

Lilac Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California’s new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California’s diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Lilac Elementary School
Street	30109 Lilac Rd.
City, State, Zip	Valley Center, Ca, 92082-3318
Phone Number	760-751-1042
Principal	Dr. Maysa Bitar
Email Address	bitar.ma@vcpusd.org
Website	http://lilac.vcpusd.net/
County-District-School (CDS) Code	37756140100511

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Valley Center-Pauma Unified School District
Phone Number	(760) 749-0464
Superintendent	Ron McCowan
Email Address	mccowan.ro@vcpusd.org
Website	http://www.vcpusd.k12.ca.us/

School Description and Mission Statement (School Year 2020-2021)

Mission: The Lilac Learning Community shares a commitment to exploring, developing and differentiating deliberate, effective strategies and practices for learning in a dynamic environment of collaboration, inquiry and diversity.

Vision: Lilac staff, students, families and the community at large envision a collaborative partnership supporting engaged learners focusing on personal best achievement in an educational setting reflecting creativity, technology, character and leadership.

Values: The Lilac Community chooses to focus on a positive atmosphere. We respect the opinions, differences, learning styles, cultures, strengths, and weaknesses of each member of our community. We believe success is defined by achieving our personal best.

Goals: All Lilac students will achieve academic success and responsible citizenship through collaboration of horizontal and vertical groups. Parent and student communication, school-wide interventions and enrichment programs and developing technology address student emotional and developmental needs.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	93
Grade 1	76
Grade 2	74
Grade 3	83
Grade 4	81
Grade 5	64
Total Enrollment	471

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	6.8
Asian	1.7
Filipino	1.1
Hispanic or Latino	53.9
White	27.4
Two or More Races	3.6
Socioeconomically Disadvantaged	53.1
English Learners	27.8
Students with Disabilities	17
Foster Youth	0.2
Homeless	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	27	23	24.25	190.90
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	1
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Advance/Adelante published by Benchmark	Yes	0.0 %
Mathematics	Eureka Math	Yes	0.0 %
Science	California Science Published by MacMillan-McGraw Hill	Yes	0.0 %
History-Social Science	California Vistas Published by McGraw-Hill	Yes	0.0 %

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

School Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office, the district office or from our Director of Maintenance and Operations. Students are provided with a clean, safe and functional learning environment. This school has 25 classrooms, a multipurpose room, a STEM lab, a MakerSpace, a tinker lab, an Art Studio(FAVE), and a library. There is school supervision for students staying until 6:00 p.m. on a per fee basis. The playground is ample and everything is new as the school opened in 2003. The campus does not allow visitors to enter the campus without first checking into the office.

Due to COVID-19 restrictions, students are not permitted to use shared play structures or equipment until restrictions from the county office are lifted.

Repairs Needed:

The school's maintenance staff ensures that the repairs necessary to keep the school in good shape 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. There are no emergency facilities needs at the school. This safety plan is reviewed and updated yearly.

Corrective Actions Taken or Planned:

The principal works daily with the custodial staff to ensure a clean and safe school and to monitor the cleaning schedules. Beam (207) is unstable and needs to be replaced (repair scheduled at 12/14/2020), MPR RR Girls: Roof Leak now repaired

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 09/15/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	100%
Interior: Interior Surfaces	Good	98.04% 204: Valance on blind needs repair / 207: unstable beam needs to be replaced (scheduled for 12/14/20) 213: Roof leak by door
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	99.02% Ball Room: Full of equipment that needs to be organized
Electrical: Electrical	Good	100%
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	95.46% K RR Boys: Hand blower needs to be repaired. MPR RR Boys: Leak at Skylight MPR RR Girls: Roof Leak now repaired
Safety: Fire Safety, Hazardous Materials	Good	100%
Structural: Structural Damage, Roofs	Good	95.10% 310: Roof Leak 311: Roof Leak 312: Roof Leak MPR: Wall-finish needs repair
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	97.06%
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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	43	N/A	39	N/A	50	N/A
Mathematics (grades 3-8 and 11)	35	N/A	24	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	38	N/A	22	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

The school enjoys the active support of its parents and community members. The Teacher Parent Club, TPC, sponsors various fundraisers that support the instructional program. The service clubs (Rotary, Optimists, Lions and Kiwanis) of the community provide support in numerous areas. The district and the school sites have the following parent advisories: School Site Council, Migrant Education, ELAC, DELAC, Title VI Indian Advisory and Title I Parent Advisory. We also have the following volunteer ran programs: STEM (EPIC LAB/Makers Space), FAVE, LEAF, AmeriCorps mentors, and teacher candidates from California State University San Marcos. Finally, Boys Scouts and Girls Scouts are youth development organizations that take place on our campus after school.

