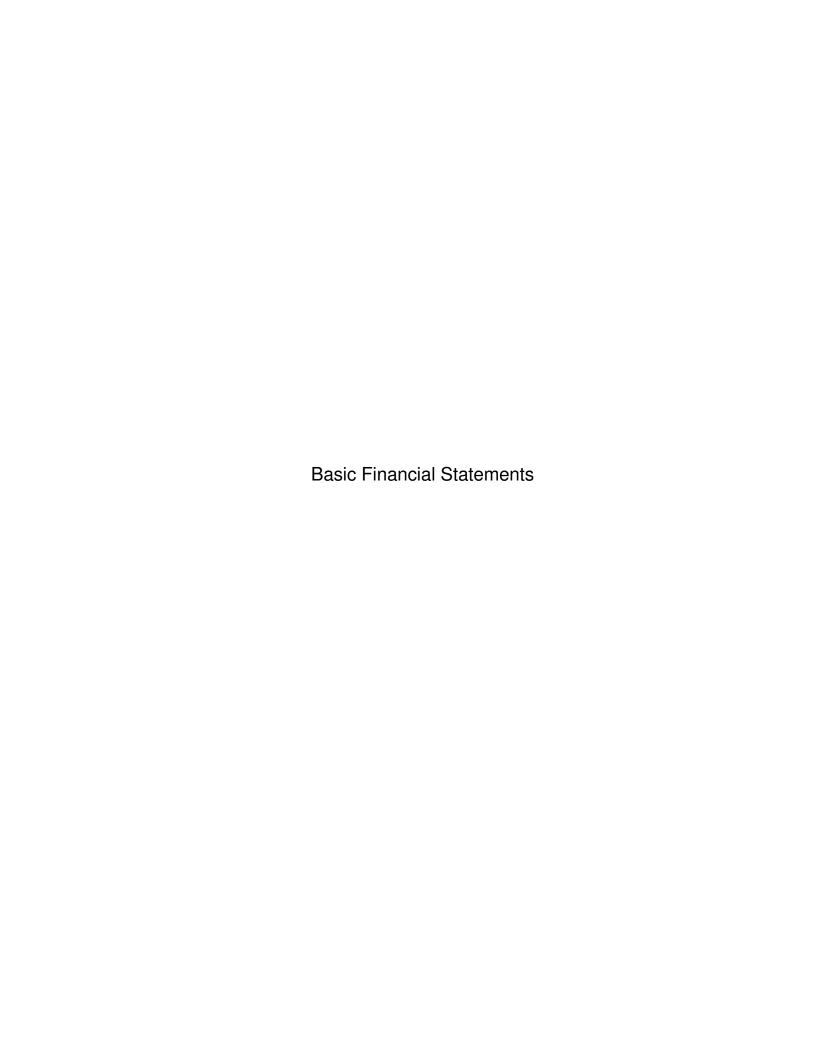
At the time these financial statements were prepared and audited, the District was aware of the following circumstances that could significantly affect its financial health in the future:

- Both CalSTRS and CalPERS will continue significant employer contribution rate increases. In 2019-20 fiscal year, CalSTRS employer contribution rate will be 17.1% increased from 16.28% in 2018-19, and CalPERS employer contribution rate will be 19.721% increased from 18.062% in 2018-19.
- The District's projected 2019-20 P-2 Average Daily Attendance (ADA) is 4,841, decreased from 4,977 in 2018-19.
- The labor negotiations with the National City Elementary Teachers Association (NCETA) and California Schools Employee Association (CSEA) were settled for the 2019-20 fiscal years.

Management Discussion and Analysis for the Fiscal Year Ended June 30, 2019
Unaudited

CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT

This financial report is designed to provide citizens, taxpayers, customers, investors, and creditors with a general overview of the District's finances and to determine the District's accountability for the money it receives. Additional financial information can be obtained by contacting the Office of the Assistant Superintendent for Business Services and Support, National School District, 1500 N Avenue, National City, California 91950.



NATIONAL SCHOOL DISTRICT STATEMENT OF NET POSITION

JUNE 30, 2019

	_	Governmental Activities
ASSETS:		
Cash	\$	20,654,202
Accounts Receivable		4,635,907
Stores Inventories		330,857
Prepaid Expenses		323,436
Capital Assets:		
Land		3,585,589
Land Improvements		8,722,595
Buildings		71,907,253
Equipment		11,297,418
Work in Progress		967,251
Less Accumulated Depreciation		(44,124,553)
Total Assets	_	78,299,955
DEFERRED OUTFLOWS OF RESOURCES		21,851,307
LIABILITIES:		
Accounts Payable		4,038,611
Unearned Revenue		138,574
Long-term Liabilities		
Due within one year		1,651,022
Due in more than one year		103,460,643
Total Liabilities		109,288,850
DEFERRED INFLOWS OF RESOURCES		16,319,321
NET POSITION:		
Net Investment in Capital Assets		24,406,213
Restricted for:		
Capital Projects		557,068
Educational Programs		6,534,289
Other Purposes (expendable)		574,684
Other Purposes (nonexpendable)		669,443
Unrestricted		(58,198,603)
Total Net Position	\$	(25,456,906)
		, , ,/

Net (Expense)

NATIONAL SCHOOL DISTRICT

STATEMENT OF ACTIVITIES FOR THE YEAR ENDED JUNE 30, 2019

			Program Rever	nues	Revenue and Changes in Net Position
<u>Functions</u>	Expenses	Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	Governmental Activities
Governmental Activities: Instruction	\$ 50,203,388	\$ 1,752,349	\$ 7,458,423	\$ 315	\$ (40,992,301)
Instruction-Related Services: Instructional Supervision					
and Administration	1,987,878	31,121	430,305	_	(1,526,452)
Instructional Library, Media	,,-	- ,	,		(,, - ,
and Technology	1,170,593	1,204	(2,416)	-	(1,171,805)
School Site Administration	4,064,491	147,836	144,427	-	(3,772,228)
Pupil Services:					
Home-to-School Trans-	1 100 110		(70.05.4)		(4.007.400)
portation Food Services	1,128,442	- 19,482	(79,054)	-	(1,207,496)
All Other Pupil Services	3,435,794 3,572,857	19,482 17,426	3,542,067 700,332	-	125,755 (2,855,099)
General Administration:	3,372,637	17,420	700,332	-	(2,655,099)
Centralized Data Processing	972,208	-	(42,298)	_	(1,014,506)
All Other General	J: _,		(-,,,		(1,011,000)
Administration	4,059,552	20,685	833,827	-	(3,205,040)
Plant Services	7,779,835	260	(14,707)	-	(7,794,282)
Community Services	135,613	33	8,355	-	(127,225)
Interest on Long-Term Debt	1,030,244				(1,030,244)
Other Outgo	225,720	43	59,577	-	(166,100)
Depreciation (Unallocated)*	72,288				(72,288)
Total Expenses	\$ 79,838,903	\$1,990,439	\$ 13,038,838	\$315	\$ (64,809,311)
	General Revenues				
	Taxes and Sub				
		I for General Purp	oses		10,381,944
		I for Debt Service	5		1,031,387
		I for Other Specific			99,581
			ted to Specific Pro	ograms	47,837,296
	Interest and inv	estment Earnings			440,415 373,891
	Miscellaneous	venues			666,740
		ral Revenues, Sne	ecial and Extraordi	nary Items	000,740
	and Tran		Join and Extraordi	nary nome,	\$ 60,831,254
	Cha	ange in Net Assets	5		(3,978,057)
	Net Position Begin	ning			(21,478,852)
	Net Position Endin				\$ (25,456,909)

^{*}This amount excludes depreciation that is included in the direct expenses of various programs.

NATIONAL SCHOOL DISTRICT
BALANCE SHEET - GOVERNMENTAL FUNDS JUNE 30, 2019

	General Fund	Child Development Fund
ASSETS: Cash in County Treasury	\$ 14,556,629	\$ 267,628
Cash on Hand and in Banks	28,109	-
Cash in Revolving Fund	15,000	-
Accounts Receivable	3,266,265	514,590
Due from Other Funds	922,469	205,655
Stores Inventories	273,343	<u>-</u>
Prepaid Expenditures	323,436	-
Total Assets	19,385,251	987,873
LIABILITIES AND FUND BALANCE:		
Liabilities:		
Accounts Payable	\$ 2,812,597	\$ 113,385
Due to Other Funds	67,827	603,519
Unearned Revenue	138,574	-
Total Liabilities	3,018,998	716,904
Fund Balance:		
Nonspendable Fund Balances:		
Revolving Cash	15,000	-
Stores Inventories	273,343	-
Prepaid Items	323,436	-
Restricted Fund Balances	6,070,075	269,927
Assigned Fund Balances	5,463,525	1,042
Unassigned:		
Reserve for Economic Uncertainty	2,245,662	-
Other Unassigned	1,975,212	
Total Fund Balance	16,366,253	270,969
Total Liabilities and Fund Balances	\$ <u>19,385,251</u>	\$987,873

 Building Fund	Other Governmental Funds	Total Governmental Funds
\$ 1,811,452 - 20,070 - - - 1,831,522	\$ 3,890,665 84,573 150 834,979 60,285 57,514 - 4,928,166	\$ 20,526,374 112,682 15,150 4,635,904 1,188,409 330,857 323,436 27,132,812
\$ 523,131 - - - 523,131	\$ 25,297 517,063 - 542,360	\$ 3,474,410 1,188,409 138,574 4,801,393
- - - - 1,308,391	150 57,514 - 1,326,039 3,002,103	15,150 330,857 323,436 7,666,041 9,775,061
 \$ 1,308,391 1,831,522	4,385,806 \$ 4,928,166	2,245,662 1,975,212 22,331,419 \$ 27,132,812

RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET TO THE STATEMENT OF NET POSITION JUNE 30, 2019

Total fund balances, governmental funds

\$ 22,331,419

Amounts reported for governmental activities in the statement of net position are different because:

Capital assets: 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 relating to governmental activities, at historical cost 96,480,105
Accumulated depreciation (44,124,553)

Net 52,355,552

Unmatured interest on long-term debt: 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:

(564,201)

Deferred outflows and inflows of resources relating to pensions: 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 and inflows of resources relating to pensions are reported.

Deferred outflows of resources relating to pensions 21,423,250
Deferred inflows of resources relating to pensions (16,319,321)

Deferred outflows and inflows of resources related to other postemployment benefits (OPEB): In governmental funds, deferred outflows and inflows of resources related to OPEB are not reported because they are applicable to future periods. In the statement of net position, deferred outflows and inflows of resources related to OPEB are reported.

Deferred outflows of resources relating to OPEB 401,831
Deferred inflows of resources relating to OPEB -

Deferred gain or loss on debt refunding: In the government wide financial statements deferred gain or loss on debt refunding is recognized as a deferred outflow of resources (for a loss) or deferred inflow of resources (for a gain) and subsequently amortized over the life of the debt. Deferred gain or loss on debt refunding recognized as a deferred outflow of resources or deferred inflow of resources on the statement of net position was:

26,226

Long-term liabilities: 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:

Net pension liability	60,942,483
General obligation bonds	25,410,000
Compensated absences payable	806,815
Total OPEB liability	15,413,028
Capital leases payable	1,297,130
Other general long-term debt	1,242,209

Total

(105,111,665)

Total net position, governmental activities \$ (25,456,909)

STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES - GOVERNMENTAL FUNDS FOR THE YEAR ENDED JUNE 30, 2019

		Child
	General	Development
	Fund	Fund
Revenues:		
LCFF Sources:		
State Apportionment or State Aid	\$ 37,944,469	\$ -
Education Protection Account Funds	8,018,694	-
Local Sources	10,012,274	-
Federal Revenue	3,970,088	1,292,196
Other State Revenue	7,281,667	1,901,706
Other Local Revenue	5,337,870	300,383
Total Revenues	72,565,062	3,494,285
Evpandituras		
Expenditures: Current:		
Instruction	47,605,102	2,362,183
Instruction - Related Services	6,667,798	523,996
Pupil Services	4,768,519	143,595
Community Services	88,850	-
General Administration	4,825,788	264,268
Plant Services	7,318,260	187,356
Other Outgo	225,197	-
Capital Outlay	1,683,235	_
Debt Service:	1,000,200	
Principal	818,661	_
Interest	54,147	_
Total Expenditures	74,055,557	3,481,398
Excess (Deficiency) of Revenues		
Over (Under) Expenditures	(1,490,495)	12,887
Other Financing Sources (Uses):		
Transfers In	-	-
Transfers Out	(799,835)	-
Total Other Financing Sources (Uses)	(799,835)	-
· · · · · · · · · · · · · · · · · · ·		
Net Change in Fund Balance	(2,290,330)	12,887
Fund Balance, July 1	18,656,583	258,082
Fund Balance, June 30	\$ 16,366,253	\$ 270,969
Tana Balanco, dano do	<u> 10,000,200</u>	Ψ

Building Fund	Other Governmental Funds	Total Governmental Funds
\$ - - - - - 41,451 41,451	\$ - - 3,557,107 322,518 1,300,643 5,180,268	\$ 37,944,469 8,018,694 10,012,274 8,819,391 9,505,891 6,980,347 81,281,066
- - - - - 3,307 - 614,470	- 621,676 345,000	49,967,285 7,191,794 8,450,910 88,850 5,278,582 7,675,199 225,197 2,919,381
617,777	992,206 5,852,480	1,046,353 84,007,212
(576,326	(672,212)	(2,726,146)
- -	799,835 - - - - - 799,835	799,835 (799,835)
(576,326	127,623	(2,726,146)
1,884,717 \$1,308,391		25,057,565 \$ 22,331,419

RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES OF GOVERNMENTAL FUNDS TO THE STATEMENT OF ACTIVITIES FOR THE YEAR ENDED JUNE 30, 2019

Total change in fund balances, governmental funds \$ (2,726,146)

Amounts reported for governmental activities in the statement of activities are different because:

Capital outlay: 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, costs of capital assets are allocated over their estimated useful lives as depreciation expense. The difference between capital outlay expenditures and depreciation expense for the period is:

Expenditures for capital outlay 2,919,381

Depreciation expense (3,862,628)

Net (943,247)

Debt service: 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 reductions of liabilities. Expenditures for repayment of the principal portion of long-term debt were:

1,163,661

Unmatured interest on long-term debt: 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 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:

7.184

Pensions: In government 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 pension costs and actual employer contributions was:

(1,407,745)

Compensated absences: In governmental funds, compensated absences are measured by the amounts paid during the period. In the statement of activities, compensated absences are measured by the amounts earned. The difference between compensated absences paid and compensated absences earned was:

232,597

Postemployment benefits other than pensions (OPEB): In governmental funds, OPEB costs are recognized when employer contributions are made. In the statement of activities, OPEB costs are recognized on the accrual basis. This year, the difference between OPEB costs and actual employer contributions was:

(312,763)

Debt issue costs for prepaid debt insurance: In governmental funds, debt issue costs are recognized as expenditures in the period they are incurred. In the government-wide statements, debt issue costs for prepaid debt insurance are amortized over the life of the debt. The difference between debt issue costs for prepaid insurance incurred in the current period and prepaid insurance costs amortized for the period is:

Prepaid debt insurance incurred during the period
Prepaid debt insurance amortized for the period
Net

(523)

Amortization of debt issue premium or discount or deferred gain or loss from debt refunding: In governmental funds, if debt is issued at a premium or discount it 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 plus any deferred gain or loss from debt refunding, is amortized as interest over the life of the debt. Amortization of premium or discount, or deferred gain or loss from debt refunding, for the period is:

8,925

Change in net position of governmental activities

\$ (3,978,057)

STATEMENT OF FIDUCIARY NET POSITION FIDUCIARY FUNDS JUNE 30, 2019

	_	Agency Fund
	_	Student Body Fund
ASSETS: Cash on Hand and in Banks	ф	60.706
	\$	63,726
Total Assets		63,726
LIABILITIES:		
Due to Student Groups	\$	63,726
Total Liabilities		63,726
NET POSITION:		
Total Net Position	\$	-
	·=	

NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2019

A. Summary of Significant Accounting Policies

National School District accounts for its financial transactions in accordance with the policies and procedures of the 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 (GAAP) as prescribed by the Governmental Accounting Standards Board (GASB) and the American Institute of Certified Public Accountants (AICPA).

1. Reporting Entity

The District operates under a locally elected Board form of government and provides educational services as mandated by the state. 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 the District, this includes general operations, food service, and student-related activities.

2. Component Units

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.

Based on the criteria in GASB Statements 14, 39 and 61, the District has no component units. Additionally, the District is not a component unit of any other reporting entity as defined by the GASB Statements.

3. Basis of Presentation, Basis of Accounting

a. Basis of Presentation

Government-wide Statements: The statement of net position and the statement of activities include the financial activities of the overall government. Eliminations have been made to minimize the double-counting of internal activities. These statements distinguish between the governmental and business-type activities of the District. Governmental activities generally are financed through taxes, intergovernmental revenues, and other nonexchange transactions. Business-type activities are financed in whole or in part by fees charged to external parties.

The statement of activities presents a comparison between direct expenses and program revenues for the different business-type activities of the District and 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. The District does not allocate indirect expenses in the statement of activities. 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, with separate statements presented for each fund category. The emphasis of fund financial statements is on major governmental and enterprise funds, each displayed in a separate column. All remaining governmental and enterprise funds are aggregated and reported as nonmajor funds.

The District reports the following major governmental funds:

General Fund. This is the District's primary operating fund. It accounts for all financial resources of the District except those required to be accounted for in another fund.

NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2019

Building Fund. This fund accounts for the acquisition of major governmental capital facilities and buildings from the sale of bond proceeds.

Child Development Fund. This fund is used to account for the District's preschool activities.

In addition, the District reports the following fund types:

Special Revenue Funds: These 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 and that compose a substantial portion of the inflows of the fund. Additional resources that are restricted, committed, or assigned to the purpose of the fund may also be reported in the fund.

Capital Projects Funds: These 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).

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

Agency Funds: These funds are used to report student activity funds and other resources held in a purely custodial capacity (assets equal liabilities). Agency funds typically involve only the receipt, temporary investment, and remittance of fiduciary resources to individuals, private organizations, or other governments.

The District has one agency fund, the associated student body fund, which is used to account for funds raised by students and held for student activities.

Fiduciary funds are reported in the fiduciary fund financial statements. However, because their assets are held in a trustee or agent capacity and are therefore not available to support District programs, these funds are not included in the government-wide statements.

b. Measurement Focus, Basis of Accounting

Government-wide Financial Statements: These financial statements are reported using the economic resources measurement focus. They are reported using the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time liabilities are incurred, regardless of when the related cash flows take place. Nonexchange transactions, in which the District gives (or receives) value without directly receiving (or giving) equal value in exchange, include property taxes, grants, entitlements, and donations. On an accrual basis, revenue from property taxes is recognized in the fiscal year for which the taxes are levied. Revenue from grants, entitlements, and donations is recognized in the fiscal year in which all eligibility requirements have been satisfied.

Governmental Fund Financial Statements: Governmental funds are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Under this method, revenues are recognized when measurable and available. The District does not consider revenues collected after its year-end to be available in the current period. Revenues from local sources consist primarily of property taxes. Property tax revenues and revenues received from the State are recognized under the susceptible-to-accrual concept. Miscellaneous revenues are recorded as revenue when received in cash because they are generally not measurable until actually received. Investment earnings are recorded as earned, since they are both measurable and available. Expenditures are recorded when the related fund liability is incurred, except for principal and interest on general long-term debt, claims and judgments, and compensated absences, which are recognized as expenditures to the extent they have matured. General capital asset acquisitions are reported as expenditures in governmental funds. Proceeds of general long-term debt and acquisitions under capital leases are reported as other financing sources.

NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2019

When the District incurs an expenditure or expense for which both restricted and unrestricted resources may be used, it is the District's policy to use restricted resources first, then unrestricted resources.

4. 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.

5. Budgets and Budgetary Accounting

Annual budgets are adopted on a basis consistent with generally accepted accounting principles for all governmental funds. By state law, the District's governing board must adopt a final budget no later than July 1. A public hearing must be conducted to receive comments prior to adoption. The District's governing board satisfied these requirements.

These budgets are revised by the District's governing board and district superintendent during the year to give consideration to unanticipated income and expenditures.

Formal budgetary integration was used as a management control device during the year for all budgeted funds. The District employs budget control by minor object and by individual appropriation accounts. Expenditures cannot legally exceed appropriations by major object code.

6. Revenues and Expenses

a. Revenues - Exchange and Non-Exchange

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 year or expected to be collected soon enough thereafter, to be used to pay liabilities of 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 to not 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, property tax revenue, interest, certain grants, and other local sources.

Non-exchange transactions are transactions in which the District receives value without directly giving equal value in return, including 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 restrictions. On a modified accrual basis, revenue from non-exchange transactions must also be available before it can be recognized.

NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2019

b. <u>Expenses/Expenditures</u>

On the accrual basis of accounting, expenses are recognized at the time they are incurred. The measurement focus of governmental fund accounting is on decreases in net financial resources (expenditures) rather than expenses. Expenditures are generally recognized in the accounting period in which the related fund liability is incurred, if measurable, and typically paid within 90 days. Principal and interest on long-term obligations, which has not matured, are recognized when paid in the governmental funds as expenditures. Allocations of costs, such as depreciation and amortization, are not recognized in the governmental funds but are recognized in the government-wide financial statements.

7. Assets, Liabilities, and Equity

a. Deposits and Investments

Cash balances held in banks and in revolving funds are insured to \$250,000 by the Federal Depository Insurance Corporation. All cash held by the financial institutions is fully insured or collateralized.

In accordance with Education Code Section 41001, the District maintains substantially all its cash in the San Diego County Treasury. The county pools these funds with those of other districts in the county and invests the cash. These pooled funds are carried at cost, which approximates market value. Interest earned is deposited quarterly into participating funds, except for the Tax Override Funds, in which interest earned is credited to the general fund. Any investment losses are proportionately shared by all funds in the pool.

The county is authorized to deposit cash and invest excess funds by California Government Code Section 53648 et seq. The funds maintained by the county are either secured by federal depository insurance or are collateralized.

Information regarding the amount of dollars invested in derivatives with San Diego County Treasury was not available.

b. Stores Inventories and Prepaid Expenditures

Inventories are recorded using the purchases method in that the cost is recorded as an expenditure at the time individual inventory items are purchased. Inventories are valued at average cost and consist of expendable supplies held for consumption. Reported inventories are equally offset by a fund balance reserve, which indicates that these amounts are not "available for appropriation and expenditure" even though they are a component of net current assets.

The District has the option of reporting an expenditure in governmental funds for prepaid items either when purchased or during the benefiting period. The District has chosen to report the expenditure when incurred.

c. Capital Assets

Purchased or constructed capital assets are reported at cost or estimated historical cost. Donated fixed assets are recorded at their estimated fair value at the date of the donation. 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. A capitalization threshold of \$5,000 is used.

NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2019

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

Asset Class	Estimated Useful Lives
Buildings	25-50
Building Improvements	20-25
Vehicles	4-15
Office Equipment	3-15
Computer Equipment	3-15

d. Compensated Absences

Accumulated unpaid employee vacation benefits are recognized as liabilities of the District.

Accumulated sick leave benefits are not recognized as liabilities of the District. The District's policy is to record sick leave as an operating expense in the period taken since such benefits do not vest nor is payment probable; however, unused sick leave is added to the creditable service period for calculation of retirement benefits when the employee retires.

e. 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 balance sheet and revenue is recognized.

f. Interfund Activity

Interfund activity results from loans, services provided, reimbursements or transfers between funds. Loans are reported as interfund receivables and payables as appropriate and are subject to elimination upon consolidation. Services provided, deemed to be at market or near market rates, are treated as revenues and expenditures or expenses. Reimbursements occur when one fund incurs a cost, charges the appropriate benefiting fund and reduces its related cost as a reimbursement. All other interfund transactions are treated as transfers. Transfers In and Transfers Out are netted and presented as a single "Transfers" line on the government-wide statement of activities. Similarly, interfund receivables and payables are netted and presented as a single "Internal Balances" line of the government-wide statement of net position.

g. Property Taxes

Secured property taxes attach as an enforceable lien on property as of March 1. Taxes are payable in two installments on November 15 and March 15. Unsecured property taxes are payable in one installment on or before August 31. The County of San Diego bills and collects the taxes for the District.

h. Fund Balances - Governmental Funds

Fund balances of the governmental funds are classified as follows:

Nonspendable Fund Balance - represents amounts that cannot be spent because they are either not in spendable form (such as inventory or prepaid insurance) or legally required to remain intact (such as notes receivable or principal of a permanent fund).

Restricted Fund Balance - represents amounts that are constrained by external parties, constitutional provisions or enabling legislation.

NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2019

Committed Fund Balance - represents amounts that can only be used for a specific purpose because of a formal action by the District's governing board. Committed amounts cannot be used for any other purpose unless the governing board removes those constraints by taking the same type of formal action. Committed fund balance amounts may be used for other purposes with appropriate due process by the governing board. Commitments are typically done through adoption and amendment of the budget. Committed fund balance amounts differ from restricted balances in that the constraints on their use do not come from outside parties, constitutional provisions, or enabling legislation.

Assigned Fund Balance - represents amounts which the District intends to use for a specific purpose, but that do not meet the criteria to be classified as restricted or committed. Intent may be stipulated by the governing board or by an official or body to which the governing board delegates the authority. Specific amounts that are not restricted or committed in a special revenue, capital projects, debt service or permanent fund are assigned for purposes in accordance with the nature of their fund type or the fund's primary purpose. Assignments within the general fund conveys that the intended use of those amounts is for a specific purpose that is narrower than the general purposes of the District itself.

Unassigned Fund Balance - represents amounts which are unconstrained in that they may be spent for any purpose. Only the general fund reports a positive unassigned fund balance. Other governmental funds might report a negative balance in this classification because of overspending for specific purposes for which amounts had been restricted, committed or assigned.

When an expenditure is incurred for a purpose for which both restricted and unrestricted fund balance is available, the District considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, the District considers amounts to have been spent first out of committed funds, then assigned funds, and finally unassigned funds.

i. Minimum Fund Balance

The District has adopted a policy to maintain a minimum economic uncertainty reserve of at least 3% of total general fund expenditures and other financing uses. The reserve may be increased from time to time in order to address specific anticipated revenue or cash flow shortfalls. The primary purpose of this reserve is to avoid the need for service level reductions in the event of economic downturn. The District is committed to maintaining a prudent level of financial resources to protect against the need to reduce service levels because of temporary revenue shortfalls or unpredicted expenditures. Because amounts in the nonspendable, restricted, committed, and assigned categories are subject to varying constraints in use, the Reserve for Economic Uncertainties consists of balances that are otherwise unassigned.

8. <u>Deferred Inflows and Deferred Outflows of Resources</u>

Deferred outflows of resources is a consumption of net position that is applicable to a future reporting period. Deferred inflows of resources is an acquisition of net position that is applicable to a future reporting period. Deferred outflows of resources and deferred inflows of resources are recorded in accordance with GASB Statement numbers 63 and 65.

9. Pensions

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, pension expense, information about the fiduciary net position of the CalPERS Schools Pool Cost-Sharing Multiple-Employer Plan (CalPERS Plan) and CalSTRS Schools Pool Cost-Sharing Multiple Employer Plan (CalSTRS Plan), and additions to/deductions from the CalPERS Plan and CalSTRS Plan's fiduciary net positions have been determined on the same basis as they are reported by the CalPERS Financial Office and CalSTRS Financial Office. For this purpose, benefit payments (including refunds of employee contributions) are recognized when currently due and payable in accordance with the benefit terms. Investments are reported at fair value.

NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2019

GASB 68 requires that the reported results must pertain to liability and asset information within certain defined time frames. For this report, the following time frames are used:

Valuation Date (VD) June 30, 2017

Measurement Date (MD) June 30, 2018

Measurement Period (MP) July 1, 2017 to June 30, 2018

10. Use of Estimates

The preparation of financial statements in conformity with GAAP requires the use of management's estimates. Actual results could differ from those estimates.

11. Fair Value Measurements

The District categorizes its fair value measurements within the fair value hierarchy established by generally accepted accounting principles as defined by Governmental Accounting Standards Board (GASB) Statement No. 72. The hierarchy is based on the valuation inputs used to measure the fair value of the asset. The hierarchy is detailed as follows:

Level 1 Inputs: Quoted prices (unadjusted) in active markets for identical assets or liabilities that

a government can access at the measurement date.

Level 2 Inputs: Inputs other than quoted prices included within Level 1 that are observable for

an asset or liability, either directly or indirectly.

Level 3 Inputs: Unobservable inputs for an asset or liability.

12. Change in Accounting Policies

The District has adopted accounting policies compliant with new pronouncements issued by the Government Accounting Standards Board (GASB) that are effective for the fiscal year ended June 30, 2019. Those newly implemented pronouncements are as follows:

GASB 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. There have bee no adjustments made to the financial statements or note disclosures as a result of adoption of the accounting policies pursuant to GASB 83.

GASB 88 - Certain Disclosures Related to Debt, Including Direct Borrowing 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.

NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2019

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.

There have been no adjustments to the financial statements or note disclosures as a result of adoption of the accounting policies pursuant to GASB 88.

B. Compliance and Accountability

1. Finance-Related Legal and Contractual Provisions

In accordance with GASB Statement No. 38, "Certain Financial Statement Note Disclosures," violations of finance-related legal and contractual provisions, if any, are reported below, along with actions taken to address such violations.

ViolationAction TakenNone reportedNot applicable

2. Deficit Fund Balance or Fund Net Position of Individual Funds

Following are funds having deficit fund balances or fund net position at year end, if any, along with remarks which address such deficits:

Fund Name Deficit
Amount Remarks
None reported Not applicable Not applicable

C. Fair Value Measurement

The District's investments at June 30, 2019 categorized within the fair value hierarchy established by generally accepted accounting principles, were as follows:

		Fair Value Measurement Using			Jsing
	_	Quoted			
		Prices in			
		Active		Significant	
		Markets for		Other	Significant
		Identical		Observable	Unobservable
		Assets		Inputs	Inputs
	Amount	(Level 1)		(Level 2)	(Level 3)
External investment pools measured at fair value					
San Diego County Treasury	\$ 20,526,370 \$	-	\$	20,526,370 \$	-
Total investments by fair value level	\$ 20,526,370 \$	-	_ \$_	20,526,370 \$	-

The District is considered to be an involuntary participant in an external investment pool as the District is required to deposit all receipts and collections of monies with their County Treasurer (Education Code Section 41001). The fair value of the District's investments in the pool is reported in the accounting financial statements as amounts based upon the District's pro-rata share of the fair value provided by the County Treasurer for the entire portfolio (in relation to the amortized cost of the portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasurer, which is recorded on the amortized cost basis.

The San Diego County Treasury is not registered with the Securities and Exchange Commission (SEC) as an investment company; however, the County Treasury acts in accordance with investment policies monitored by a Treasury Oversight Committee consisting of members appointed by participants in the investment pool and up to five members of the public having expertise, or an academic background in, public finance. In addition, the County Treasury is audited annually by an independent auditor.

NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2019

D. Cash and Investments

1. Cash in County Treasury:

In accordance with Education Code Section 41001, the District maintains substantially all of its cash in the San Diego County Treasury as part of the common investment pool (\$20,526,370 as of June 30, 2019). The fair value of the District's portion of this pool as of that date, as provided by the pool sponsor, was \$20,526,370. Assumptions made in determining the fair value of the pooled investment portfolios are available from the County Treasurer.

2. Cash on Hand, in Banks, and in Revolving Fund

Cash balances on hand and in banks (\$176,408 as of June 30, 2019) and in the revolving fund (\$15,150) are insured up to \$250,000 by the Federal Depository Insurance Corporation. All cash held by the financial institution is fully insured or collateralized.

3. Investments Authorized by the California Government Code and the District's Investment Policy

The table below identifies the investment types that are authorized for the District by the California Government Code (or the District's investment policy, where more restrictive). The table also identifies certain provisions of the California Government Code (or the District's investment policy where more restrictive) that address interest rate risk, credit risk, and concentration of credit risk. This table does not address investments of debt proceeds held by bond trustee that are governed by the provisions of debt agreements of the District, rather than the general provisions of the California Government Code or the District's investment policy.

Authorized Investment Type	Maximum Remaining Maturity	Maximum Percentage of Portfolio	Maximum Investment in One Issuer
Local Agency Bonds, Notes, Warrants	5 Years	None	None
Registered State Bonds, Notes, Warrants U.S. Treasury Obligations	5 Years 5 Years	None None	None None
U.S. Agency Securities	5 Years	None	None
Banker's Acceptance Commercial Paper	180 Days 270 Days	40% 25%	30% 10%
Negotiable Certificates of Deposit	5 Years	30%	None
Repurchase Agreements Reverse Repurchase Agreements	1 Year 92 Davs	None 20% of Base	None None
Medium-Term Corporate Notes	5 Years	30%	None
Mutual Funds Money Market Mutual Funds	N/A N/A	20% 20%	10% 10%
Mortgage Pass-Through Securities	5 Years	20%	None
County Pooled Investment Funds Local Agency Investment Fund	N/A N/A	None None	None None
Joint Powers Authority Pools	N/A	None	None

NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2019

4. Analysis of Specific Deposit and Investment Risks

GASB Statement No. 40 requires a determination as to whether the District was exposed to the following specific investment risks at year end and if so, the reporting of certain related disclosures:

a. Credit Risk

Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligations. The county is restricted by Government Code Section 53635 pursuant to Section 53601 to invest only in time deposits, U.S. government securities, state registered warrants, notes or bonds, State Treasurer's investment pool, bankers' acceptances, commercial paper, negotiable certificates of deposit, and repurchase or reverse repurchase agreements. The ratings of securities by nationally recognized rating agencies are designed to give an indication of credit risk. The San Diego County Investment Pool is rated AAAf/S1 by Standard & Poors. At year end the District was not exposed to credit risk.

At June 30, 2019, credit risk for the District's investments was as follows:

Investment Type	Rating	Rating Agency	Amount
County Treasurer's Investment Pool	Unrated	Not Applicable \$	20,526,370

b. Custodial Credit Risk

Deposits are exposed to custodial credit risk if they are not covered by depository insurance and the deposits are uncollateralized, collateralized with securities held by the pledging financial institution, or collateralized with securities held by the pledging financial institution's trust department or agent but not in the District's name. The California Government Code and the District's investment policy do not contain legal or policy requirements that would limit the exposure to custodial credit risk for deposits, other than the following provision for deposits: 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% of the total amount deposited by the public agencies. California law also allows financial institutions to secure deposits by pledging first trust deed mortgage notes having a value of 150% of the secured public deposits

Investment securities are exposed to custodial credit risk if the securities are uninsured, are not registered in the name of the government, and are held by either the counterparty or the counterparty's trust department or agent but not in the District's name.

As of June 30, 2019, the District's bank balances and investments, (including revolving cash) were not exposed to custodial credit risk.

c. Concentration of Credit Risk

This risk is the risk of loss attributed to the magnitude of a government's investment in a single issuer.

The investment policy of the District contains no limitations on the amount that can be invested in any one issuer beyond the amount stipulated by the California Government Code. Investments in any one issuer that represent five percent or more of the total investments are either an external investment pool and are therefore exempt. As such, the District was not exposed to concentration of credit risk.

NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2019

d. Interest Rate Risk

This is the risk that changes in interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to changes in market interest rates. The District manages its exposure to interest rate risk by investing in the county pool. As of June 30, 2019 the San Diego County treasurer did not hold any investments in debt securities and as such the District was not exposed to interest rate risk.

e. Foreign Currency Risk

This is the risk that exchange rates will adversely affect the fair value of an investment. At year end, the District was not exposed to foreign currency risk.

5. Investment Accounting Policy

The District is required by GASB Statement No. 31 to disclose its policy for determining which investments, if any, are reported at amortized cost. The District's general policy is to report money market investments and short-term participating interest-earning investment contracts at amortized cost and to report nonparticipating interest-earning investment contracts using a cost-based measure. However, if the fair value of an investment is significantly affected by the impairment of the credit standing of the issuer or by other factors, it is reported at fair value. All other investments are reported at fair value unless a legal contract exists which guarantees a higher value. The term "short-term" refers to investments which have a remaining term of one year or less at time of purchase. The term "nonparticipating" means that the investment's value does not vary with market interest rate changes. Nonnegotiable certificates of deposit are examples of nonparticipating interest-earning investment contracts.

The District's investments in external investment pools are reported in conformity with GASB Statement No. 77 unless the pool is 2a7-like, in which case they are reported at share value. A 2a7-like pool is one which is not registered with the Securities and Exchange Commission ("SEC") as an investment company, but nevertheless has a policy that it will, and does, operate in a manner consistent with the SEC's Rule 2a7 of the Investment Company Act of 1940.

NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2019

E. Accounts Receivable

Accounts receivable at June 30, 2019 consisted of:

	_	Major Governmental Funds				_			
	General Fund		Child Development Fund	Building Fund		Nonmajor Governmental Funds		Total Governmental Funds	
Federal Government:				_		_		_	
Title I	\$	213,089 \$	-	\$	-	\$	-	\$	213,089
Special Education		1,258,116	-		-		-		1,258,116
Title I		9,880	-		-		-		9,880
Child Nutrition Program		-	-		-		747,673		747,673
Head Start		-	308,824		-		-		308,824
Title III		68,441	-		-		-		68,441
State Government:									
Lottery		258,862	-		-		-		258,862
Special Education		134,808	-		-		-		134,808
Child Nutrition Program		-	-		-		52,153		52,153
State Preschool		-	160,541		-		-		160,541
Other State Programs		56,560	-		-		-		56,560
Local Sources:									
Interest		173,159	2,276		20,070)	34,272		229,777
Other Local Revenues	_	1,093,350	42,949	_	- ,		881		1,137,180
Total	\$	3,266,265 \$	514,590	\$_	20,070	\$_	834,979	\$_	4,635,904

F. Capital Assets

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

	Beginning Balances	Increases	Decreases	Ending Balances
Governmental activities:				
Capital assets not being depreciated:				
Land	\$ 3,585,589 \$	- \$	- \$	3,585,589
Work in progress	1,115,492	948,202	1,096,443	967,251
Total capital assets not being depreciated	4,701,081	948,202	1,096,443	4,552,840
Capital assets being depreciated:				
Buildings	70,092,382	1,814,871	-	71,907,253
Improvements	8,300,854	421,741	-	8,722,595
Equipment	10,466,408	831,010	-	11,297,418
Total capital assets being depreciated	88,859,644	3,067,622	-	91,927,266
Less accumulated depreciation for:				
Buildings	(28,383,327)	(2,352,901)	-	(30,736,228)
Improvements	(5,477,143)	(393,430)	-	(5,870,573)
Equipment	(6,401,455)	(1,116,297)	-	(7,517,752)
Total accumulated depreciation	(40,261,925)	(3,862,628)	-	(44,124,553)
Total capital assets being depreciated, net	48,597,719	(795,006)	-	47,802,713
Governmental activities capital assets, net	\$ 53,298,800 \$	153,196 \$	1,096,443 \$	52,355,553

NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2019

Depreciation was charged to functions as follows:

Instruction	\$ 2,573,549
Instruction-Related Services	496,037
Pupil Services	58,838
Community Services	46,803
General Administration	244,863
Plant Services	370,250
Unallocated	72,288
	\$ 3,862,628

G. Interfund Balances and Activities

1. Due To and From Other Funds

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

Due To Fund	Due From Fund	 Amount	Purpose
General Fund	Child Development Fund	\$ 602,790	Temporary loan, indirect costs
General Fund	Cafeteria Fund	103,648	GASB 75 reimbursement
General Fund	Deferred Maintenance Fund	154,366	Expense reimbursement
General Fund	Special Reserve Fund	61,665	Expense reimbursement
Child Development Fund	General Fund	8,184	Expense reimbursement
Child Development Fund	Cafeteria Fund	197,471	Expense reimbursement
Cafeteria Fund	General Fund	2,338	Reimbursement of expenses
Cafeteria Fund	Child Development Fund	728	Food sales
Capital Facilities Fund	General Fund	57,219	RDA funds transfer
	Total	\$ 1,188,409	

All amounts due are scheduled to be repaid within one year.

2. Transfers To and From Other Funds

Transfers to and from other funds at National School District, 2018, consisted of the following:

Transfers From	Transfers To	Amount	Reason
General Fund	Special Reserve Fund	\$ 799,835	Facilities upgrades

NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2019

H. Short-Term Debt Activity

The District accounts for short-term debts for maintenance purposes through the General Fund. The proceeds from loans are shown in the financial statements as Other Resources. The District did not issue any short-term debt during the fiscal year ended June 30, 2019.

I. Accounts Payable

Accounts payable and due to grantor governments at June 30, 2019 consisted of:

	ľ	Major Governme	tal Funds					
	_			Child		Nonmajor		Total
	_	General Fund	_	Development Fund	Building Fund	 Governmental Funds	G	overnmental Funds
Vendor payables	\$	1,798,897	\$	67,222 \$	523,131	\$ 6,631 \$;	2,395,881
Due to grantor government		125,261		-	-	-		125,261
Pension related liabilities		514,958		20,854	-	14,013		549,825
Other payables		119,681		-	-	-		119,681
Payroll and related benefits		253,800		25,309	-	4,653		283,762
Totals	\$_	2,812,597	\$_	113,385 \$	523,131	\$ 25,297 \$		3,474,410

J. <u>Unearned Revenue</u>

Unearned revenue at June 30, 2019 consisted of the following:

		Major
		Governmental
		Fund
		General
		Fund
Federal Government:		
Title IV	\$	83,508
Title I		43,111
Special education		3,430
Other federal programs		8,525
	\$	138,574
	-	

K. Deferred Outflows of Resources

A summary of the deferred outflows of resources as of June 30, 2019 is as follows:

<u>Description</u>	-	Balance July 1, 2018	 Additions	Current Year Amortization	 Balance June 30, 2019
Pension related	\$	24,540,889	\$ 7,977,492	. , ,	\$, ,
Prepaid insurance		26,749	-	519	26,230
OPEB related		312,763	89,064	-	401,827
Total Deferred Outflows	\$_	24,880,401	\$ 8,066,556	\$ 11,095,650	\$ 21,851,307

NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2019

Future amortization of deferred outflows of resources is as follows:

Year Ending June 30	Pension Related	Prepaid Insurance	OPEB Related
2020	\$ 12,236,573 \$	- \$	401,827
2021	4,750,675	-	-
2022	4,135,128	205	-
2023	300,874	250	-
2024	-	311	-
2025	-	2,508	-
2026-2030	-	4,403	-
2031-2035	-	6,585	-
2036-2040	-	8,204	-
2041-2045	-	3,764	-
Total	\$ 21,423,250 \$	26,230 \$	401,827

L. <u>Deferred Inflows of Resources</u>

A summary of the deferred inflows of resources as of June 30, 2019 is as follows:

Description	_	Balance July 1, 2018		Additions		Current Year Amortization		Balance June 30, 2019
Pension related Total Deferred Inflows	\$_ \$_	9,398,550 9,398,550	: —	12,589,420 12,589,420	: -	5,668,649 5,668,649	- :-	16,319,321 16,319,321

Future amortization of deferred inflows of resources is as follows:

Year Ending	Pensi	on
June 30	Relate	ed
2020	\$ 4,96	5,637
2021	4,75	0,489
2022	4,08	5,314
2023	2,51	7,881
Total	\$ 16,31	9,321

NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2019

M. Long-Term Obligations

Long-Term Obligation Activity

Long-term obligations include debt and other long-term liabilities. Changes in long-term obligations for the year ended June 30, 2019.