Parents are welcome on campus as partners in their child's education. School volunteers go through an annual screening process to ensure the safety of all our students. Parents help around school in a variety of ways. They help with projects, read with students, volunteer in our FAVE art program, chaperone on field trips, help run school events, and more. We encourage parents to attend School Site Council and ELAC advisory groups, as well as join our Teacher Parent Club(TPC). Annually we offer a parent survey to collect parent input about our school and programs. Parent input is desired and welcome.

*Note: During COVID-19, we are limiting the number of non-essential adults on campus. We continue to host SSC and ELAC parent advisory meetings virtually to collect community input on our school programs. We strive to communicate frequently with our parents and have held town hall meetings to discuss our reopening safety plans with the community. Our limited TPC board is allowed on campus following our strict safety protocols. They continue to provide activities to support our students such as our welcome back and our annual fall fundraiser to start with. Our TPC will continue to look for ways to strengthen our school climate and support student engagement as we look for safe ways to support students.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate									
Graduation Rate				90	90.3	87.9	82.7	83	84.5

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.4	0.2	2.5	5.7	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0	3.9	2.5
Expulsions	0.0	0.6	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

The Valley Center Pauma Unified School Safety Committee will review/approve the School Safety Plans by February 2021 for the annual plan updates. Principals present the updated plans to the School Site Councils on an annual basis. The primary components of the School Safety Plan focus on the health, safety and welfare of all students in order to ensure a safe school climate and a safe physical environment

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	20	1	4		23	1	3		24		3	
1	24		3		23		3		23		3	
2	22		3		23		3		24		3	
3	23		3		24		3		24		3	
4	29		3		33		1	1	33		2	2
5	56	1	3	3	61		4	1	32		2	2
Other**					9	1			20	1	3	

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

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	942

*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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.2
Resource Specialist (non-teaching)	
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,706	\$2,305	\$8,401.0	\$76,869
District	N/A	N/A	\$8,788	\$82,955
Percent Difference - School Site and District	N/A	N/A	-4.5	-7.6
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	8.1	1.5

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

Types of Services Funded (Fiscal Year 2019-2020)

The Lilac School receives categorical funding and services from the following federal and state programs: Title 1 – Supplemental Reading Program, Title II – Staff Development, Title III – Second Language Learner Assistance, Title VI – Indian Education, Migrant Education, Special Education

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,508	\$47,145
Mid-Range Teacher Salary	\$83,675	\$74,952
Highest Teacher Salary	\$99,917	\$96,092
Average Principal Salary (Elementary)	\$119,406	\$116,716
Average Principal Salary (Middle)	\$120,539	\$120,813
Average Principal Salary (High)	\$136,601	\$131,905
Superintendent Salary	\$198,000	\$192,565
Percent of Budget for Teacher Salaries	33.0	31.0
Percent of Budget for Administrative Salaries	6.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	19

The District continues to offer staff development activities for all teachers and instructional aides. This year, as last year, the District will focus on standards based teaching and learning in the four core areas of language arts, mathematics, social science and science. The District offers professional development as blended learning opportunities through a program called iPD (Individualized Professional Development).

Oak Glen High School

School Accountability Report Card

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About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Oak Glen High School
Street	14172 West Oak Glen Road
City, State, Zip	Valley Center, Ca, 92082-4123
Phone Number	760-751-0455
Principal	John O'Donnell, Principal
Email Address	odonnell.jo@vcpusd.org
Website	www.vcpusd.net/modules/cms/pages.phtml?
County-District-School (CDS) Code	37756143731601

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Valley Center-Pauma Unified School District
Phone Number	(760) 749-0464
Superintendent	Ron McCowan
Email Address	mccowan.ro@vcpusd.org
Website	www.vcpusd.k12.ca.us

School Description and Mission Statement (School Year 2020-2021)

Oak Glen High School provides educational opportunities for students through a flexible and personal environment, which allows all students to grow educationally and socially, acquiring the necessary skills to become responsible contributors to society.