							Amounts
		Beginning				Ending	Due Within
		Balance	Increases		Decreases	Balance	One Year
Governmental activities:				_			
General obligation bonds							
Principal	\$	25,755,000 \$	\$ -	\$	345,000 \$	25,410,000 \$	80,000
Premium		1,251,132	-		8,923	1,242,209	7,847
Total GO Bonds		27,006,132	-		353,923	26,652,209	87,847
Capital leases		2,034,718	-		737,588	1,297,130	756,360
SDCOE Loan		81,073	-		81,073	-	-
Compensated absences *		1,039,412	-		232,597	806,815	806,815
Total OPEB liability		15,011,197	1,616,815		1,214,984	15,413,028	-
Net pension liability		69,573,148	-		8,630,665	60,942,483	-
Total governmental activities	\$_	114,745,680	\$ 1,616,815	\$_	11,250,830 \$	105,111,665 \$	1,651,022

The funds typically used to liquidate other long-term liabilities in the past are as follows:

Liability	Activity Type	Fund
OPEB Liability	Governmental	General Fund
Net Pension Liability	Governmental	General Fund & Cafeteria Fund
Compensated absences	Governmental	General

2. Capital Leases

Commitments under capitalized lease agreements for facilities and equipment provide for minimum future lease payments as of June 30, 2019 are as follows:

Year Ending June 30,	Principal	Interest	Total
****	\$ 756,361 \$	33,851 \$	790,212
2021	175,476	14,601	190,077
2022	180,214	9,863	190,077
2023	185,079	4,997	190,076
Totals	\$ 1,297,130 \$	63,312 \$	1,360,442

3. General Obligation Bonds

The District's bonded debt consists of various issues of general obligation bonds that are generally callable with interest payable semiannually. Bond proceeds pay primarily for acquiring or constructing capital facilities. The District repays general obligation bonds from voter-approved property taxes. The District did not issue any general obligation bonds during the fiscal year ended June 30, 2019.

On November 8, 2016 registered voters authorized the issuance of \$30,000,000 principal amount of general obligation bonds. Of the total amount originally authorized, \$3,900,000 remains unissued.

NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2019

General obligation bonds at June 30, 2019, consisted of the following:

2014 Floriting Coring A	-	Date of Issue	Interest Rate		Maturity Date	- _Φ -	Amount of Original Issue
2014 Election Series A		05/05/2015	3.25-5.00%		08/01/2045	\$	18,000,000
2014 Election Series B		07/27/2016	2.00-4.00%		08/01/2046	_	8,100,000
Total GO Bonds						\$	26,100,000
						=	
		Balance					Balance
		07/01/2018	Increases		Decreases		06/30/2019
2014 Election Series A	\$	17,655,000 \$	-	\$	345,000	\$	17,310,000
2014-A Bond Premium		456,619	-		8,923		447,696
2014 Election Series B		8,100,000	-		-		8,100,000
2014-B Bond Premium		794,513	-		-		794,513
Total GO Bonds	\$	27,006,132 \$	-	\$_	353,923	\$_	26,652,209

The annual requirements to amortize the bonds outstanding at June 30, 2019 are as follows:

Year Ending June 30,	Principal	Interest	Total
2020	\$ 80,000	979,782 \$	1,059,782
2021	115,000	977,832	1,092,832
2022	150,000	973,082	1,123,082
2023	190,000	964,982	1,154,982
2024	235,000	955,356	1,190,356
2025-2029	1,945,000	4,836,670	6,781,670
2030-2034	3,515,000	4,018,647	7,533,647
2035-2039	5,465,000	3,478,511	8,943,511
2040-2044	8,035,000	2,035,768	10,070,768
2045-2049	5,680,000	386,100	6,066,100
Totals	\$ 25,410,000	19,606,730	45,016,730

4. Bond Premium

Bond premium arises when the market rate of interest is higher than the stated interest rate on the bond. Generally Accepted Accounting Principles (GAAP) require that the premium increase the face value of the bond and then amortize the premium over the life of the bond.

The 2014 Election Series A bonds issued May 5, 2015 was issued at a premium. The premium is being amortized over the life of the bonds using the straight line method.

The 2014 Election Series B bonds issued July 27, 2016 was issued at a premium. The premium is being amortized over the life of the bonds using the straight line method.

The bond premium at June 30, 2019 to be amortized in future years was \$1,242,209...

Premium issued on the bonds resulted in an effective interest rate as follows:

	2	2014-A Bonds	2014-B Bonds
Total Interest Payments on Bonds	\$	14,651,113 \$	7,637,831
Less Bond Premium		(500,388)	(818,382)
Net Interest Payments	\$	14,150,725 \$	6,819,449
Par amount of Bonds	\$	18,000,000 \$	8,100,000
Periods		30	30
Effective Interest Rate		2.620%	2.806%

NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2019

5. SDCOE Loan

In August 2014 the District entered into a loan with the San Diego County Office of Education (SDCOE) in the modernization, improvement, and transformation initiative (MITI) program for implementation of a new software program for the District's payroll system in the amount of \$385,954. The loan is for a period of five years beginning August 1, 2014 and ending August 1, 2019. The loan is payable in semi-annual installments in August and February of each year and bears interest at a rate of 2.50%. The loan was repaid during the current fiscal year.

6. Compensated Absences

Total unpaid employee compensated absences as of June 30, 2019 amounted to \$806,815 This amount is included as part of long-term liabilities in the government-wide financial statements.

7. Net Pension Liability

The District's beginning net pension liability was \$69,573,148 and decreased by \$8,630,665 during the year ended June 30, 2019. The ending net pension liability at June 30, 2019 was \$60,942,483 See Note O for additional information regarding the net pension liability.

8 Total OPEB Liability

The District's beginning total OPEB obligation was \$15,011,197 and increased during the year ended June 30, 2019 by \$401,831. The ending total OPEB liability at June 30, 2019 was \$15,413,028. See Note P for additional information regarding the total OPEB liability.

N. Joint Ventures (Joint Powers Agreements)

The District participates in two joint powers agreements (JPA) entities, the Southern California Regional Liability Excess Fund (ReLiEF) and Protected Insurance Program for Schools (PIPS). The relationship between the District and the JPA's is such that the JPA's are not component units of the district.

The JPA's arrange for and provide for various types of insurance for its member districts as requested. Each JPA is governed by a board consisting of a representative from each member district. The board controls the operations of each JPA, including selection of management and approval of operating budgets, independent of any influence by the member districts beyond their representation on the board. Each member district pays a premium commensurate with the level of coverage requested and shares surpluses and deficits proportionate to their participation in the JPA.

Financial information on the District's share of the ReLiEF JPA and PIPS JPA for the year ended June 30, 2019 was not available at the time this report was issued. The information can be obtained by contacting the JPA's directly.

O. Pension Plans

1. General Information About the Pension Plans

a. Plan Descriptions

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). Benefit provisions under the Plans are established by State statute and Local Government resolution. Support by the State for the CalSTRS plan is such that the plan has a special funding situation as defined by GASB Statement No. 68. CalSTRS and CalPERS issue publicly available reports that include a full description of the pension plans regarding benefit provisions, assumptions and membership information that can be found on their respective websites.

NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2019

b. Benefits Paid

CalSTRS and CalPERS provide service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members. Benefits are based on years of credited service, equal to one year of full-time employment. Members with five years of total service are eligible to retire at age 62 for normal benefits or at age 55 with statutorily reduced benefits. Employees hired prior to January 1, 2013 are eligible to retire at age 60 for normal benefits or at age 55 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after 10 years of service. All members are eligible for death benefits after one year of total service.

The Plans' provisions and benefits in effect at June 30, 2019 are summarized as follows:

	CalSTRS	
	Before	On or After
Hire Date	<u>Jan. 1, 2013</u>	Jan. 1, 2013
Benefit Formula	2% at 60	2% at 62**
Benefit Vesting Schedule	5 Years	5 Years
Benefit Payments	Monthly for Life	Monthly for Life
Retirement Age	55-60	55-62
Monthly benefits, as a % of eligible compensation	1.1 - 2.4%	1.0 - 2.4%*
Required Employee Contribution Rates (at June 30, 2019)	10.250%	10.205%
Required Employer Contribution Rates (at June 30, 2019)	16.280%	16.280%
Required State Contribution Rates (at June 30, 2019)	13.839%	13.839%

^{*}Amounts are limited to 120% of Social Security Wage Base.

^{**}The rate imposed on CalSTRS 2% at 62 members is based on the normal cost of benefits.

	CalPERS	
	Before	On or After
Hire Date	Jan. 1, 2013	Jan. 1, 2013
Benefit Formula	2% at 55	2% at 62**
Benefit Vesting Schedule	5 Years	5 Years
Benefit Payments	Monthly for Life	Monthly For Life
Retirement Age	50-62	52-67
Monthly Benefits as a % of Eligible Compensation	1.1- 2.5%	1.0- 2.5%
Required Employee Contribution Rates (at June 30, 2019)	7.000%	7.000%
Required Employer Contribution Rates (at June 30, 2019)	18.062%	18.062%
Required State Contribution Rates (at June 30, 2019)	6.365%	6.365%

c. Contributions

CalSTRS

For the fiscal year ended June 30, 2019 (measurement date June 30, 2018), Section 22950 of the California Education Code requires members to contribute monthly to the system 10.205% (if hired prior to January 1, 2013) or 10.25% (if hired on or after January 1, 2013) of the creditable compensation upon which members' contributions under this part are based. In addition, the employer required rates established by the CalSTRS Board have been established at 16.28% of creditable compensation for the fiscal year ended June 30, 2019 Rates are defined in Section 22950.5 through the fiscal year ending June 30, 2021. Beginning in the fiscal year ending June 30, 2022 and for each fiscal year thereafter, the CalSTRS Board has the authority to increase or decrease percentages paid specific to reflect the contribution required to eliminate by June 30, 2046, the remaining unfunded actuarial obligation with respect to service credited to members before July 1, 2014, as determined by the Board based upon a recommendation from its actuary.

NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2019

CalPERS

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on July 1 following notice of a change in the rate. The CalPERS Board retains the authority to amend contribution rates. The total plan contributions are determined through 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 employer is required to contribute the difference between the actuarially determined rate and the contribution rate of the employees. For the fiscal year ended June 30, 2019 (measurement date June 30, 2018) the employee contribution rate was 7.00% and employer contribution rate was 18.062% of covered payroll.

On Behalf Payments

Consistent with Section 22955.1 of the California Education Code, the State of California makes contributions to CalSTRS on behalf of employees working for the District. For the fiscal year ended June 30, 2019 (measurement date June 30, 2018) the State contributed 14.772% of salaries creditable to CalSTRS. The contributions made by the State during the fiscal year ended June 30, 2019 included amounts resulting from Senate Bill (SB) 90 settlement in which the State contributed an additional \$2.2 Billion to CalSTRS on behalf of the Districts during the 2018-19 fiscal year in order to reduce contribution rates for Districts in 2019-20 and 2020-21. The contribution resulting from SB 90 made up 42% of the total contributions made by the State on behalf of the District, Consistent with the requirements of GASB 85, the District has recorded these contributions as revenue and expense in the fund financial statements (current financial resources measurement focus). The government-wide financial statements have recorded revenue and expense for pension expense paid on behalf of the District (economic resources measurement focus). Contributions reported for on behalf payments are based on the District's proportionate share of the State's contribution for the fiscal vear.

Contributions made by the State on behalf of the District and the State's pension expense associated with District employees for the the past three fiscal years are as follows:

		CalSTRS	
	On Behalf	On Behalf	On Behalf
Year Ended	Contribution	Contribution	Pension
June 30,	Rate	Amount	Expense
2017	7.470% \$	2,258,538 \$	3,500,872
2018	8.292%	2,085,550	1,082,227
2019	13.839%	4,065,532	(758,966)
		CalPERS	
	On Behalf	On Behalf	On Behalf
Year Ended	Contribution	Contribution	Pension
June 30,	Rate	Amount	Expense
2019	6.365% \$	595,721 \$	-

Fund Financial Statements

Contributions Recognized

For the fiscal year ended June 30, 2019 (measurement period June 30, 2018), the contributions recognized for each plan were:

	((Current Financial Resources Measurement Focus)			
	_	CalSTRS CalPERS Total			
Contributions - Employer	\$	4,782,624 \$	1,690,502 \$	6,473,126	
Contributions - State On Behalf Payments		4,065,532	595,721	4,661,253	
Total Contributions	\$	8,848,156 \$	2,286,223 \$	11,134,379	

NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2019

Government-Wide Financial Statements (Economic Resources Measurement Focus)

Contributions - Employer Contributions - State On Behalf Payments Total Contributions

	CalSTRS	CalPERS	Total
\$	3,629,193 \$	1,352,731 \$	4,981,924
·	4,065,532	595,721	4,661,253
\$	7,694,725 \$	1,948,452 \$	9,643,177

2. Pension Liabilities, Pension Expenses and Deferred Outflows/Inflows of Resources Related to Pensions

As of June 30, 2019, the District reported net pension liabilities for its proportionate shares of the net pension liability of each plan as follows:

		roportionate Share of Net
	_	nsion Liability
CalSTRS	\$	43,525,315
CalPERS		17,417,168
Total Net Pension Liability	\$	60,942,483

The District's net pension liability for each Plan is measured as the proportionate share of the total net pension liability. The net pension liability of each of the Plans is measured as of June 30, 2018. The total pension liability for each Plan used to calculate the net pension liability was determined by an actuarial valuation as of June 30, 2017 rolled forward to June 30, 2018 using standard update procedures. 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 plans relative to the projected contributions of all participating employers, as actuarially determined.

The District's proportionate share of the net pension liability for each Plan as of June 30, 2018 and June 30, 2019 were as follows:

	District's	State's	Total For	
	Proportionate	Proportionate	District	
	Share	Share	Employees	CalPERS
Proportion June 30, 2018	0.0572%	0.3400%	0.0911%	0.0699%
Proportion June 30, 2019	0.0474%	0.2720%	0.0746%	0.0653%
Change in Proportion	-0.0098%	-0.0680%	-0.0165%	-0.0046%

NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2019

a. Pension Expense

For the measurement period ended June 30, 2018 (fiscal year June 30, 2019), pension expense was recognized as follows:

		CalSTRS	CalPERS	Total
Change in Net Pension Liability (Asset)	\$	(9,354,889) \$	724,225 \$	(8,630,664)
State On Behalf Pension Expense		(758,966)	-	(758,966)
Employer Contributions to Pension Expense		4,782,624	1,690,502	6,473,126
(Increase)/Decrease in Deferred Outflows of Resources				
Employer Contributions Subsequent to Measurement Date		(832,015)	(309,431)	(1,141,446)
Difference Between Actual & Expected Experience		45,630	(679,406)	(633,776)
Change in Assumptions		2,285,828	415,009	2,700,837
Change in Proportionate Shares		1,200,396	6,174	1,206,570
Net Difference Between Projected & Actual Earnings		3,571	981,883	985,454
Increase/(Decrease) in Deferred Inflows of Resources				
Difference Between Actual & Expected Experience		32,332	-	32,332
Change in Assumptions		-	(170,595)	(170,595)
Change in Proportionate Shares		6,609,612	828,024	7,437,636
Net Difference Between Projected & Actual Earnings		227,872	(606,474)	(378,602)
Total Pension Expense	\$_	4,241,995 \$	2,879,911 \$	7,121,906

b. Deferred Outflows and Inflows of Resources

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		
		CalSTRS	CalPERS	Total
Pension contributions subsequent to measurement date	\$_	4,782,624 \$	1,690,502 \$	6,473,126
Differences between actual and expected experience		136,888	1,461,778	1,598,666
Changes in assumptions		6,857,482	2,185,809	9,043,291
Change in employer's proportionate share		2,744,470	18,523	2,762,993
Net difference between projected and actual earnings		5,263	1,539,911	1,545,174
Total Deferred Outflows of Resources	\$_	14,526,727 \$	6,896,523 \$	21,423,250
		Deferred Inflows of Resources		
		CalSTRS	CalPERS	Total
Differences between actual and expected experience	\$_	(37,638) \$	- \$	(37,638)
Changes in assumptions		-	(170,595)	(170,595)
Change in employer's proportionate share		(8,580,961)	(937,537)	(9,518,498)
Net difference between projected and actual earnings		(5,232,723)	(1,359,867)	(6,592,590)
Total Deferred Inflows of Resouces	\$_	(13,851,322)\$	(2,467,999) \$	(16,319,321)
	_			

Pension contributions made subsequent to measurement date reported as deferred outflows of resources will be recognized as a portion of pension expense in the year ended June 30, 2020. The remaining amounts reported as deferred outflows or deferred inflows of resources will be recognized as an increase or decrease to pension expense over a five year period. Pension expense resulting from deferred outflows and deferred inflows of resources will be recognized as follows:

Year Ended		Deferred Outflows	of Resources	Deferred Inflows	of Resources	Net Effect
June 30	_	CalSTRS	CalPERS	CalSTRS	CalPERS	on Expenses
2020	\$	8,318,046 \$	3,918,527 \$	(4,105,426)\$	(860,211)\$	7,270,936
2021		3,105,186	1,645,489	(4,103,971)	(646,518)	186
2022		3,103,495	1,031,633	(3,446,569)	(638,745)	49,814
2023		-	300,874	(2,195,356)	(322,525)	(2,217,007)
Total	\$	14,526,727 \$	6,896,523 \$	(13,851,322)\$	(2,467,999)\$	5,103,929

NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2019

c. Actuarial Assumptions

Total pension liabilities for the fiscal year ended June 30, 2019 were based on actuarial valuations were determined using the following actuarial assumptions:

	CalSTRS	CalPERS
Fiscal Year	June 30, 2019	June 30, 2019
Measurement Date	June 30, 2018	June 30, 2018
Valuation Date	June 30, 2017	June 30, 2017
Actuarial Cost Method	Entry Age Normal	Entry Age Normal
Actuarial Assumptions:		
Discount Rate	7.10%	7.15%
Inflation	2.75%	2.5%
Wage Growth	3.50%	(3)
Investment Rate of Return	7.10%	7.15%
Post Retirement Benefit Increase	(1)	(4)
Mortality	(2)	(5)

- (1) CalSTRS post retirement benefit increases assumed at 2% simple for DB (annually) maintaining 85% purchasing power level for DB. Increases are not applicable for DBS/CBB.
- (2) CalSTRS projects mortality by setting the projection scale equal to 110% of the ultimate improvement factor from the Mortality Improvement Scale (MP-2016) table issued by the Society of Actuaries.
- (3) Wage growth is a component of inflation for CalPERS assumptions.
- (4) CalPERS post retirement benefit increases assumes 2.00% until PPPA floor on purchasing power applies, 2.50% thereafter.
- (5) CalPERS mortality table was developed based on CalPERS specific data. The table includes 15 years of mortality improvement using the Society of Actuaries 90% of scale MP-2016. For more details on this table, please refer to the December 2017 experience study report (based on CalPERS demographic data from 1997 to 2015) that can be found on the CalPERS website.

d. Discount Rate

The discount rate used to measure the total pension liability was 7.10% for CalSTRS and 7.15"% for CalPERS. The projection of cash flows used to determine the discount rate assumed the contributions from plan members, employers, and state contributing agencies (where applicable) will be made at statutory contribution rates. To determine whether the District bond rate should be used in the calculation of a discount rate for each plan, CalSTRS and CalPERS stress tested plans that would most likely result in a discount rate that would be different from the actuarially assumed discount rate. Based on the testing, none of the tested plans run out of assets. Therefore, the current discount rates are adequate and the use of the District bond rate calculation is not necessary for either plan. The stress test results are presented in a detailed report that can be obtained from the CalPERS and CalSTRS respective websites.

The CalPERS discount rate was increased from 7.50% to 7.65% at measurement date June 30, 2015 (Fiscal year June 30, 2016) to correct for an adjustment to exclude administrative expenses. Subsequently CalPERS discount rate was decreased from 7.65% to 7.15% at measurement date June 30, 2017 (Fiscal year June 30, 2018) to adjust for changes resulting from actuarially determined amounts.

The CalSTRS discount rate was adjusted from 7.60% to 7.10% for measurement date June 30, 2017 (Fiscal year June 30, 2018) to adjust for changes resulting from a new actuarial experience study.

NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2019

According to Paragraph 30 of GASB Statement No. 68, the long-term discount rate should be determined without reduction for pension plan administrative expense. The investment return assumption used in the accounting valuations is net of administrative expenses. Administrative expenses are assumed to be 15 basis points. Using this lower discount rate has resulted in a slightly higher Total Pension Liability and Net Pension Liability. CalSTRS and CalPERS checked the materiality threshold for the difference in calculation and did not find it to be a material difference.

CalSTRS and CalPERS are scheduled to review actuarial assumptions as part of their regular Asset Liability Management (ALM) review cycle. The last ALM completed by CalSTRS was conducted in 2015. CalSTRS is in process of completing the next ALM and expects to complete the process by November 2019. CalPERS completed their ALM in 2018 with new policies in effect on July 1, 2018. Both CalSTRS and CalPERS conduct new ALM's every 4 years.

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.

In determining the long-term expected rate of return, CalSTRS and 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 10 years) and long-term (11-60 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 rounded down to the nearest quarter of one percent.

The tables below reflect the long-term expected real rate of return by asset class. The rate of return was calculated using the capital market assumptions applied to determine the discount rate and asset allocation. These rates of return are net of administrative expenses.

CalST	rrs
-------	-----

oule i i ie		
	Assumed	Long Term
	Asset	Expected Real
Asset Class	Allocation	Rate of Return*
Global Equity	47.00%	6.30%
Fixed Income	12.00%	0.30%
Real Estate	13.00%	5.20%
Private Equity	13.00%	9.30%
Risk Mitigating Strategies	9.00%	2.90%
Inflation Sensitive	4.00%	3.80%
Cash/Liquidity	2.00%	-1.00%

^{*20} year average

CalPERS

	Assumed Asset	Real Return Years	Real Return Years
Asset Class*	Allocation	1-10**	11+***
Global Equity	50.00%	4.80%	5.98%
Fixed Income	28.00%	1.00%	2.62%
Inflation Assets	-	0.77%	1.81%
Private Equity	8.00%	6.30%	7.23%
Real Assets	13.00%	3.75%	4.93%
Liquidity	1.00%	-	-0.92%

NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2019

e. Sensitivity to Proportionate Share of the Net Pension Liability to Changes in the Discount Rate

The following represents the District's proportionate share of the net pension liability for each Plan, calculated using the discount rate for each Plan, as well as what the District's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1 percentage point lower or 1 percentage point higher than the current rate:

	_	CalSTRS		CalPERS	
1% Decrease Net Pension Liability	\$	6.10% 63,759,494	\$	6.15% 25,358,564	
Current Discount Rate Net Pension Liability	\$	7.10% 43,525,315	\$	7.15% 17,417,168	
1% Increase Net Pension Liability	\$	8.10% 26,749,222	\$	8.15% 108,287,644	

^{*} In the Basic Financial Statements, Fixed Income is included in Global Debt Securities; Liquidity is included in Short-Term Investments; Inflation Assets are included in both Global Equity Securities and Global Debt Securities.

^{**} An expected inflation of 2.00% used for this period

^{***} An expected inflation of 2.92% used for this period

NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2019

f. Total Pension Liability, Pension Plan Fiduciary Net Position and Net Pension Liability

CalSTRS - Governmental Activities

		Increase (Decrease)				
		Total	Plan	Net	State's Share	District's Share
		Pension	Fiduciary	Pension	of Net Pension	of Net Pension
		Liability	Net Position	Liability	Liability	Liability
		(a)	(b)	(a) - (b)	(c)	(a) - (b) - (c)
Balance at June 30, 2018						
(Previously Reported)	\$	275,932,600 \$	191,649,803 \$	84,282,797 \$	31,402,592 \$	52,880,205
				_		
Changes for the year:						
CalSTRS Auditor Adjustment		-	(379,577)	379,577	138,524	241,053
Change in Prop share		(50,147,819)	(34,830,316)	(15,317,503)	(6,234,093)	(9,083,410)
Service Cost		5,326,004	-	5,326,004	1,943,695	3,382,309
Interest		16,030,212	-	16,030,212	5,850,136	10,180,076
Differences between						
expected and actual						
experience		(70,099)	-	(70,099)	(25,582)	(44,517)
Contributions:						
Employer		-	3,629,216	(3,629,216)	(1,324,462)	(2,304,754)
Employee		-	2,607,255	(2,607,255)	(951,503)	(1,655,752)
State On Behalf Payments		-	2,085,563	(2,085,563)	(761,115)	(1,324,448)
Net Investment Income		-	13,925,417	(13,925,417)	(5,082,003)	(8,843,414)
Other Income		-	78,409	(78,409)	(28,615)	(49,794)
Benefit Payments, including						
refunds of employee						
contributions		(10,840,450)	(10,840,450)	-	-	-
Administrative expenses		-	(161,140)	161,140	58,807	102,333
Borrowing Costs		-	(70,284)	-	25,650	(25,650)
Other Expenses			(1,251)	1,251	457	794
N + O		(00.700.450)	(00.057.456)	(45.744.06.1)	(0.000.40.1)	(0.054.000)
Net Changes	-	(39,702,152)	(23,957,158)	(15,744,994)	(6,390,104)	(9,354,890)
Balance at June 30, 2019	\$_	236,230,448 \$	167,592,645 \$	68,637,803 \$	25,012,488 \$	43,625,315

NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2019

CalPERS - Governmental Activities

		Increase (Decrease)			
	_	Total	Plan	Net	
		Pension	Fiduciary	Pension	
		Liability	Net Position	Liability	
		(a)	(b)	(a) - (b)	
Balance at June 30, 2018	\$	59,346,065 \$	42,653,121 \$	16,692,944	
(Previously Reported)	_				
Changes for the year:					
Change in Proportionate Share		(3,905,765)	(2,807,146)	(1,098,619)	
Service Cost		1,419,270	-	1,419,270	
Interest		4,027,630	-	4,027,630	
Differences between expected and					
actual experience		1,210,371	-	1,210,371	
Change in Assumptions		293,995	-	293,995	
Contributions:					
Employer		-	1,352,729	(1,352,729)	
Employee		-	622,515	(622,515)	
Net Investment Income		-	3,328,249	(3,328,249)	
Plan to Plan Resource Movement		-	1	(1)	
Benefit Payments, including refunds					
of employee contributions		(2,647,619)	(2,647,619)	-	
Administrative expenses		-	(60,390)	60,390	
Other expenses		-	(114,681)	114,681	
Net Changes	_	397,882	(326,342)	724,224	
Balance at June 30, 2019	\$	59,743,947_\$	42,326,781 \$	17,417,166	

P. Postemployment Benefits Other Than Pension Benefits

1. General Information about the OPEB Plan

Plan Description

The District's defined benefit OPEB plan (the Plan), provides OPEB for all permanent fulltime employees of the District. The Plan is a single-employer defined benefit OPEB plan administered by the District. Authority to establish and amend the benefit terms and financing requirements lies with the District's board of directors. No assets are accumulated in a trust that meets the criteria in paragraph 4 of GASB Statement No. 75.

Certificated Employees

The District provides retiree medical including prescription drug benefits to eligible retirees to the retirees' attainment of age 65. Eligibility for retiree medical benefits requires retirement under STRS on or after age 55 with at least 15 years of full-time District eligible service. The Districts contribution is 100% of the cost for retiree only medical coverage. The retiree may cover their spouse and eligible dependents on a self-pay basis

Classified Employees

The District provides retiree medical including prescription drug benefits to eligible retirees to the retirees' attainment of age 65. Eligibility for retiree medical benefits requires retirement under PERS on or after age 55 with at least 10 years of fulltime District eligible service. The District's contribution for the cost for retiree only medical coverage varies based on eligible service at retirement as follows:

NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2019

	District's
Service at	Contribution
Retirement	Percentage
15+	100%
14	90%
13	80%
12	70%
11	60%
10	50%

The retiree may cover their spouse and eligible dependents on a self-pay basis. The District does not provide any coverage beyond age 65.

Management Employees

Management employees receive the same benefits as their respective employee group.

Employees Covered by Benefit Terms

At December 31, 2017 the following retirees were covered by the benefit terms:

Inactive employees or beneficiaries currently receiving benefit payments	97
Inactive employees entitled to but not yet receiving benefit payments	-
Active employees	479
Total number of participants	576

2. Total OPEB Liability

The District's total OPEB liability of \$15,413,028 was measured as of December 31, 2018, and was determined by an actuarial valuation as of that date.

Actuarial Assumptions and Other Inputs

The total OPEB liability in the December 31, 2017 actuarial valuation was determined using the following actuarial assumptions and other inputs, applied to all periods included in the measurement, unless otherwise specified.

Inflation	2.75%
Salary Increases	3.00% per year
Discount Rate	3.35%
Healthcare Cost Trend Rates	4.00% per year
Retiree's Share of Costs	0.00% of projected health insurance premiums

The discount rate was based on the Bond Buyer 20 Bond Index.

Mortality rates were based on the 2014 CalPERS Active Mortality for Miscellaneous Employees table created by CalPERS. The CalPERS mortality tables created by CalPERS are modified versions of the Society of Actuaries Scale BB mortality table, as adjusted for data from CalSTRS members.

The actuarial assumptions used in the December 31, 2018 valuation were based on the results of CalPERS actuarial experience study for the period July 1, 1997 through June 30, 2011.

NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2019

Changes in Total OPEB Liability

anges III Total Of LB Liability	_	Total OPEB Liability
Balance at June 30, 2017	\$_	15,011,197
Changes for the year: Service cost Interest Changes of benefit terms Differences between expected and actual experience Changes in assumptions or other inputs		1,088,861 527,954 - - (534,519)
Benefit payments Net changes	_	(680,465) 401,831
Balance at June 30, 2018	\$_	15,413,028

There were no changes in benefit terms or assumptions and other inputs for the fiscal year ended June 30, 2018.

Sensitivity of the Total OPEB Liabiltiy 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 1-percentage-point lower (2.50%) or 1-percentage-point-higher (4.50%) than the current discount rate:

	 1% Decrease 2.50%	Discount Rate 3.50%	1% Increase 4.50%	
Total OPEB Liability	\$ 16,181,267 \$	15,413,028 \$	13,911,344	

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 1-percentage-point-lower (3.00% per year) or 1-percentage-point higher (5.00% per year) than the current healthcare cost trend rates:

		Healthcare			
	Cost Trend				
	1% Decrease	Rate	1% Increase		
	4.00%	5.00%	6.00%		
Total OPEB Liability	\$ 13,386,383 \$	15,413,028 \$	16,920,695		

NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2019

3. OPEB Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

For the year ended June 30, 2018 the District recognized OPEB expense of \$648,062. At June 30, 2019 the District reported deferred outflows of resources related to the following sources:

Deferred
Outflows of
Resources
ate \$ 312,763

Contributions made subsequent to measurement date

At June 30, 2018 the District did not report any deferred inflows of resources relating to OPEB.

Amounts reported as deferred outflows of resources related to OPEB will be recognized in OPEB expense during the fiscal year ending June 30, 2019.

Q. Risk Management

The District is exposed to risk of losses due to:

- a. Torts
- b. Theft of, damage to, or destruction of assets,
- c. Business interruption,
- d. Errors or omissions,
- e. Job related illnesses or injuries to employees,
- f. Natural disasters,
- g. Other risks associated with public entity risk pools

Risk management is the process of managing the District's activities to minimize the adverse effects of these risks. The main element of risk management are risk control (to minimize the losses that strike an organization) and risk financing (to obtain finances to provide for or restore the economic damages of those losses). Risk financing techniques include risk retention (self-insurance), risk transfer to and from an insurer, and risk transfer to a noninsurer.

The District has implemented the risk financing technique of risk transfer to an insurer. The District has purchased property & liability insurance as well as workers compensation insurance to cover any losses resulting from the risks identified above.

The District purchases insurance through joint powers authorities. The District is not obligated to cover any losses beyond the premiums paid for the insurance costs. As a result there has not been a liability recorded for incurred but not reported claims.

NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2019

R. Fund Balance Classifications of the Governmental Funds

As of June 30, 2019 ending fund balance consisted of the following:

Major Governmental Funds					
_		Child		Nonmajor	Total
	General	Development	Building	Governmental	Governmental
_	Fund	Fund	Fund	Funds	Funds
Nonspendable Fund Balances					
Revolving Cash \$	15,000 \$	- \$	- \$	•	15,150
Stores Inventories	273,343	-	-	57,514	330,857
Prepaid items	323,436	-	-	-	323,436
Restricted Fund Balances					
Lottery: Instructional Materials	2,075	-	-	-	2,075
California Clean Energy	53,344	-	-	-	53,344
Ongoing Maintenance	489,035	-	-	-	489,035
Capital Projects	-	-	-	557,068	557,068
Child Nutrition Program		-	-	768,970	768,970
Child Development Program		269,927	-	-	269,927
Educational Programs	111,889	-	-	-	111,889
Other Restricted	5,383,503	-	-	-	5,383,503
Professional Block Grant	30,229	-	-	-	30,229
Assigned Fund Balances					
Facilities	301,578	-	-	-	301,578
Instructional Materials	1,491,682	-	-	-	1,491,682
Carryovers	766,383	-	-	-	766,383
Mandated Costs	2,203,552	-	-	-	2,203,552
Capital Projects	-	-	1,308,391	2,327,093	3,635,484
Child Nutrition Program	-	-	-	8,057	8,057
Educational Programs	-	1,042	-	-	1,042
Debt Service	-	-	-	666,954	666,954
Tier III Programs	700,330	-	-	-	700,330
Unassigned Fund Balances				-	
For Economic Uncertainty	2,245,662	-	-	-	2,245,662
Unappropriated	1,975,212	-	-	-	1,975,212
Total Fund Balance \$_	16,366,253 \$	270,969 \$	1,308,391	4,385,806 \$	22,331,419

S. Commitments and Contingencies

Litigation

The District is involved in various litigation. In the opinion of management and legal counsel, the disposition of all litigation pending will not have a material effect on the financial statements.

State and Federal Allowances, Awards, and Grants

The District has received state and federal funds for specific purposes that are subject to view 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.

NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2019

T. Construction Commitments

As of June 30, 2019 the District had the following commitments with respect to unfinished capital projects:

			Expected
			Date of
Construction in Progress:	C	ommitment	Completion*
Olivewood Parking Lot	\$	746,668	November 2019
Palmer Way Parking Lot		360,783	October 2019
John Otis and El Toyon Roofing Projects		14,128	September 2019
Modular Roofing Project		49.269	September 2019

^{*} Expected date of completion subject to change.

U. Subsequent Events

Implementation of New Accounting Guidance

The District has adopted accounting policies compliant with new pronouncements issued by the Government Accounting Standards Board (GASB) that are effective for the fiscal year ended June 30, 2020. Those newly implemented pronouncements are as follows:

GASB 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 these activities should be reported. The 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 District expects adjustments to be made to the financial statements resulting from implementation of this GASB Statement but does not expect the adjustments to be material to the financial statements.

GASB 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 a permanent fund. Those governments and funds should be 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.

NOTES TO THE FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2019

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 District does not currently hold any equity interests in legally separate organizations and as such does not anticipate any adjustments to be made to the financial statements as a result of implementing this GASB Statement.

Required Supplementary Information	
Required supplementary information includes financial information and disclosures required by taccounting Standards Board but not considered a part of the basic financial statements.	he Governmental

GENERAL FUND BUDGETARY COMPARISON SCHEDULE FOR THE YEAR ENDED JUNE 30, 2019

Revenues:	-	Budgete Original	d Aı	mounts Final	_	Actual		Variance with Final Budget Positive (Negative)
LCFF Sources:	Φ	40 457 050	Φ	40,000,000	Φ	07.044.400	Φ	(0.000.410)
State Apportionment or State Aid Education Protection Account Funds	\$	40,457,956 6,982,786	\$	40,282,882 6,803,818	\$	37,944,469 8,018,694	\$	(2,338,413)
Local Sources						10,012,274		1,214,876
Federal Revenue		7,562,959 3,353,485		8,273,132 4,493,774		3,970,088		1,739,142 (523,686)
Other State Revenue								
Other Local Revenue		6,366,131		5,287,203		7,281,667		1,994,464
Total Revenues	-	4,530,635	-	4,746,678	-	5,337,870	_	591,192
Total Revenues	-	69,253,952	_	69,887,487	_	72,565,062	_	2,677,575
Expenditures: Current:								
Certificated Salaries		28,931,869		31,962,918		29,075,458		2,887,460
Classified Salaries		9,107,739		10,424,497		10,155,427		269,070
Employee Benefits		18,448,678		19,336,601		18,931,382		405,219
Books And Supplies		3,906,673		5,841,364		5,711,330		130,034
Services And Other Operating Expenditures		7,866,681		7,750,214		7,853,515		(103,301)
Other Outgo		167,328		167,328		225,197		(57,869)
Direct Support/Indirect Costs		(343,900)		(447,202)		(452,795)		5,593
Capital Outlay		15,316		2,034,040		1,683,235		350,805
Debt Service:		•		, ,		, ,		•
Principal		829,449		928,314		818,661		109,653
Interest		54,147		54,147		54,147		-
Total Expenditures	-	68,983,980	_	78,052,221	_	74,055,557	_	3,996,664
Excess (Deficiency) of Revenues	_		-		_		_	
Over (Under) Expenditures		269,972		(8,164,734)		(1,490,495)		6,674,239
()	_		_	(-, - , - ,	_	(,,,	_	
Other Financing Sources (Uses):								
Transfers Out		-		(799,835)		(799,835)		-
Total Other Financing Sources (Uses)	-	-	-	(799,835)	_	(799,835)	_	_
J,	-		-	,7	-	,	_	
Net Change in Fund Balance		269,972		(8,964,569)		(2,290,330)		6,674,239
Fund Balance, July 1		18,656,583		18,656,583		18,656,583		-
Fund Balance, June 30	\$	18,926,555	\$	9,692,014	\$	16,366,253	\$	6,674,239
3.0	Ψ=	. 0,020,000	Ψ=	5,552,511	Ψ=	. 0,000,200	*=	5,5. 1,255

CHILD DEVELOPMENT FUND BUDGETARY COMPARISON SCHEDULE FOR THE YEAR ENDED JUNE 30, 2019

	_	Budgete Original	d Ar	mounts Final	_	Actual		Variance with Final Budget Positive (Negative)
Revenues:								
Federal Revenue	\$	1,420,231	\$	1,292,196	\$	1,292,196	\$	-
Other State Revenue		1,905,410		1,893,685		1,901,706		8,021
Other Local Revenue	_	312,911	_	295,167	_	300,383	_	5,216
Total Revenues	_	3,638,552	_	3,481,048	_	3,494,285	_	13,237
Expenditures: Current:								
Certificated Salaries		1,012,201		1,052,358		1,022,453		29,905
Classified Salaries		729,943		741,646		704,489		37,157
Employee Benefits		722,838		827,651		860,144		(32,493)
Books And Supplies		109,557		37,128		115,858		(78,730)
Services And Other Operating Expenditures		890,113		545,063		514,186		30,877
Direct Support/Indirect Costs		173,900		277,202		264,268		12,934
Total Expenditures	_	3,638,552	_	3,481,048		3,481,398	_	(350)
Excess (Deficiency) of Revenues Over (Under) Expenditures	_	_	_			12,887	_	12,887
Other Financing Sources (Uses): Total Other Financing Sources (Uses)	_	-	_	-	_	-	-	-
Net Change in Fund Balance		-		-		12,887		12,887
Fund Balance, July 1 Fund Balance, June 30	\$_	258,082 258,082	\$_	258,082 258,082	\$	258,082 270,969	\$_	- 12,887

NATIONAL SCHOOL DISTRICT SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY CALIFORNIA STATE TEACHERS' RETIREMENT SYSTEM LAST TEN FISCAL YEARS *

	1 2010	N/A	N/A	A/N	N/A	A/N	A/N	A/N
	2011	A/N	N/A	N/A	N/A	N/A	A/N	N/A
	2023	A/A	N/A	N/A	N/A	N/A	A/A	N/A
	2013	A/N	N/A	N/A	N/A	N/A	A/Z	N/A
Fiscal Year	2014	Y Z	N/A	N/A	A/N	N/A	N/A	N/A
Fisc	2015	0.0536%	31,335,267	19,634,774	50,970,041	26,473,649	131.88%	76.52%
	2016	0.0573%	38,568,249	3 21,072,384	59,640,633	, 26,037,829	145.69%	74.02%
	2017	0.0524%	42,387,683 \$	25,720,223 \$	68,107,906	27,075,254 \$	162.79%	74.04%
	2018	0.0572%	52,880,205 \$	25,012,489 \$ 31,402,129 \$	84,282,334	30,232,774 \$	174.91%	69.46%
	2019	0.0474%	43,525,315 \$	25,012,489 \$	\$ 68,537,804	25,150,333 \$	173.06%	70.99%
	ı I		€		₩	yroll" \$	the net" centage	percentage
		Districts proportion of the net" pension liability (asset)	Districts proportionate share of the net pension liability (asset)	State's proportionate share of the net pension liability (asset) associated with the 2019	Total	District's covered-employee payroll"	District's proportionate share of the net" pension liability (asset) as a percentage of its covered-employee payroll	Plan fiduciary net position as a percentage of the total pension liability

^{*} This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, this schedule provides the information only for those years for which information is available.

NATIONAL SCHOOL DISTRICT SCHEDULE OF DISTRICT CONTRIBUTIONS CALIFORNIA STATE TEACHERS RETIREMENT SYSTEM LAST TEN FISCAL YEARS *

	2010	N/A	N/A		A/N	N/A
	LV	_	<u></u>		_	_
	2011	A/N	N/A		N/A	N/A
	2012	N/A	N/A		N/A	N/A
	2013	N/A	A/A	1	N/A	N/A
Year	2014	N/A	Y Y		A/A	N/A
Fiscal Year	2015	2,350,860	(2,350,860)		26,473,649	8.880%
	2016	2,793,859	(2,793,859)		26,037,830	10.730%
	2017	3,803,283	(3,803,283)		30,232,774	12.580%
	2018	3,950,609	(3,950,609)		27,377,748	14.430%
	2019	4,782,624 \$ 3,950,609	(4,782,624)	\ \\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	\$ 29,377,297 \$ 27,377,748	16.280%
		↔		₩	↔	
		Contractually required contribution	Contributions in relation to the contractually required contribution	Contribution deficiency (excess)	District's covered-employee payroll	Contributions as a percentage of covered-employee payroll

^{*} This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, this schedule provides the information for those years for which information is available.

CALIFORNIA PUBLIC EMPLOYEES' RETIREMENT SYSTEM LAST TEN FISCAL YEARS * NATIONAL SCHOOL DISTRICT SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY

	2010	₹	A/A	⋖	Y/A	N/A
	20	A/N	Ż	A/N	ż	Ż
			↔	↔		
	2011	N/A	N/A	N/A	N/A	N/A
			↔	↔		
	2012	N/A	N/A	N/A	N/A	N/A
			↔	↔		
	2013	A/N	A/A	N/A	N/A	N/A
			↔	↔		
ear	2014	A/A	A/A	N/A	N/A	N/A
Fiscal Year	2015	0.0791%	8,165,863 \$	7,563,145 \$	107.97%	83.38%
	2016	0.0700%	10,322,837 \$	7,788,055 \$	132.55%	79.43%
	2017	0.0698%	13,779,359 \$	8,448,756 \$	163.09%	73.90%
	2018	%6690.0	16,692,943 \$	8,981,012 \$	185.87%	71.87%
	2019	0.0653%	\$ 17,417,168 \$ 16,692,943 \$	8,709,877 \$	199.97%	70.85%
			↔	↔	Je Je	ıtage
		District's proportion of the net pension liability (asset)	District's proportionate share of the net pension liability (asset)	District's covered-employee payroll	District's proportionate share of the net pension liability (asset) as a percentage of its covered-employee payroll	Plan fiduciary net position as a percentage of the total pension liability

^{*} This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, this schedule provides the information only for those years for which information is available.

NATIONAL SCHOOL DISTRICT SCHEDULE OF DISTRICT CONTRIBUTIONS CALIFORNIA PUBLIC EMPLOYEES' RETIREMENT SYSTEM LAST TEN FISCAL YEARS *

	1 2010	N/A	N/A		A/Z	N/A
	2011	N/A	Z/Z		N/A	N/A
	2012	N/A	N/A		N/A	N/A
	2013	N/A	N/A		A/N	N/A
Fiscal Year	2014	N/A	A/N		A/N	N/A
Fis	2015	\$ 916,732	\$ (916,732)	 - \$	7,788,055	11.771%
	2016	1,000,924 \$	(1,000,924)\$		8,448,756	11.847%
	2017	1,247,283 \$	(1,247,283)\$	\$	8,981,012	13.888%
	2018	1,381,071 \$	(1,381,071)	 	9,359,440 \$ 8,892,351 \$	15.531%
	2019	1,690,502 \$ 1,381,071 \$	(1,690,502)	 	9,359,440 \$	18.062%
		↔		<mark>⊕</mark>	↔	
		Contractually required contribution	Contributions in relation to the contractually required contribution	Contribution deficiency (excess)	District's covered-employee payroll	Contributions as a percentage of covered-employee payroll

^{*} This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, this schedule provides the information for those years for which information is available.

NATIONAL SCHOOL DISTRICT SCHEDULE OF CHANGES IN THE DISTRICT'S

SCHEDULE OF CHANGES IN THE DISTRICTS
TOTAL OPEB LIABILITY AND RELATED RATIOS
NSD RETIREE HEALTH PLAN
LAST TEN FISCAL YEARS *

								Fiscal	Fiscal Year Ended	nded								
		2019	2018	2017		2016		2015		2014		2013		2012		2011		2010
Total OPEB liability:	ļ										l							
Service cost	↔	1,088,861 \$	1,053,567 \$	N/A	↔	N/A	↔	N/A	\$	N/A	↔	N/A	ઝ	N/A	⇔	N/A	↔	A/N
Interest		527,954	497,078	N/A		N/A		N/A		N/A		A/N		N/A		N/A		A/N
Changes of benefit terms				N/A		N/A		N/A		N/A		N/A		N/A		N/A		A/N
Differences between expected				N/A		N/A		N/A		N/A		N/A		N/A		N/A		A/N
and actual experience				N/A		N/A		N/A		N/A		N/A		N/A		N/A		A/N
Changes of assumptions		(534,519)		N/A		N/A		N/A		N/A		N/A		N/A		N/A		A/N
Benefit payments		(680,465)	(648,062)	N/A		N/A		N/A		N/A		N/A		N/A		N/A		A/N
Net change in total pension liability		401,831	902,583	N/A		N/A		N/A		N/A		N/A		N/A		N/A	 	N/A
Total OPEB liability - beginning		15,011,197	14,108,614	N/A		N/A		N/A		N/A		N/A		N/A		N/A		A/N
Total OPEB liability - ending	(y)	\$ 15,413,028 \$ 15,011,197 \$	15,011,197 \$	N/A	 	N/A	 \$	N/A	<u>\$</u>	N/A	 မှ	N/A	 မ	N/A	 မ	N/A	 မ	N/A
Covered-employee payroll District's OPEB liability as a	⇔	33,246,000 \$ 33,246,000 \$	33,246,000 \$	N/A	↔	N/A	⇔	A/A	↔	N/A	↔	A/N	↔	N/A	↔	A/N	⇔	N/A
percentage of covered-employee payroll		46.40%	45.15%	N/A		A/N		N/A		N/A		A/N		A/N		N/A		A/A

^{*} This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, this schedule provides the information only for those years for which information is available.

NOTES TO REQUIRED SUPPLEMENTARY INFORMATION FOR THE YEAR ENDED JUNE 30, 2019

Excess of Expenditures Over Appropriations

As of June 30, 2019, expenditures exceeded appropriations in individual budgeted funds as follows:

Appropriations Category	Excess Expenditures	Reason for Excess Expenditures
General Fund:		
Services and Other \$	103,301	The District underestimated services and other outgo expenses
Other Outrgo	57,869	The District underestimated other expenses
Child Development Fund Employee Benefits	32,493	The underestimation resulted from the additional on behalf payment contributions made by the state as a result of SB90 passed on 6/28/19.
Books and Supplies	78,730	The District underestimated books and supplies expenses

Amounts in excess of appropriations were not considered a violation of any laws, regulations, contracts or grant agreements and did not have a direct or material effect on the financial statements.

Schedule of District's Proportionate Share - California State Teachers' Retirement System

- 1) Benefit Changes: In 2015, 2016, 2017, 2018 & 2019 there were no changes to benefits
- 2) Changes in Assumptions: In 2015, 2016, 2017& 2019 there were no changes in assumptions. In 2018 there was a change in discount rate from 7.60% to 7.10%.

Schedule of District's Contributions - California State Teachers' Retirement System

The total pension liability for California State Teachers Retirement System was determined by applying update procedures to the financial reporting actuarial valuation as of June 30, 2013, 2014, 2015, 2016 & 2017 and rolling forward the total pension liabilities to the June 30, 2014, 2015, 2016, 2017 & 2018 (measurement dates). In determining the total pension liability, the financial reporting actuarial valuation used the following actuarial methods and assumptions:

Reporting Period	June 30, 2015	June 30, 2016	June 30, 2017
Measurement Date	06/30/14	06/30/15	06/30/16
Valuation Date	06/30/13	06/30/14	06/30/15
Experience Study	07/01/06 - 06/30/10	07/01/06 - 06/30/10	07/01/06 - 06/30/10
Actuarial Cost Method	Entry Age Normal	Entry Age Normal	Entry Age Normal
Investment Rate of Return	7.60%	7.60%	7.60%
Consumer Price Inflation	3.00%	3.00%	3.00%
Wage Growth (Average)	3.75%	3.75%	3.75%
Post-retirement Benefit Increase	e: 2.00% Simple	2.00% Simple	2.00% Simple

Reporting Period	June 30, 2018	June 30, 2019
Measurement Date	06/30/17	06/30/18
Valuation Date	06/30/16	06/30/17
Experience Study	07/01/10 - 06/30/15	07/01/10 - 06/30/15
Actuarial Cost Method	Entry Age Normal	Entry Age Normal
Investment Rate of Return	7.10%	7.10%
Consumer Price Inflation	2.75%	2.75%
Wage Growth (Average)	3.50%	3.50%
Post-retirement Benefit Increase	2.00% Simple	2.00% Simple

CalSTRS changed the mortality assumptions based on the July 1, 2010 through June 30, 2015 experience study adopted by the CalSTRS board in February 2017. 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 CalSTRS 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. Additional information can be obtained by reviewing the CalSTRS Actuarial Experience Study on CalSTRS website.

Schedule of District's Proportionate Share - California Public Employees' Retirement System

- 1) Benefit Changes: In 2015, 2016, 2017, 2018 & 2019 there were no changes to benefits
- 2) Changes in Assumptions: In 2015 and 2017 there were no changes in assumptions. In 2016 the discount rate was changed from 7.5% to 7.65%. In 2018 the discount rate was changed from 7.65% to 7.15%. In 2019, 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 to the discount rate in this period.

Schedule of District's Contributions - California Public Employees' Retirement System

The total pension liability was determined by applying update procedures to a financial reporting actuarial valuation as of June 30, 2013, 2014, 2015, 2016, & 2017 and rolling forward the total pension liabilities to June 30, 2014, 2015, 2016, 2017 & 2018 (measurement dates). The financial reporting actuarial valuation as of June 30, 2014, June 30, 2015, June 30, 2016, June 30, 2017, and June 30, 2018 (measurement dates) used the following actuarial methods and assumptions, applied to all prior periods included in the measurement:

Reporting Period	June 30, 2015	June 30, 2016	June 30, 2017
Measurement Date	06/30/14	06/30/15	06/30/16
Valuation Date	06/30/13	06/30/14	06/30/15
Experience Study	07/01/97 - 06/30/11	07/01/97 - 06/30/11	07/01/97 - 06/30/11
Actuarial Cost Method	Entry Age Normal	Entry Age Normal	Entry Age Normal
Investment Rate of Return	7.50%	7.65%	7.65%
Consumer Price Inflation	2.75%	2.75%	2.75%
Wage Growth (Average)	3.00%	3.00%	3.00%
Post-retirement Benefit Increase	2.00% Simple	2.00% Simple	2.00% Simple

Reporting Period	June 30, 2018	June 30, 2019
Measurement Date	06/30/17	06/30/18
Valuation Date	06/30/16	06/30/17
Experience Study	07/01/97 - 06/30/11	07/01/97 - 06/30/15
Actuarial Cost Method	Entry Age Normal	Entry Age Normal
Investment Rate of Return	7.15%	7.50%
Consumer Price Inflation	2.75%	2.50%
Wage Growth (Average)	3.00%	3.00%
Post-retirement Benefit Increase	2.00% Simple	2.00% Simple

The mortality table used was developed based on CalPERS specific data. The table includes 20 years of mortality improvements using Society of Actuaries Scale BB. For more details on this table please refer to the April 2014 experience study report (based on demographic data from 1997 to 2011) available on CalPERS website.

Schedule of Changes in the District's Total OPEB Liability and Related Ratios

- 1) Benefit Changes: In 2018 & 2019 there were no changes to benefits.
- 2) Changes in Assumptions: In 2018 there were no changes in assumptions. Changes in assumptions for the fiscal year ended June 30, 2019 included an increase in the discount rate from 3.50% to 3.80% based on a change in the bond buyer 20 bond index rate.
- 3) No assets are accumulated in a trust that meets the criteria in GASB Statement No 75 paragraph 4.
- 4) The following are the discount rates used for each period:

Year	Discount Rate
2018	3.50%
2019	3.80%

Combining Statements as Supplementary Information

This supplementary information includes financial statements and schedules not required by the Governmental Accounting Standards Board, nor a part of the basic financial statements, but are presented for purposes of additional analysis.

COMBINING BALANCE SHEET NONMAJOR GOVERNMENTAL FUNDS JUNE 30, 2019

ASSETS: Cash in County Treasury Cash on Hand and in Banks Cash in Revolving Fund Accounts Receivable Due from Other Funds Stores Inventories Total Assets LIABILITIES AND FUND BALANCE: Liabilities:	- \$ - =	Special Revenue Funds 363,864 84,573 150 806,220 3,066 57,514 1,315,387	- \$ - =	Debt Service Fund Bond Interest & Redemption 666,954 666,954	\$	Capital Projects Funds 2,859,847 28,759 57,219 - 2,945,825		Total Nonmajor Governmental Funds (See Exhibit A-3) 3,890,665 84,573 150 834,979 60,285 57,514 4,928,166
Accounts Payable Due to Other Funds Total Liabilities	\$	25,297 455,398 480,695	\$	- -	\$	- 61,665 61,665	\$	25,297 517,063 542,360
Fund Balance: Nonspendable Fund Balances: Revolving Cash Stores Inventories Restricted Fund Balances Assigned Fund Balances Total Fund Balance	- - -	150 57,514 768,970 8,058 834,692		- - - 666,954 666,954		- 557,069 2,327,091 2,884,160	_	150 57,514 1,326,039 3,002,103 4,385,806
Total Liabilities and Fund Balances	\$ ₌	1,315,387	\$ _	666,954	\$_	2,945,825	\$	4,928,166

COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES NONMAJOR GOVERNMENTAL FUNDS FOR THE YEAR ENDED JUNE 30, 2019

Revenues: Federal Revenue \$ 3,557,107 \$ - \$ 3,557,107 \$ - \$ 322,518 Other State Revenue 315,449 7,069 - 322,518 1,300,643 1,003,209 232,281 1,300,643 1,300,643 1,003,209 232,281 1,300,643 1,300,643 1,003,209 232,281 1,300,643 1,000,643		_	Special Revenue Funds	_	Service Fund Bond Interest & Redemption		Capital Projects Funds	_	Total Nonmajor Governmental Funds (See Exhibit A-5)
Other State Revenue 315,449 7,069 - 322,518 Other Local Revenue 35,153 1,033,209 232,281 1,300,643 Total Revenues 3,907,709 1,040,278 232,281 5,180,268 Expenditures: Current: Pupil Services 3,538,796 - - 3,538,796 General Administration 188,526 - - 188,526 Plant Services 163,176 - 3,100 166,276 Capital Outlay 118,798 - 502,878 621,676 Debt Service: - 345,000 - 345,000 Interest - 992,206 - 992,206 Total Expenditures 4,009,296 1,337,206 505,978 5,852,480 Excess (Deficiency) of Revenues (101,587) (296,928) (273,697) (672,212) Other Financing Sources (Uses): - - 799,835 799,835 Total Other Financing Sources (Uses) - - 799,835 799,835	Revenues:			_				_	
Other Local Revenues 35,153 1,033,209 232,281 1,300,643 Total Revenues 3,907,709 1,040,278 232,281 5,180,268 Expenditures: Current: Pupil Services 3,538,796 - - 3,538,796 General Administration 188,526 - - 188,526 Plant Services 163,176 - 3,100 166,276 Capital Outlay 118,798 - 502,878 621,676 Debt Service: - 345,000 - 345,000 Interest - 992,206 - 992,206 Total Expenditures 4,009,296 1,337,206 505,978 5,852,480 Excess (Deficiency) of Revenues (101,587) (296,928) (273,697) (672,212) Other Financing Sources (Uses): - - 799,835 799,835 Total Other Financing Sources (Uses) - - 799,835 799,835 Net Change in Fund Balance (101,587) (296,928) 526,138		\$		\$		\$	-	\$	
Total Revenues 3,907,709 1,040,278 232,281 5,180,268 Expenditures: Current: Pupil Services 3,538,796 - - 3,538,796 General Administration 188,526 - - 188,526 Plant Services 163,176 - 3,100 166,276 Capital Outlay 118,798 - 502,878 621,676 Debt Service: - 345,000 - 345,000 Interest - 992,206 - 992,206 Total Expenditures 4,009,296 1,337,206 505,978 5,852,480 Excess (Deficiency) of Revenues (Under) Expenditures (101,587) (296,928) (273,697) (672,212) Other Financing Sources (Uses): - - 799,835 799,835 Total Other Financing Sources (Uses) - - 799,835 799,835 Net Change in Fund Balance (101,587) (296,928) 526,138 127,623 Fund Balance, July 1 936,279 963,882							-		
Expenditures: Current: Pupil Services 3,538,796 3,538,796 General Administration 188,526 188,526 Plant Services 163,176 - 3,100 166,276 Capital Outlay 118,798 - 502,878 621,676 Debt Service: Principal - 345,000 - 345,000 Interest - 992,206 - 992,206 Total Expenditures 4,009,296 1,337,206 505,978 5,852,480 Excess (Deficiency) of Revenues Over (Under) Expenditures (101,587) (296,928) (273,697) (672,212) Other Financing Sources (Uses): Transfers In - 799,835 799,835 Total Other Financing Sources (Uses) - 799,835 799,835 Net Change in Fund Balance (101,587) (296,928) 526,138 127,623 Fund Balance, July 1 936,279 963,882 2,358,022 4,258,183		_		_	, ,	_		_	
Current: Pupil Services 3,538,796 - - 3,538,796 General Administration 188,526 - - 188,526 Plant Services 163,176 - 3,100 166,276 Capital Outlay 118,798 - 502,878 621,676 Debt Service: - 345,000 - 345,000 Interest - 992,206 - 992,206 Total Expenditures 4,009,296 1,337,206 505,978 5,852,480 Excess (Deficiency) of Revenues (101,587) (296,928) (273,697) (672,212) Other Financing Sources (Uses): - - 799,835 799,835 Total Other Financing Sources (Uses) - - 799,835 799,835 Net Change in Fund Balance (101,587) (296,928) 526,138 127,623 Fund Balance, July 1 936,279 963,882 2,358,022 4,258,183	Total Revenues	-	3,907,709	_	1,040,278	-	232,281	_	5,180,268
General Administration 188,526 - - 188,526 Plant Services 163,176 - 3,100 166,276 Capital Outlay 118,798 - 502,878 621,676 Debt Service: Principal - 345,000 - 345,000 Interest - 992,206 - 992,206 Total Expenditures 4,009,296 1,337,206 505,978 5,852,480 Excess (Deficiency) of Revenues (296,928) (273,697) (672,212) Other Financing Sources (Uses): - - 799,835 799,835 Transfers In - - 799,835 799,835 Total Other Financing Sources (Uses) - - 799,835 799,835 Net Change in Fund Balance (101,587) (296,928) 526,138 127,623 Fund Balance, July 1 936,279 963,882 2,358,022 4,258,183	·								
Plant Services 163,176 - 3,100 166,276 Capital Outlay 118,798 - 502,878 621,676 Debt Service: Principal - 345,000 - 345,000 Interest - 992,206 - 992,206 Total Expenditures 4,009,296 1,337,206 505,978 5,852,480 Excess (Deficiency) of Revenues Over (Under) Expenditures (101,587) (296,928) (273,697) (672,212) Other Financing Sources (Uses): Transfers In - - 799,835 799,835 Total Other Financing Sources (Uses) - - 799,835 799,835 Net Change in Fund Balance (101,587) (296,928) 526,138 127,623 Fund Balance, July 1 936,279 963,882 2,358,022 4,258,183	Pupil Services		3,538,796		-		-		3,538,796
Capital Outlay 118,798 - 502,878 621,676 Debt Service: Principal - 345,000 - 345,000 Interest - 992,206 - 992,206 Total Expenditures 4,009,296 1,337,206 505,978 5,852,480 Excess (Deficiency) of Revenues (101,587) (296,928) (273,697) (672,212) Other Financing Sources (Uses): - - 799,835 799,835 Total Other Financing Sources (Uses) - - 799,835 799,835 Net Change in Fund Balance (101,587) (296,928) 526,138 127,623 Fund Balance, July 1 936,279 963,882 2,358,022 4,258,183	General Administration		188,526		-		-		188,526
Debt Service: Principal - 345,000 - 345,000 Interest - 992,206 - 992,206 Total Expenditures 4,009,296 1,337,206 505,978 5,852,480 Excess (Deficiency) of Revenues 0ver (Under) Expenditures (101,587) (296,928) (273,697) (672,212) Other Financing Sources (Uses): - - 799,835 799,835 Total Other Financing Sources (Uses) - - 799,835 799,835 Net Change in Fund Balance (101,587) (296,928) 526,138 127,623 Fund Balance, July 1 936,279 963,882 2,358,022 4,258,183	Plant Services		163,176		-		3,100		166,276
Principal - 345,000 - 345,000 Interest - 992,206 - 992,206 Total Expenditures 4,009,296 1,337,206 505,978 5,852,480 Excess (Deficiency) of Revenues (101,587) (296,928) (273,697) (672,212) Other Financing Sources (Uses): - - 799,835 799,835 Transfers In - - 799,835 799,835 Total Other Financing Sources (Uses) - - 799,835 799,835 Net Change in Fund Balance (101,587) (296,928) 526,138 127,623 Fund Balance, July 1 936,279 963,882 2,358,022 4,258,183	Capital Outlay		118,798		-		502,878		621,676
Interest - 992,206 - 992,206 Total Expenditures 4,009,296 1,337,206 505,978 5,852,480 Excess (Deficiency) of Revenues Over (Under) Expenditures (101,587) (296,928) (273,697) (672,212) Other Financing Sources (Uses): Transfers In - - 799,835 799,835 Total Other Financing Sources (Uses) - - 799,835 799,835 Net Change in Fund Balance (101,587) (296,928) 526,138 127,623 Fund Balance, July 1 936,279 963,882 2,358,022 4,258,183	Debt Service:								
Total Expenditures 4,009,296 1,337,206 505,978 5,852,480 Excess (Deficiency) of Revenues Over (Under) Expenditures (101,587) (296,928) (273,697) (672,212) Other Financing Sources (Uses): Transfers In Total Other Financing Sources (Uses) - - 799,835 799,835 Total Other Financing Sources (Uses) - - 799,835 799,835 Net Change in Fund Balance (101,587) (296,928) 526,138 127,623 Fund Balance, July 1 936,279 963,882 2,358,022 4,258,183	Principal		-		345,000		-		345,000
Excess (Deficiency) of Revenues Over (Under) Expenditures (101,587) (296,928) (273,697) (672,212) Other Financing Sources (Uses): Transfers In 799,835 Total Other Financing Sources (Uses) Net Change in Fund Balance (101,587) (296,928) 526,138 127,623 Fund Balance, July 1 936,279 963,882 2,358,022 4,258,183	Interest		-		992,206		-		992,206
Over (Under) Expenditures (101,587) (296,928) (273,697) (672,212) Other Financing Sources (Uses): - - 799,835 799,835 Total Other Financing Sources (Uses) - - 799,835 799,835 Net Change in Fund Balance (101,587) (296,928) 526,138 127,623 Fund Balance, July 1 936,279 963,882 2,358,022 4,258,183	Total Expenditures	_	4,009,296	_	1,337,206	_	505,978		5,852,480
Over (Under) Expenditures (101,587) (296,928) (273,697) (672,212) Other Financing Sources (Uses): - - 799,835 799,835 Total Other Financing Sources (Uses) - - 799,835 799,835 Net Change in Fund Balance (101,587) (296,928) 526,138 127,623 Fund Balance, July 1 936,279 963,882 2,358,022 4,258,183	Excess (Deficiency) of Revenues								
Transfers In Total Other Financing Sources (Uses) - - 799,835 799,835 799,835 Net Change in Fund Balance (101,587) (296,928) 526,138 127,623 Fund Balance, July 1 936,279 963,882 2,358,022 4,258,183		_	(101,587)	_	(296,928)	_	(273,697)	_	(672,212)
Transfers In Total Other Financing Sources (Uses) - - 799,835 799,835 799,835 Net Change in Fund Balance (101,587) (296,928) 526,138 127,623 Fund Balance, July 1 936,279 963,882 2,358,022 4,258,183	Other Financing Sources (Uses):								
Total Other Financing Sources (Uses) - - 799,835 799,835 Net Change in Fund Balance (101,587) (296,928) 526,138 127,623 Fund Balance, July 1 936,279 963,882 2,358,022 4,258,183	• , ,		-		-		799,835		799,835
Fund Balance, July 1 936,279 963,882 2,358,022 4,258,183	Total Other Financing Sources (Uses)	-	-		-	_	799,835		799,835
	Net Change in Fund Balance		(101,587)		(296,928)		526,138		127,623
Fund Balance, June 30 \$ 834,692 \$ 666,954 \$ 2,884,160 \$ 4,385,806	Fund Balance, July 1		936,279		963,882		2,358,022		4,258,183
	Fund Balance, June 30	\$_	834,692	\$_	666,954	\$_	2,884,160	\$	4,385,806

Debt

Total

NATIONAL SCHOOL DISTRICT

COMBINING BALANCE SHEET NONMAJOR SPECIAL REVENUE FUNDS JUNE 30, 2019

	C	cafeteria Fund	М	Deferred aintenance Fund		Nonmajor Special Revenue Funds (See Exhibit C-1)
ASSETS: Cash in County Treasury Cash on Hand and in Banks Cash in Revolving Fund Accounts Receivable Due from Other Funds Stores Inventories Total Assets	\$	211,622 84,573 150 804,096 3,066 57,514 1,161,021	\$	152,242 - - 2,124 - - - 154,366	\$	363,864 84,573 150 806,220 3,066 57,514 1,315,387
LIABILITIES AND FUND BALANCE: Liabilities: Accounts Payable Due to Other Funds Total Liabilities	\$	25,297 301,032 326,329	\$ 	- 154,366 154,366	\$ 	25,297 455,398 480,695
Fund Balance: Nonspendable Fund Balances: Revolving Cash Stores Inventories Restricted Fund Balances Assigned Fund Balances Total Fund Balance		150 57,514 768,970 8,058 834,692		- - - - -	_	150 57,514 768,970 8,058 834,692
Total Liabilities and Fund Balances	\$	1,161,021	\$	154,366	\$	1,315,387

Total

NATIONAL SCHOOL DISTRICT

COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES NONMAJOR SPECIAL REVENUE FUNDS FOR THE YEAR ENDED JUNE 30, 2019

TOTT THE TEATTENDED SONE 30, 2013		Cafeteria Fund	M	Deferred faintenance Fund	_	Nonmajor Special Revenue Funds (See Exhibit C-2)
Revenues:	Φ.	0.557.407	Φ.		Φ.	0.557.407
Federal Revenue	\$	3,557,107	\$	-	\$	3,557,107
Other State Revenue		315,449		- 4.505		315,449
Other Local Revenue		30,618		4,535	_	35,153
Total Revenues		3,903,174		4,535	-	3,907,709
Expenditures:						
Current:						
Pupil Services		3,538,796		-		3,538,796
General Administration		188,526		-		188,526
Plant Services		5,016		158,160		163,176
Capital Outlay		15,933		102,865		118,798
Total Expenditures		3,748,271		261,025	_	4,009,296
Excess (Deficiency) of Revenues						
Over (Under) Expenditures		154,903		(256,490)	_	(101,587)
Net Change in Fund Balance		154,903		(256,490)		(101,587)
Fund Balance, July 1		679,789		256,490		936,279
Fund Balance, June 30	\$	834,692	\$	-	\$	834,692
	_				=	

COMBINING BALANCE SHEET NONMAJOR CAPITAL PROJECTS FUNDS JUNE 30, 2019

ASSETS:	_	Capital Facilities Fund	;	County School Facilities Fund		Special Reserve For Capital Outlay Projects	_	Total Nonmajor Capital Projects Funds (See Exhibit C-1)
Cash in County Treasury	\$	1,838,591	\$	14,197	\$	1,007,059	\$	2,859,847
Accounts Receivable	·	20,624	·	155	·	7,980		28,759
Due from Other Funds		57,219		-		-		57,219
Total Assets	_	1,916,434	-	14,352	-	1,015,039	_	2,945,825
LIABILITIES AND FUND BALANCE: Liabilities: Due to Other Funds Total Liabilities	\$_	<u>-</u>	\$_	<u>-</u>	\$_	61,665 61,665	\$_	61,665 61,665
Fund Balance:	_		-		-		_	31,000
Restricted Fund Balances		542,717		14,352		-		557,069
Assigned Fund Balances		1,373,717		-		953,374		2,327,091
Total Fund Balance		1,916,434	-	14,352	-	953,374	_	2,884,160
Total Liabilities and Fund Balances	\$_	1,916,434	\$_	14,352	\$_	1,015,039	\$_	2,945,825

Total

NATIONAL SCHOOL DISTRICT

COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES NONMAJOR CAPITAL PROJECTS FUNDS FOR THE YEAR ENDED JUNE 30, 2019

TOTAL TENTE ENDED CONE CO, 2010	_	Capital Facilities Fund	Scho	County ol Facilities Fund	F	ecial Reserve for Capital tlay Projects		Nonmajor Capital Projects Funds (See Exhibit C-2)
Revenues:	•	047.070	Φ.	04.5	•	44004	•	000 001
Other Local Revenue	\$_	217,672	\$	315	\$	14,294	\$_	232,281
Total Revenues	_	217,672		315		14,294		232,281
Expenditures: Current: Plant Services Capital Outlay Total Expenditures	_	- - -		- -		3,100 502,878 505,978	_	3,100 502,878 505,978
Total Exponditures	_					000,070	_	000,070
Excess (Deficiency) of Revenues Over (Under) Expenditures	-	217,672		315		(491,684)	_	(273,697)
Other Financing Sources (Uses): Transfers In Total Other Financing Sources (Uses)	- -	-		-	_	799,835 799,835	_	799,835 799,835
Net Change in Fund Balance		217,672		315		308,151		526,138
Fund Balance, July 1	. —	1,698,762		14,037		645,223		2,358,022
Fund Balance, June 30	\$	1,916,434	\$	14,352	\$	953,374	\$	2,884,160

Other Supplementary Information
This section includes financial information and disclosures not required by the Governmental Accounting Standards Board and not considered a part of the basic financial statements. It may, however, include information which is required by other entities.



LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE JUNE 30, 2019

The National School District was established in 1871. There were no changes in the boundaries of the District during the current fiscal year. The District is currently operating ten elementary schools for kindergarten through sixth grade and one preschool. The District had one charter school in operation. Integrity Charter School, chartered in 2003, serving kindergarten through eighth grade.

	Governing Board	
Name	Office	Term and Term Expiration
Alma Sarmiento	President	Four Year Term Expires December 2022
Barbara Avalos	Clerk	Four Year Term Expires December 2020
Brian Clapper	Member	Four Year Term Expires December 2020
Maria Betancourt-Castaneda	Member	Four Year Term Expires December 2022
Maria Dalla	Member	Four Year Term Expires December 2022
	Administration	
	Leighangela Brady, Ed. D. Superintendent	
	Leticia Hernandez, Ed. D. Assistant Superintendent Human Resources	
	Sharmila Kraft, Ed. D. Assistant Superintendent Educational Services	
	Christopher Carson Assistant Superintendent	

Business Services

SCHEDULE OF AVERAGE DAILY ATTENDANCE YEAR ENDED JUNE 30, 2019

	Second Peri #42E49	•	Annual F #FD28I	•
	Original	Revised	Original	Revised
TK/K-3:				
Regular ADA	2,843.11	N/A	2,844.00	N/A
Extended Year Special Education	2.54	N/A	2.54	N/A
Extended Year - Nonpublic	0.31	N/A	0.74	N/A
TK/K-3 Totals	2,845.96	N/A	2,847.28	N/A
Grades 4-6:				
Regular ADA	2,128.80	N/A	2,130.01	N/A
Extended Year Special Education	1.53	N/A	1.53	N/A
Extended Year - Nonpublic	0.90	N/A	1.41	N/A
Extended Year - Nonpublic	-	N/A	0.20	N/A
Grades 4-6 Totals	2,131.23	N/A	2,133.15	N/A
ADA Totals	4,977.19	N/A	4,980.43	N/A

N/A - There were no audit findings which resulted in necessary revisions to attendance.

Average daily attendance is a measurement of the number of pupils attending classes of the district or charter school. 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 and charter schools. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

SCHEDULE OF INSTRUCTIONAL TIME YEAR ENDED JUNE 30, 2019

Grade Level	Ed. Code 46207 Minutes Requirement	2018-19 Actual Minutes	Number of Days Traditional Calendar	Number of Days Multitrack Calendar	Status
Transitional Kindergarten	36,000	55,135	180	-	Complied
Kindergarten	36,000	54,235	180	-	Complied
Grade 1	50,400	54,235	180	-	Complied
Grade 2	50,400	54,235	180	-	Complied
Grade 3	50,400	54,235	180	-	Complied
Grade 4	54,000	54,235	180	-	Complied
Grade 5	54,000	54,235	180	-	Complied
Grade 6	54,000	54,235	180	-	Complied

School districts and charter schools must maintain their instructional minutes as defined in Education Code Section 46207. This schedule is required of all districts, including basic aid districts.

The District has received incentive funding for increasing instructional time as provided by the Incentives for Longer Instructional Day. This schedule presents information on the amount of instruction time offered by the District and whether the District complied with the provisions of Education Code Sections 46200 through 46207. The District met or exceeded its target funding.

SCHEDULE OF FINANCIAL TRENDS AND ANALYSIS YEAR ENDED JUNE 30, 2019

		Budget 2020						
General Fund	_	(See Note 1)	_	2019		2018	_	2017
Revenues and other financial sources	\$_	68,374,984	\$	72,565,062	\$	67,961,939	\$	65,984,984
Expenditures, other uses and transfers out	_	75,202,438		74,855,392		64,646,739		62,433,876
Change in fund balance (deficit)	_	(6,827,454)		(2,290,330)		3,315,200		3,551,108
Ending fund balance	\$	9,538,799	\$	16,366,253	\$	18,656,583	\$	15,341,383
Available reserves (Note 2)	\$	6,554,841	\$	6,681,853	\$	10,457,241	\$	12,516,108
Available reserves as a percentage of total outgo	_	8.7%	_	8.9%	_	16.2%	_	20.0%
Total long-term debt	\$_	27,105,132	\$	28,756,154	\$	30,161,335	\$	28,416,765
Average daily attendance at P-2	_	4,914	_	4,977	_	5,148	_	5,168

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.

The general fund balance has increased by \$1,024,870 over the past two years. The fiscal year 2019-20 budget projects a decrease of \$6,827,454. 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).

Long-term debt has increased by \$339,389 over the past two years.

Average daily attendance (ADA) has decreased by 191 over the past two years.

Notes:

- 1. Budget 2020 is included for analytical purposes only and has not been subjected to audit.
- 2. Available reserves consist of all assigned fund balances, all unassigned fund balances and all funds reserved for economic uncertainties contained within the General Fund.
- 3. On behalf payments of, \$4,661,253, \$2,258,538 amd \$1,598,225 have been excluded from the calculation of available reserves as a percentage of total outgo for the fiscal years ending June 30, 2019, 2018 and 2017.

TABLE D-4

RECONCILIATION OF ANNUAL FINANCIAL AND BUDGET REPORT WITH AUDITED FINANCIAL STATEMENTS YEAR ENDED JUNE 30, 2019

Fund balances as reported in the District's Annual Financial and Budget Report were in agreement with fund balances as reported in the Audited Financial Statements for all funds.

This schedule provides the information necessary to reconcile the fund balances of all funds and the total liabilities balance of the general long-term debt account group as reported on the SACS report to the audited financial statements. Funds that required no adjustment are not presented.

TABLE D-5

SCHEDULE OF CHARTER SCHOOLS YEAR ENDED JUNE 30, 2019

The National School District charters one charter school.

Charter Schools Included In Audit?

Integrity Charter School (#0553) No

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS FOR THE YEAR ENDED JUNE 30, 2019

The accompanying notes are an integral part of this schedule.

Federal Grantor/ Pass-Through Grantor/ Program or Cluster Title CHILD NUTRITION CLUSTER: U. S. Department of Agriculture	Federal CFDA Number	Pass- Through Entity Identifying Number	Passed Through to Subrecipients	Federal Expenditures
Passed Through State Department of Education: School Breakfast Program National School Lunch Program Noncash Commodities Total Passed Through State Department of Education Total U. S. Department of Agriculture Total Child Nutrition Cluster	10.553 10.555 10.555	13525 13391 13396	\$ - - - - - - -	\$ 840,323 2,481,144 95,421 3,416,888 3,416,888 3,416,888
U. S. Department of the Interior Direct Program: U.S. Wildlife Reserve Funds Total U. S. Department of the Interior Total Fish and Wildlife Cluster	15.611	-		720 720 720
SPECIAL EDUCATION (IDEA) CLUSTER:				
U. S. Department of Education Passed Through State Department of Education: Special Education-IDEA Basic Local Assistance Special Education-IDEA Mental Health Special Education-IDEA Preschool Grants Special Education-IDEA Preschool Staff Development Total Passed Through State Department of Education Total U. S. Department of Education Total Special Education (IDEA) Cluster	84.027 84.027A 84.173 84.173A	13379 14468 13430 13431	- - - - - - -	1,100,238 105,745 50,433 569 1,256,985 1,256,985 1,256,985
OTHER PROGRAMS:				
U. S. Department of Health and Human Services Passed Through State Department of Education: Head Start Total U. S. Department of Health and Human Services	93.600	10016	<u> </u>	1,292,196 1,292,196
U. S. Department of Education Passed Through State Department of Education: Title I Title II-Math & Science Title III Title II Supporting Effective Instruction Total Passed Through State Department of Education Total U. S. Department of Education	84.010 84.336 84.365 84.367	14329 14512 14346 14341	- - - - - -	1,857,961 6,519 384,790 215,160 2,464,430 2,464,430
U. S. Department of Agriculture Passed Through State Department of Education: Child Nutrition Equipment Assistance Total U. S. Department of Agriculture TOTAL EXPENDITURES OF FEDERAL AWARDS	10.579	14906	\$ <u>-</u> \$ <u>-</u> \$ <u>-</u>	\$ 5,737 \$ 5,737 \$ 8,436,956

NOTES TO THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS FOR THE YEAR ENDED JUNE 30, 2019

Basis of Presentation

The accompanying schedule of expenditures of federal awards ("the Schedule") includes the federal grant activity of National School District. The information in the Schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards ("Uniform Guidance"). Therefore, some amounts may differ from amounts presented in, or used in the preparation of, the basic financial statements.

Summary of Significant Accounting Policies

Expenditures reported on the Schedule are reported on the modified accrual basis of accounting. These expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Negative amounts shown on the Schedule, if any, represent adjustments or credits made in the normal course of business to amounts reported as expenditures in prior years.

Indirect Cost Rate

Indirect costs were calculated in accordance with 2 CFR §200.412 Direct and Indirect Costs. The District used an indirect cost rate of 7.71% based on the rate approved by the California Department of Education for each program which did not have a pre-defined allowable indirect cost rate. The School did not elect to use the 10% de minimis cost rate as covered in 2 CFR §200.414 Indirect Costs. The following programs utilized a lower indirect cost rate based on program restrictions or other factors determined by the District:

		Indirect
		Cost
Program	CFDA#	Rate
Title III	84.365	2.00%
Child Nutrition Cluster	10.553, 10.555	5.25%

Schoolwide Program

The District operates "schoolwide programs" at all school sites. Using federal funding, schoolwide programs are designed to upgrade an entire educational program within a school for all students, rather than limiting services to certain targeted students. The following federal program amounts were expended by the District in it's schoolwide programs:

		Amount
Program	CFDA#	Expended
Title I Part A	84.010	\$1,857,961





P. Robert Wilkinson, CPA Brian K. Hadley, CPA Aubrey W. Mann, CPA Kevin A. Sproul, CPA

Independent Auditor's 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 Trustees National School District National City, California

Members of the Board of Trustees:

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 National School District, as of and for the year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise National School District's basic financial statements, and have issued our report thereon dated December 16, 2019.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the National 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 National School District's internal control. Accordingly, we do not express an opinion on the effectiveness of the National 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 entity'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.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the National School District's financial statements are free from 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 entity'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 entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Wilkinson Hadley King + Co LLP

El Cajon, California December 16, 2019



P. Robert Wilkinson, CPA Brian K. Hadley, CPA Aubrey W. Mann, CPA Kevin A. Sproul, CPA

Independent Auditor's Report on Compliance for Each Major Federal Program and Report on Internal Control Over Compliance Required by the Uniform Guidance

Board of Trustees National School District National City, California

Members of the Board of Trustees:

Report on Compliance for Each Major Federal Program

We have audited the National 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 the National School District's major federal programs for the year ended June 30, 2019. National School District's major federal programs are identified in the summary of auditor's 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.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of National 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 the National 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 the National School District's compliance.

Opinion on Each Major Federal Program

In our opinion, the National 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.

Report on Internal Control Over Compliance

Management of the National 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 the National 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 National School 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 considered 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.

Wilkinson Hadley King + Co LLP

El Cajon, California December 16, 2019







Independent Auditor's Report on State Compliance

Board of Trustees National School District National City, California

Members of the Board of Trustees:

Report on State Compliance

We have audited the 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, prescribed in Title 5, California Code of Regulations, Section 19810 that could have a direct and material effect on each of the District's state programs identified below for the fiscal year ended June 30, 2019.

Management's Responsibility for State Compliance

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its state programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each applicable program as identified in the State's audit guide, 2018-19 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting prescribed in Title 5, California Code of Regulations, Section 19810. 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 State's audit guide, 2018-19 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, prescribed in Title 5, California Code of Regulations, Section 19810. Those standards and audit guide require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a direct and material effect on the state programs noted below occurred. An audit includes examining, on a test basis, evidence about the 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. Our audit does not provide a legal determination of the District's compliance with those requirements.

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:

Procedures in Audit Guide Performed? Compliance Requirements **LOCAL EDUCATION AGENCIES** OTHER THAN CHARTER SCHOOLS: Attendance Accounting: Attendance Reporting Yes Teacher Certification and Misassignments Yes Kindergarten Continuance Yes Independent Study No Continuation Education N/A Instructional Time Yes Instructional Materials..... Yes Ratio of Administrative Employees to Teachers Yes Classroom Teacher Salaries Yes Early Retirement Incentive N/A GANN Limit Calculation Yes School Accountability Report Card Yes Juvenile Court Schools N/A Middle or Early College High Schools N/A K-3 Grade Span Adjustment Yes Transportation Maintenance of Effort Yes Apprenticeship: Related and Supplemental Instruction N/A Comprehensive School Safety Plan Yes District of Choice N/A SCHOOL DISTRICTS, COUNTY OFFICES OF **EDUCATION, AND CHARTER SCHOOLS:** California Clean Energy Jobs Act Yes After School Education and Safety Program: After School Yes Before School Yes General Requirements 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 N/A **CHARTER SCHOOLS:** N/A Attendance Mode of Instruction N/A Nonclassroom-Based Instruction/Independent Study..... N/A Determination of Funding for Nonclassroom-Based Instruction N/A Annual Instructional Minutes - Classroom Based N/A Charter School Facility Grant Program N/A

The term "N/A" is used above to mean either the District did not offer the program during the current fiscal year or the program applies to a different type of local education agency.

We did not perform testing for Independent Study. The procedure was not required to be performed since the ADA was below that which required testing.

Opinion on State Compliance

In our opinion, National School District complied, in all material respects, with the compliance requirements referred to above that are applicable to the statutory requirements listed in the schedule above for the year ended June 30, 2019.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of compliance and the results of that testing, and not to provide an opinion of the effectiveness of the entity's internal control or on compliance outside of the items tested as noted above. This report is an integral part of an audit performed in accordance with the 2018-19 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting prescribed in Title 5, California Code of Regulations, Section 19810 in considering the entity's compliance. Accordingly, this communication is not suitable for any other purpose.

Wilkinson Hadley King + Co LLP

El Cajon, California December 16, 2019



SCHEDULE OF FINDINGS AND QUESTIONED COSTS FOR THE YEAR ENDED JUNE 30, 2019

A. Summary of Auditor's Results

1.	Financial Statements					
	Type of auditor's report issued:		<u>Unm</u>	<u>odified</u>		
	Internal control over financial reporting:					
	One or more material weaknesses	identified?		Yes	X	No
	One or more significant deficiencie are not considered to be material w			Yes	_X_	None Reported
	Noncompliance material to financial statements noted?			Yes	_X_	No
2.	Federal Awards					
	Internal control over major programs:					
	One or more material weaknesses	identified?		Yes	_X_	No
	One or more significant deficiencies are not considered to be material w			Yes	_X_	None Reported
	Type of auditor's report issued on comp for major programs:	liance	<u>Unm</u>	<u>odified</u>		
	Any audit findings disclosed that are recreported in accordance with Title 2 U.S Federal Regulations (CFR) Part 200?			Yes	_X_	No
	Version of compliance supplement used	d in audit:	<u>Augu</u>	st 2019		
	Identification of major programs:					
	CFDA Number(s)	Name of Federal Pr	<u>ogram</u>	or Cluster		
	10.553,10.555 84.365	Child Nutrition Clus Title III	ter			
	Dollar threshold used to distinguish between type A and type B programs:	veen	<u>\$750</u>	,000		
	Auditee qualified as low-risk auditee?		_X_	Yes		No

SCHEDULE OF FINDINGS AND QUESTIONED COSTS FOR THE YEAR ENDED JUNE 30, 2019

	3.	State Awards			
		Any audit findings disclosed that are required to be reported in accordance with the state's Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting?		_X_	No
		Type of auditor's report issued on compliance for state programs:	Unmodified		
В.	Fina	ncial Statement Findings			
	Non	е			
C.	Fed	eral Award Findings and Questioned Costs			
	Non	е			
D.	Stat	e Award Findings and Questioned Costs			
	Non	е			

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS FOR THE YEAR ENDED JUNE 30, 2019

				Management's Explanation
Finding/Recor	mmendation		Current Status	If Not Implemented

EXHIBIT E



National City, California

Financial Statements & Supplemental Information

Year Ended June 30, 2019



Integrity Charter School
Financial Statements & Supplemental Information
Year Ended June 30, 2019

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P. Robert Wilkinson, CPA Brian K. Hadley, CPA



Aubrey W. Mann, CPA Kevin A. Sproul, CPA

Independent Auditor's Report

To the Board of Directors Integrity Charter School National City, California

Report on the Financial Statements

We have audited the accompanying financial statements of Integrity Charter School (a nonprofit organization), which comprise the statement of financial position as of June 30, 2019, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

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.

Auditor's Responsibility

Our responsibility is to express an opinion 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 and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. 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 opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Integrity Charter School as of June 30, 2019, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of Matter

As discussed in Note A to the financial statements, the School has adopted the provisions of FASB ASU 2016-14, Not-for-Profit Entities (Topic 958) - *Presentation of Financial Statements of Not-for-Profit Entities*. Our opinion is not modified with respect to this matter.

Other Matters

Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying additional supplementary information, as required by the 2018-19 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, prescribed in Title 5, California Code of Regulations, section 19810 is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the 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 financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with Government Auditing Standards, we have also issued our report dated December 13, 2019, on our consideration of Integrity Charter School'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 solely 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 the effectiveness of Integrity Charter School's 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 Integrity Charter School's internal control over financial reporting and compliance.

El Cajon, California December 13, 2019

Welkupan Appelley King & CO. LLP



Statement of Financial Position June 30, 2019

Assets	
Cash and cash equivalents	\$ 5,833,638
Accounts receivable	161,778
Prepaid expenses	27,318
Security deposits	12,000
Property and equipment, net	140,235_
Total Assets	\$ 6,174,969
Liabilities and Net Assets	
Liabilities	
Accounts payable	\$ 122,410
Accrued expenses and other liabilities	25,743
Unearned revenue	69,910
Accounts payable grantor government	373,943
Total Liabilities	592,006
Net Assets	
Without donor restrictions	
Undesignated	5,353,712
Invested in property and equipment, net of related debt	140,234
	5,493,946
With donor restrictions	
Restricted for state programs	89,017
	89,017
Total Net Assets	5,582,963
Total Liabilities and Net Assets	\$ 6,174,969

Statement of Activities June 30, 2019

		nout Donor	With Donor		T 1
	Re	estrictions	Re	strictions	 Total
Revenue, Support, and Gains					
Local Control Funding Formula (LCFF) sources					
State aid	\$	2,667,856	\$	-	\$ 2,667,856
Education protection account state aid		522,245		-	522,245
Transfers in lieu of property taxes		369,670			 369,670
Total LCFF sources		3,559,771		-	3,559,771
Federal contracts and grants		-		359,816	359,816
State contracts and grants		882,086		22,749	904,835
Local contracts and grants		12,092		-	12,092
Interest income		111,670		-	111,670
Net assets released from restriction -					
Grant restrictions satisfied		365,112		(365,112)	
Total revenue, support, and gains		4,930,731		17,453	 4,948,184
Expenses and Losses					
Program services expense		1,981,570		-	1,981,570
Supporting services expense		2,238,563		-	2,238,563
Total expenses and losses		4,220,133			 4,220,133
Change in Net Assets		710,598		17,453	728,051
Net Assets, Beginning of Year		4,783,348		71,564	4,854,912
Net Assets, End of Year	\$	5,493,946	\$	89,017	\$ 5,582,963

Statement of Functional Expenses June 30, 2019

	Program Services		Supporting Services				
	Educational		Management and		Fundraising and		
		Programs	General		Devel	opment	 Total
Other Salaries and Wages	\$	1,255,164	\$	551,960	\$	-	\$ 1,807,124
Pension expense		351,643		154,635		-	506,278
Other employee benefits		186,150		81,860		-	268,010
Payroll taxes		29,518		12,980		-	42,498
Fees for services:							-
Housekeeping and operations		-		9,650		-	9,650
Dues and memberships		-		9,976		-	9,976
Occupancy		-		406,471		-	406,471
Depreciation		-		12,458		-	12,458
Insurance		-		11,013		-	11,013
Other expenses:							
Textbooks and supplies		159,096		327,462		-	486,558
Consultants				660,097		-	 660,097
Total expenses by function		1,981,570		2,238,563		-	4,220,133
Total expenses included in the expense							
section on the statement of activities	\$	1,981,570	\$		\$	-	\$ 4,220,133

Statement of Cash Flows June 30, 2019

Cash Flows from Operating Activities	
Receipts from federal, state, and local contracts and grants	\$ 4,530,934
Receipts from property taxes	369,670
Other cash receipts	111,670
Payments for salaries, benefits and payroll taxes	(2,618,795)
Payments to vendors	(1,508,051)
Net Cash from Operating Activities	885,428
Cash Flows from Investing Activities	
Purchases of property and equipment	(12,000)
Net Cash used for Investing Activities	(12,000)
Net Change in Cash and Cash Equivalents	873,428
Cash and Cash Equivalents - Beginning of Year	4,960,210
Cash and Cash Equivalents - End of Year	\$ 5,833,638
Reconciliation of Change in Net Assets to Net Cash from Operating Activities	
Change in net assets	728,051
Adjustments to reconcile change in net assets to net cash from operating activities:	, _ 0,00 -
Depreciation and amortization	12,458
Changes in operating assets and liabilities	
Accounts receivable	19,039
Prepaid expenses	(8,139)
Accounts payable grantor governments	372,380
Accounts payable	(288,527)
Accrued expenses and other liabilities	5,115
Unearned revenue	45,051
Net Cash from Operating Activities	885,428

Notes to the Financial Statements June 30, 2019

A. Organization and Significant Accounting Policies

Organization

Integrity Charter School (the School) is a non-profit public benefit School established in May of 2003. Under the Charter Schools Act of 1992, a charter school is authorized to elect to operate as, or be operated by, a nonprofit public benefit School. The School was authorized by National School District (the District). The School is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of section 501(c)(3) of the Internal Revenue Code.

The School's mission is to provide quality education to students in kindergarten through eighth grade.

Basis of Accounting

The financial statements were prepared in accordance with accounting principles generally accepted in the United States of America as applicable to not-for-profit organizations. The School uses the accrual bases of accounting, under which revenues are recognized when they are earned and expenditures are recognized in the accounting period in which the liability is incurred.

Cash and Cash Equivalents

The School considers all cash and highly liquid financial instruments with original maturities of three months or less, which are neither held for nor restricted by donors for long-term purposes, to be cash and cash equivalents.

Accounts Receivable

Accounts receivable consist primarily of noninterest-bearing amounts due to the School for federal, state, and local grants and contracts receivable. The amounts in accounts receivable are considered fully collectable and as such there has not been an allowance for uncollectable accounts or discount established for the School.

Property and Equipment

The School records property and equipment additions over \$5,000 at cost, or if donated, at fair value on the date of donation. Depreciation and amortization are computed using the straight-line method over the estimated useful lives of the assets ranging from 3 to 30 years, or in the case of capitalized leased assets or leasehold improvements, the lesser of the useful life of the asset or the lease term. When assets are sold or otherwise disposed of, the cost and related depreciation or amortization are removed from the accounts, and any resulting gain or loss is included in the statements of activities. Costs of maintenance and repairs that do not improve or extend the useful lives of the respective assets are expensed in the current period.

The School reviews the carrying values of property and equipment for impairment whenever events or circumstances indicate that the carrying value of an asset may not be recoverable from the estimated future cash flows expected to result from its use and eventual disposition. When considered impaired an impairment loss is recognized to the extent carrying value exceeds the fair value of the asset. There were no indicators of asset impairment during the year ended June 30, 2019.

Notes to the Financial Statements, Continued June 30, 2019

Investments

The School records investment purchases at cost, or if donated, at fair value on the date of donation. Thereafter, investments are reported at their fair values on the statement of financial position. Net investment return/(loss) is reported in the statement of activities and consists of interest and dividend income, realized and unrealized capital gains and losses, less external and direct internal investment expenses.

Net Assets

Net assets, revenues, gains and losses are classified based on the existence or absence of donor or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions.

Net Assets With Donor Restrictions – Net assets subject to donor (or certain grantor) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both.

Revenue and Revenue Recognition

The School recognizes revenue from sales when the products are transferred and services are provided. The school records special events revenue equal to the cost of direct benefits to donors, and contribution revenue for the difference. Contributions are recognized when cash, securities or other assets, an unconditional promise to give, or notification of a beneficial interest is received. Conditional promises to give, that is, those with a measurable performance or other barrier, and a right of return, are not recognized until the conditions on which they depend have been substantially met. The schools federal, state, and local contracts and grants are conditioned upon certain performance requirements and the incurrence of allowable qualifying expense.

Donated Services and In-Kind Contributions

Volunteers contribute significant amounts of time to the School's program services, administrating, and fundraising and development activities; however, the financial statements do not reflect the value of these contributed services because they do not meet recognition criteria prescribed by generally accepted accounting principles. Contributed goods are recorded at fair value at the date of donation. We record donated professional services at the respective fair values of the services received. No significant contributions of such goods or services were received during the year ended June 30, 2019.

Notes to the Financial Statements, Continued June 30, 2019

Functional Allocation of Expenses

The costs of program and supporting services activities have been summarized on a functional basis in the statement of activities. The statement of functional expenses presents the natural classification detail of expenses by function. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

Income Taxes

The School is a 509(a)(1) publicly supported non-profit organization that is exempt from income taxes under Sections 501(a) and 501(c)(3) of the Internal Revenue Code. The School is also exempt from California franchise or income tax under Section 23701d of the California Revenue and Taxation Code. The School may be subject to tax on income which is not related to its exempt purpose. For the year ended June 30, 2019, no such unrelated business income was reported and, therefore, no provision for income taxes has been made.

The School follows provisions of uncertain tax positions as addressed in ASC 958. The School recognizes accrued interest and penalties associated with uncertain tax positions as part of the income tax provision, when applicable. There are no amounts accrued in the financial statements related to uncertain tax positions for the year ended June 30, 2019.

The School files informational and income tax returns in the United States and in the state of California. The federal income tax and informational returns are subject to examination by the Internal Revenue Service for three years after the returns are filed. State and local jurisdictions have statutes of limitation that generally range from three to five years.

Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires the School to make estimates and assumptions that affect the reported amounts of assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates, and those differences could be material.

Financial Instruments and Credit Risk

The School manages deposit concentration risk by placing cash, money market accounts, and certificates of deposit with financial institutions believed by the School to be creditworthy. At times, amounts on deposit may exceed insured limits or include uninsured investments in money market mutual funds. To date, the School has not experienced losses in any of these accounts. Credit risk associated with accounts receivable is considered to be limited due to high historical collection rates and because substantial portions of the outstanding amounts are due from government agencies. Investments are made by diversified investment managers whose performance is monitored by the School and the investment committee of the Board of Directors. Although the fair values of investments are subject to fluctuation on a year to year basis, the School believes that the investment policies and guidelines are prudent for the long-term welfare of the organization.

Notes to the Financial Statements, Continued June 30, 2019

Change in Accounting Principles

On August 18, 2016, FASB issued Accounting Standards Update (ASU) 2016-14, Not-for-Profit Entities (Topic 958) – *Presentation of Financial Statements of Not-for-Profit Entities*. The update addresses the complexity and understandability of net asset classification, deficiencies in information about liquidity and availability of resources, and the lack of consistency in the type of information provided about expenses and investment return. The School has implemented ASU 2016-14 and has adjusted the presentation in these financial statements accordingly.

In August 2016, FASB issued ASU 2016-15, Statement of Cash Flows (Topic 230), Classification of Certain Cash Receipts and Cash Payments. This guidance is intended to reduce the diversity in practice in how certain transactions are classified in the statement of cash flows. In addition, in November 2016, FASB issued ASU 2016-18, Statement of Cash Flows (Topic 230), Restricted Cash. This ASU provides additional guidance related to transfers between cash and restricted cash and how entities present, in their statement of cash flows, the cash receipts and cash payments that directly affect the restricted cash accounts. The School has adopted these provisions in the accompanying financial statements.

FASB Accounting Standards Codification Topic 606, *Revenue from Contracts with Customers*, as amended, supersedes or replaces nearly all GAAP revenue recognition guidance. These standards establish a new contract and control-based revenue recognition model, change the basis for deciding when revenue is recognized over time or at a point in time, and expand disclosures about revenue. The School has implemented Topic 606 and has adjusted the presentation in these financial statements accordingly.

In June 2018, FASB issued ASU 2018-08, Clarifying the Scope and the Accounting Guidance for Contributions Received and Contributions Made. This standard assists entities in evaluating whether transactions should be accounted for as contributions or exchange transactions and determining whether a contribution is conditional. The School has implemented the provisions of ASU 2018-08 applicable to both contributions received and to contributions made in the accompanying financial statements under a modified prospective basis. Accordingly, there is no effect on net assets in connection with the implementation of ASU 2018-08.

Subsequent Events

The School has evaluated subsequent events through December 15, 2019, the date the financial statements were available to be issued.

B. Liquidity and Availability

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the date of the statement of financial position, comprise the following:

Cash and cash equivalents	\$ 5,833,638
Accounts receivable	 161,778
	\$ 5,995,416

Notes to the Financial Statements, Continued June 30, 2019

C. Fair Value Measurements and Disclosures

The School reports certain assets and liabilities at fair value in the financial statements. Fair value is the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction in the principal, or most advantageous, market at the measurement date under current market conditions regardless of whether that price is directly observable or estimated using another valuation technique. Inputs used to determine fair value refer broadly to the assumptions that market participants would use in pricing the asset or liability, including assumptions about risk. Inputs may be observable or unobservable. Observable inputs are inputs that reflect the assumptions market participants would use in pricing the asset or liability based on market data obtained from sources independent of the reporting entity. Unobservable inputs are inputs that reflect the reporting entity's own assumptions about the assumptions market participants would use in pricing the asset or liability based on the best information available. A three-tier hierarchy categorizes the inputs as follows:

- Level 1: Quoted prices (unadjusted) in active markets for identical assets or liabilities that we can access at the measurement date.
- Level 2: Inputs other than quoted prices included within Level 1 that are observable for the asset or liability, either directly or indirectly. These include quoted prices for similar assets or liabilities in active markets, quoted prices for identical or similar assets or liabilities in markets that are not active, inputs other than quoted prices that are observable for the asset or liability, and market-corroborated inputs.
- Level 3: Unobservable inputs for the asset or liability. In these situations, the School develops inputs using the best information available in the circumstances

In some cases, the inputs used to measure the fair value of an asset or a liability might be categorized within different levels of the fair value hierarchy. In those cases, the fair value measurement is categorized in its entirety in the same level of the fair value hierarchy as the lowest level input that is significant to the measurement. Assessing the significance of a particular input to entire measurement requires judgment, taking into account factors specific to the asset or liability. The categorization of an asset within the hierarchy is based upon the pricing transparency of the asset and does not necessarily correspond to the School's assessment of the quality, risk, or liquidity profile of the asset or liability.

A significant portion of the School's investment assets are classified within Level 1 because they comprise open end mutual funds with readily determinable fair values based on daily redemption values. The School invests in CDs traded in the financial markets and additionally has funds at the San Diego County Treasury which invests funds in various markets such as CDs, money market, and U.S. government obligations. Those CDs and U.S. government obligations are valued by the custodians of the securities using pricing models based on credit quality, time to maturity, stated interest rates, and market rate assumptions and are classified within Level 2.

Notes to the Financial Statements, Continued June 30, 2019

The following table presents assets and liabilities measured at fair value on a recurring basis at June 30, 2019:

		Fair Value Measurements at Report Date Using				
		Quoted Prices in Significant				
		Active Markets	Other	Significant		
		for Identical	Observable	Unobservable		
		Assets	Inputs	Inputs		
	Total	(Level 1)	(Level 2)	(Level 3)		
Operating investments						
Cash in county treasury	\$ 5,830,593	\$ 5,830,593	\$ -	\$ -		
	\$ 5,830,593	\$ 5,830,593	\$ -	\$ -		

D. Cash and Cash Equivalents

Cash and cash equivalents at June 30, 2019 consisted of the following:

Cash in county treasury	\$ 5,830,593
Cash in bank accounts	3,045
Total cash and cash equivalents	\$ 5,833,638

Cash in County Treasury

The School is a voluntary participant and therefore maintains a portion of its cash in the San Diego County Treasury as part of the common investment pool (\$5,830,593 as of June 30, 2019). The County Treasury is restricted by Government Code \$53635 pursuant to \$53601 to invest in time deposits, U.S. Government Securities, state registered warrants, notes or bonds, State Treasurer's investment pool, banker's acceptances, commercial paper, negotiable certificates of deposit, and repurchase or reverse agreements.

The fair value of the School's investment in this pool is reported in the accompanying financial statements at amounts based upon the School's pro-rata share of the fair value provided by the County Treasury for the entire County Treasury portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasury, which are recorded on an amortized cost basis. Cash may be added or withdrawn from the investment pool without limitation.

Cash in Bank

The remainder of the School's cash (\$3,045 as of June 30, 2019) is held in financial institutions which are either insured by the Federal Deposit Insurance School (FDIC) up to a limit of \$250,000 per depositor or certain non-interest-bearing accounts that are fully insured by the FDIC. As of June 30, 2019, the School did not have any cash that was exposed to uninsured deposit risk.

Notes to the Financial Statements, Continued June 30, 2019

E. Accounts Receivable

As of June 30, 2019, accounts receivable consisted of the following:

Federal Government	
Child Nutrition	37,914
Other Federal Programs	914
State Government	
Lottery Funding	16,059
Other State Programs	3,095
Local Government	
Property tax payments	16,078
Other Local Sources	
Interest	58,703
Other local sources	28,692
Total Accounts Receivable	\$ 161,455

F. Property and Equipment

Property and equipment consisted of the following at June 30, 2019:

	Beginning			Ending
	Balance	Additions	Deletions	Balance
Non-Depreciable Capital Assets				
Work in Progress		12,000		12,000
Total Non-Depreciable Capital Assets		12,000		12,000
Depreciable Capital Assets				
Leasehold Improvements	183,861	-	-	183,861
Buildings and Improvements	251,203	-	-	251,203
Equipment, Furniture, and Fixtures	8,225			8,225
Total Depreciable Capital Assets	443,289			443,289
Total Capital Assets	443,289	12,000	-	455,289
Less Accumulated Depreciation	(302,596)	(12,458)		(315,054)
Capital Assets, Net	140,693	(458)		140,235

Notes to the Financial Statements, Continued June 30, 2019

G. Leases

The School entered into a lease agreement for use of equipment. The agreement does not contain a purchase option and does not meet the requirements for capitalization. As such, the lease has not been recorded on the statement of financial position. The agreement for equipment provides for monthly payments of \$389 for the copiers through June 2022. The agreement contains a termination clause providing for cancellation after a specified number of days written notice to the lessor, but it is unlikely that the School will cancel the agreement prior to the expiration date.

In June 2009, the School entered into a lease agreement for their building with 701 National City Boulevard Fund, a nonprofit Public Benefit Corporation, which is a related organization to the School. The 701 National City Boulevard Fund (landlord) is tax exempt under Section 501 (c)(6) of the Internal Revenue Code.

The lease was for a period of seven years beginning July 2009 and expired June 30, 2016. In July 2016 the lease agreement was extended for an additional ten years and expires August 1, 2026. Terms of the lease call for monthly basic rent payment of \$25,000. Beginning July 1, 2017, the basic rent will increase 3% annually until the term of the agreement has expired. In addition to the monthly basic rents, the School will be obligated to reimburse the Landlord for real property taxes, insurance premiums, and other direct costs associated with the building.

Also, as part of the lease agreement the School paid a security deposit in the amount of \$12,000. Future minimum lease payments are as follows:

Year Ended June 30	Rental Lease	Copier Lease	
2020	\$ 327,818	\$	4,668
2021	337,652		4,668
2022	347,782		4,668
2023	358,215		-
2024	368,961		-
2025-2027	805,058		
Total minimum lease payments	2,545,486	\$	14,004
Rental lease obligation	\$ 2,545,486		

Rent expense for the year ended June 30, 2019 totaled \$318,270.

Notes to the Financial Statements, Continued June 30, 2019

H. Net Assets With Donor Restrictions

Net assets with donor restrictions are restricted for the following purposes or periods at June 30, 2019:

Subject to expenditure for specified purpose:	
California Clean Energy Jobs Act	\$ 53,360
Lottery: Instructional Materials	34,278
Classified School Employee Development Grant	1,379
	89,017
Total net assets with donor restrictions	\$ 89,017

I. Unearned Revenue

At year end the School had performance obligations remaining to expend funds for the Title II, Title III, Title IV, and ASES programs. As such unexpended cash received is reflected in unearned revenue.

The following table provides information about significant changes in unearned revenue for the year ended June 30, 2019:

Unearned Revenue, beginning of period	\$ 24,859
Increases in deferred revenue due to cash received	
during the period	68,884
Decreases in deferred revenue due to performance	
obligations met during the period	(23,833)
Unearned Revenue, end of period	\$ 69,910

J. Employee Retirement System

Qualified employees are covered under multiple-employer defined benefit pension plans 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). The risks of participating in these multi-employer plans are different from single-employer plans in the following aspects:

- 1. Assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of the other participating employers.
- 2. If a participating employer stops contributing to the plan, the unfunded obligations of the plan may be borne by the remaining participating employers.
- 3. If the Schools choose to stop participating in some of its multi-employer plans, the Schools may be required to pay those plans an amount based on the underfunded status of the plan, referred to as a withdrawal liability.

Notes to the Financial Statements, Continued June 30, 2019

The Schools participation in these plans for the fiscal year ended June 30, 2019, is outlined in the table below. The "EIN/Pension Plan Number" column provides the Employee Identification Number (EIN) and the three-digit plan number, if applicable. Unless otherwise noted, the most recent Pension Protection Act (PPA) zone status available in 2019, 2018 and 2017 is for the plan's year-end at June 30, 2019, 2018 and 2017, respectively. The zone status is based on information that the School received from the plan and is certified by the plan's actuary. Among other factors, plans in the red zone are generally less than 65% funded, plans in the yellow zone are less than 80% funded, and plans in the green zone are at least 80% funded. The "FIP/RP Status Pending/Implemented" column indicates plans for which a financial improvement plan (FIP) or a rehabilitation plan (RP) is either pending or has been implemented.

Period to Period Comparability:

Integrity Charter School increased in CalSTRS contributions from 2017 to 2018 by 35.1% followed by an additional increase in 2019 of 59.1%. Integrity Charter School increased in CalPERS contributions from 2017 to 2018 by 18.3% followed by an additional increase in 2019 of 83.8%.

	EIN/	Pension Protection Act			FIP/RP
	Pension	Zone Status			Status
	Plan	Yea	r Ended June	30,	Pending/
Pension Fund	Number	2019	2019 2018 2017		Implemented
CalSTRS	37023	Yellow	Yellow	Yellow	No
CalPERS	599733398	Yellow	Yellow	Yellow	No
		Contributions		Number of	Surcharge
Pension Fund	2019	2018	2017	Employees	Imposed
CalSTRS	\$448,281	\$281,817	\$208,600	42	No
CalPERS	57,997	31,547	26,670	6	No
Total	\$506,278	\$313,364	\$235,270	48	

CalSTRS:

The School contributes to the California State Teachers' Retirement System (CalSTRS), a cost-sharing multiple employer public employee retirement system defined benefit pension plan administered by CalSTRS. Required contribution rates are set by the California Legislature and detailed in Teachers' Retirement Law. Contribution rates are expressed as a level of percentage of payroll using the entry age normal actuarial cost method. CalSTRS also uses the level of percentage of payroll method to calculate the amortization of any unfunded liability. Copies of the STRS annual report may be obtained from the STRS, 7667 Folsom Boulevard, Sacramento, California 95826.

For the fiscal year ended June 30, 2019, active plan members were required to contribute between 10.205% and 10.25% of their salary, depending on their hire date. The employer contribution rate was 16.28% of annual payroll. CalSTRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. The School made contributions as noted above. For the year ended June 30, 2019 the State contributed \$424,380 (15.412% of certificated salaries) on behalf of the School.

Notes to the Financial Statements, Continued June 30, 2019

CalPERS:

The School contributes to the School Employer Pool under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple employer public employee retirement system defined benefit pension plan administered by CalPERS. The plan provides retirement and disability benefits, annual cost of living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, with the Public Employees' Retirement Law. CalPERS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalPERS annual financial report may be obtained from the CalPERS Executive Office, 400 P Street, Sacramento, California 95814.

Active plan members are required to contribute 7% of their salary and the School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The required employer contribution rate for fiscal year 2018-19 was 18.062% of classified salaries. The School made contributions as noted above. For the year ended June 30, 2019 the State contributed \$20,756 (6.464% of classified salaries) on behalf of the School.

K. Joint Ventures (Joint Powers Agreements)

The School participates in one joint powers agreement (JPA) entity, the San Diego County Schools Risk Management (SDCSRM). The relationship between the School and JPA is such that the JPA is not a component of the school.

The JPAs arrange for and provide for various types of insurances for its member districts and schools as requested. The JPAs are governed by boards consisting of one or more representatives from each member. The boards control the operations of the JPAs, including selection of management and approval of operating budgets, independent of any influence by the member districts and schools beyond their representation on the boards. Each member district and school pays a premium commensurate with the level of coverage requested and shares surpluses and deficits proportionate to their participation in the JPAs.

Information on JPAs financials can be obtained by contacting the JPAs directly at 6401 Linda Vista Road, San Diego, CA 92111.

L. Related Party Transactions

Related parties as defined by generally accepted accounting standards include:

- 1. Affiliates of the entity,
- 2. Management and members of their immediate families, or
- 3. Other parties that can significantly influence management or operating policies.

In June 2009, the School entered into a lease agreement for their building with 701 National City Boulevard Fund, a nonprofit Public Benefit Corporation, which is a related organization to the School.

The following represents material transactions between the affiliated organizations that occurred during the 2018-19 fiscal year:

Notes to the Financial Statements, Continued June 30, 2019

The following represent related party accounts payable at June 30, 2019:						
Affiliated Organization	Pa	yable	Purpose	Repayment Term		
701 National City Boulevard Fund	\$	327,818	Rent costs	Due Annually		
Total	\$	327,818				

M. Upcoming Changes in Accounting Pronouncements

The Financial Accounting Standards Board (FASB) has issued the following Accounting Standards Updates (ASU) that become effective during the 2019-20 fiscal year:

- 1. FASB ASU 2019-04 Codification Improvements to Topic 326, Financial Instruments Credit Losses, Topic 815, Derivatives and Hedging, and Topic 825, Financial Instruments
- 2. FASB ASU 2018-20 Leases (Topic 842): Narrow-Scope Improvements for Lessors
- 3. FASB ASU 2018-16 Derivatives and Hedging (Topic 815): Inclusion of the Secured Overnight Financing Rate (SOFR) Overnight Index Swap (OIS) Rate as a benchmark Interest Rate for Hedge Accounting Purposes
- 4. FASB ASU 2018-11 Leases (Topic 842): Targeted Improvements
- 5. FASB ASU 2018-10 Improvements to Topic 842, Leases
- 6. FASB ASU 2018-09 Codification Improvements
- 7. FASB ASU 2018-08 Not-For-Profit Entities (Topic 958): Clarifying the Scope and the Accounting Guidance for Contributions Received and Contributions Made
- 8. FASB ASU 2018-02 Income Statement Reporting Comprehensive Income (Topic 220): Reclassification of Certain Tax Effects from Accumulated Other Comprehensive Income
- 9. FASB ASU 2018-01 Leases (Topic 842): Land Easement Practical Expedient for Transition to Topic 842
- 10. FASB ASU 2017-15 Codification Improvements to Topic 995, U.S. Steamship Entities: Elimination of Topic 995
- 11. FASB ASU 2017-12 Derivatives and Hedging (Topic 815): Targeted Improvements to Accounting for Hedging Activities
- 12. FASB ASU 2017-10 Service Concession Arrangements (Topic 853): Determining the Customer of the Operation Services
- 13. FASB ASU 2017-07 Compensation Retirement Benefits (Topic 715): Improving the Presentation of Net Periodic Pension Cost and Net Periodic Postretirement Benefit Cost
- 14. FASB ASU 2017-06 Plan Accounting: Defined Benefit Pension Plans (Topic 960), Defined Contribution Pension Plans (Topic 962), Health and Welfare Benefit Plans (Topic 965): Employee Benefit Plan Master Trust Reporting
- 15. FASB ASU 2017-01 Business Combinations (Topic 805): Clarifying the Definition of a Business
- 16. FASB ASU 2016-18 Statement of Cash Flows (Topic 230): Restricted Cash
- 17. FASB ASU 2016-15 Statement of Cash Flows (Topic 230): Classification of Certain Cash Receipts and Cash Payments
- 18. FASB ASU 2016-02 Leases (Topic 842)

These updates were issued to provide clarification and simplification in accounting for certain transactions. In addition, they provide for additional note disclosures to create transparency involving these transactions. The updates effective during the 2019-20 fiscal year will not impact the financial accounting or presentation for the School.



Organization Structure June 30, 2019

Integrity Charter School (Charter #553) was formed pursuant to Education Code Section 47600 under agreement with National School District granted in May of 2003 and renewed in June of 2006. The charter was renewed again in June of 2011 and April of 2016.

GOVERNING BOARD

Name	Office	Term and Term Expiration
Sam Caldera	President	Two Year Term Expires June 30, 2021
Leonor Garcia-Rodriguez	Treasurer	Two Year Term Expires June 30, 2020
John Collins	Director	Two Year Term Expires June 30, 2020
Lorey Hernadez Portilla	Secretary	Two Year Term Expires June 30, 2020

Schedule of Average Daily Attendance Year Ended June 30, 2019

	Second Per	Second Period Report		Annual Report	
	Original	Revised	Original	Revised	
	D6CBA1C4	N/A	C7A97A2E	N/A	
Classroom Based Attendance					
Grades TK/K-3	159.66	N/A	159.38	N/A	
Grades 4-6	123.14	N/A	123.29	N/A	
Grades 7-8	47.54	N/A	46.83	N/A	
Total Classroom Based Attendance	330.34	N/A	329.50	N/A	
Total ADA	330.34	N/A	329.50	N/A	

Schedule of Instructional Time Year Ended June 30, 2019

Grade Level	Minutes Requirement	2018-19 Actual Minutes	Number of Traditional Days	Status
Kindergarten	36,000	63,280	180	Complied
1st Grade	50,400	60,540	180	Complied
2nd Grade	50,400	60,540	180	Complied
3rd Grade	50,400	62,300	180	Complied
4th Grade	54,000	61,615	180	Complied
5th Grade	54,000	61,615	180	Complied
6th Grade	54,000	63,670	180	Complied
7th Grade	54,000	63,670	180	Complied
8th Grade	54,000	63,670	180	Complied

Schedule of Financial Trends and Analysis Year Ended June 30, 2019

	Budget 2020	2019	2018	2017
Revenues	\$ 4,627,445	\$ 4,948,184	\$ 4,356,776	\$ 4,176,404
Expenses	3,970,843	4,220,133	3,528,712	3,123,379
Change in Net Assets	656,602	728,051	828,064	1,053,025
Ending Net Assets	\$ 6,239,565	\$ 5,582,963	\$ 4,854,912	\$ 4,026,848
Unrestricted Net Assets	\$ 5,511,514	\$ 5,493,946	\$ 4,783,348	\$ 3,942,435
Unrestricted net assets as a percentage of total expenses	138.80%	130.18%	135.56%	126.22%
Total Long Term Debt	\$ -	\$ -	\$ -	\$ -
ADA at P2	342	330	322	321

The School's ending net assets has increased by \$1,556,115 (39%) over the past three fiscal years. The average daily attendance (ADA) reported by the School has increased by 9 (3%) over the past three years. The 2019-20 fiscal year budget projects an increase in net assets of \$656,602 (11.8%) and an increase in ADA of 12 (3.6%).

Reconciliation of Unaudited Financial Report Alternative Form with Audited Financial Statements Year Ended June 30, 2019

June 30, 2019 annual financial alternative form net assets:	\$ 5,582,963
Adjustments and reclassifications: Total adjustments and reclassifications	
June 30, 2019 audited financial statements net assets:	\$ 5,582,963

Notes to Supplementary Information Year Ended June 30, 2019

A. Purpose of Schedules

Organization Structure

This schedule provides information about the schools' charter numbers, district of authorization, members of the governing board, and members of administration.

Schedule of Average Daily Attendance

Average daily attendance (ADA) is a measure of the number of pupils attending classes of the schools. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by the School and whether they complied with the provisions of Education Code Sections 46200 through 46206. Charter schools must maintain their instructional minutes at the 1986-87 requirements as adjusted by Education Code sections later adopted. The schools neither met nor exceeded their LCFF target.

Schedule of Financial Trends and Analysis

Budget information for 2020 is presented for analysis purposes only and is based on estimates of the 2019-20 fiscal year. The information has not been subject to audit.

This schedule discloses the School's financial trends by displaying past years' data along with current year budget information. These financial trend disclosures are used to evaluate the School's ability to continue as a going concern for a reasonable period of time.

Reconciliation of Unaudited Financial Report Alternative Form with Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balance as reported on the Unaudited Financial Report Alternative Forms prepared by the schools to the net assets reported in the audited financial statements.





P. Robert Wilkinson, CPA Brian K. Hadley, CPA



Independent Auditor's 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*

To the Board of Directors Integrity Charter School National City, 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 Integrity Charter School (a nonprofit organization), which comprise the statement of financial position as of June 30, 2019, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 13, 2019.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Integrity Charter School'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 opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Integrity Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of Integrity Charter School'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 entity'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.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Integrity Charter School's financial statements are free from 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 organization'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 organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

El Cajon, California

Wellaupen Anally King & CO. LLP

December 13, 2019



P. Robert Wilkinson, CPA Brian K. Hadley, CPA



Independent Auditor's Report on State Compliance

To the Board of Directors Integrity Charter School National City, California

Report on State Compliance

We have audited the Corporation'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, prescribed in Title 5, California Code of Regulations, section 19810, that could have a direct and material effect on each of the school's state programs identified below for the fiscal year ended June 30, 2019.

Management's Responsibility for State Compliance

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its state programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each applicable program as identified in the State's audit Guide 2018-19 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance, prescribed in Title 5, California Code of Regulations, section 19810. 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 State's audit guide 2018-19 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, prescribed in Title 5, California Code of Regulations, section 19810. Those standards and audit guide require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a direct and material effect on the state programs noted below. An audit includes examining, on a test basis, evidence about each school'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. Our audit does not provide a legal determination of the School's compliance with those requirements.

In connection with the audit referred to above, we selected and tested transactions and records to determine the school's compliance with state laws and regulations applicable to the following items:

Description	Procedures Performed
Local Education Agencies Other Than Charter Schools	27/4
A. Attendance	N/A
B. Teacher Certification and Misassignments	N/A
C. Kindergarten Continuance.	N/A
D. Independent Study	N/A
E. Continuation Education.	N/A
F. Instructional Time	N/A
G. Instructional Materials.	N/A
H. Ratio of Administrative Employees to Teachers	N/A
I. Classroom Teacher Salaries.	N/A
J. Early Retirement Incentive	N/A
K. Gann Limit Calculation.	N/A
L. School Accountability Report Card	N/A
M. Juvenile Court Schools	N/A
N. Middle or Early College High Schools	N/A
O. K-3 Grade Span Adjustment.	N/A
P. Transportation Maintenance of Effort	N/A
Q. Apprenticeship: Related and Supplemental Instruction	N/A
R. Comprehensive School Safety Plan.	N/A
S. District of Choice.	N/A
School Districts, County Offices of Education, and Charter Schools	
T. California Clean Energy Jobs Act.	N/A
U. After/Before School Education and Safety Program	N/A
V. Proper Expenditure of Education Protection Account Funds	Yes
W. Unduplicated Local Control Funding Formula Pupil Counts	Yes
X. Local Control and Accountability Plan.	Yes
Y. Independent Study - Course Based.	N/A
1. Independent study Course Bused	1 1/1 1
Charter Schools	
AA. Attendance.	Yes
BB. Mode of Instruction.	N/A
CC. Nonclassroom Based Instruction/Independent Study	N/A
DD. Determination of Funding for Nonclassroom Based Instruction	Yes
EE. Annual Instructional Minutes - Classroom Based	N/A
FF. Charter School Facility Grant Program	N/A

The term N/A is used above to mean either the school did not offer the program during the current fiscal year or the program applies to a different type of local education agency.

Opinion on State Compliance

In our opinion, Integrity Charter School complied, in all material respects, with the compliance requirements referred to above that are applicable to the statutory requirements listed in the schedule above for the year ended June 30, 2019.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of compliance and the results of that testing. This report is an integral part of an audit performed in accordance with 2018-19 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, prescribed in Title 5, California Code of Regulations, section 19810. Accordingly, this report is not suitable for any other purpose.

El Cajon, California December 13, 2019

Wellevan Andley King & CO. LLP



Schedule of Auditor's Results Year Ended June 30, 2019

FINANCIAL STATEMENTS			
Type of auditor's report issued:	Unmoo	lified	
Internal control over financial reporting:			
One or more material weakness(es) identified?	Yes	X	No
One or more significant deficiencies identified that are			_
not considered material weakness(es)?	Yes	X	_No
Noncompliance material to financial statements noted?	Yes	X	_No
STATE AWARDS			
Any audit findings disclosed that are required to be reported			
in accordance with 2018-19 Guide for Annual Audits			
of California K-12 Local Education Agencies?	Yes	X	_No
Type of auditor's report issued on compliance for state programs:	Unmoo	lified	

Schedule of Findings and Questioned Costs Year Ended June 30, 2019

Findings represent significant deficiencies, material weaknesses, and/or instances of noncompliance related to the financial statements that are required to be reported in accordance with *Government Auditing Standards*, Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance), or the 2018-19 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting. Finding codes as identified in the 2018-19 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting are as follows:

Five Digit Code	AB 3627 Finding Type	
10000	Attendance	
20000	Inventory of Equipment	
30000	Internal Control	
40000	State Compliance	
42000	Charter School Facilities	
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	

A. Financial Statement Findings

There are no findings to report.

B. State Award Findings

There are no findings to report.

Schedule of Prior Year Audit Findings Year Ended June 30, 2019

Finding/Recommendation	Status	Explanation if Not Implemented	
There were no findings reported in the prior year audit.	N/A	N/A	