Oak Glen High School is a continuation high school designed to meet the unique personal and academic needs of our students. Students can acquire a high school diploma by completing a program of instruction in an individualized setting. Our students are required to complete 230 credits of academic coursework to graduate. Many of our students who attend are at least 16 years of age and have been academically dedicated to quality education and self-respect. We are constantly improving our curriculum and instruction through training, reflection, and collaboration. Our small class size and individualized approach help our students attain success. Although we are adjacent to the comprehensive site, we are physically and operationally separate. Every student has a unique human potential. High standards and individualized instruction will ensure each student has every opportunity to reach their unique human potential. On April 28, 2016, the Accrediting Commission provided written notice that Oak Glen High School was granted a Six-Year Accreditation Status through June 30, 2022. We are pleased that the hard work of our entire staff resulted in the highest accreditation possible by WASC.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 10	14
Grade 11	25
Grade 12	35
Total Enrollment	74

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	16.2
Hispanic or Latino	67.6
White	14.9
Socioeconomically Disadvantaged	82.4
English Learners	20.3
Students with Disabilities	13.5
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

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	7	7	7	
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: November 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 9-12 "Language of Literature", published by McDougal Littell (Spring 2001) Grades 4-12 Intervention "Language!" published by Glencoe McGraw - Hill (Spring 2001) "High Point", published by Hampton-Brown (Spring 2001)	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	Grades 9-12 "Algebra 1", published by Glencoe/McGraw - Hill (Spring 2008) "Geometry", published by McDougal Littel (Spring 2008) "Algebra II", published by McDougal Littel (Spring 2008) "Precalculus", published by McDougal Littel (Spring 2007) "Calculus", published by McDougal Littel (Spring 2007) "AP Statistics", published by Thompson Learning (Spring 2008) WH Freeman Company "Business Math", published by Southwestern (Spring 2003) Thompson Learning "Honors Pre Calc – Functions Modeling Change" Wiley (Spring 2007)	Yes	0.0 %
Science	"Life Science" McDougal Littell 2006 "Earth Science" Prentice Hall 2006 "Oceanography, An invitation to Marine Science", published by Thomson (June 2007) "Biology, AP Edition", published by Campbell and Pearson (June 2007)	Yes	0.0 %
History-Social Science	Grades 9-12 World History (CA) Modern World History published by McDougal-Littel "Patterns of Interaction" (Spring 2006) US History (CA) The Americans published by McDougal Littel "Reconstruction to the 21st Century" (Spring 2006) Civics (CA) Magruder's American Government published by Prentice Hall (Spring 2006) Economics The Study of Economics published by McGraw -Hill (Spring 2005) AP Euro Western Heritage Prentice Hall (Spring 2002) AP US History Inventing America published by Norton (Spring 2006)	Yes	0.0 %
Health	Grade 9-12 "Health", published by Glencoe (Spring 2006)	Yes	0.0 %

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

School Facility Conditions and Planned Improvements

Oak Glen Continuation High School provides a safe, clean setting for student learning. The facility was designed to ensure safe ingress and egress for all who access the campus. The facility also allows for ease in campus supervision to ensure the safety of students. The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office, the district office, or from our Director of Maintenance and Operations. Students are provided with a clean, safe, and functional learning environment. This school has 6 classrooms, a computer lab, and a strength training gym. This school is not overcrowded and the campus has room to grow. There is school supervision for students arriving before school and until school is out. There is a covered lunch area. Visitors are not allowed to enter the campus without first checking and verification of identification from the school office.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 9/14/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Boys RR: Paint exterior door Girls RR: Paint exterior door Room 1: Cabinet locks need to be replaced - Blinds do not close properly
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	22	N/A	39	N/A	50	N/A
Mathematics (grades 3-8 and 11)	0	N/A	24	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	3	N/A	22	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

Oak Glen High School partners with Valley Center High School to offer CTE courses in Floriculture and Agriculture Mechanics. Students can earn a CTE certificate in Floral Arrangement and Ag Mechanics. Upon graduation, all senior students enroll at Palomar Community in college or career courses.

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	21
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	89.19
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

Oak Glen actively encourages parents to become involved with the school through community events, Title VI Advisory, School Site Council, and DELAC/ELAC Migrant Education Services. Please see the school website or contact the office directly for more information.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	3.4	18.8	21.9	1.2	3.9	7.5	9.1	9.6	9
Graduation Rate	82.8	75	78.1	90	90.3	87.9	82.7	83	84.5

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	16.8	2.5	5.7	3.5	3.5
Expulsions	0.0	1.7	0.0	0.1	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0	3.9	2.5
Expulsions	25.7	0.6	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

The 2020-21 Standard Emergency Procedures Oak Glen High School Incident Command System Handbook was updated on 11/15/2020. The comprehensive safety handbook was presented to the School Site Council during the November 2020 meeting.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	15	7			10	9			13	6	3	
Mathematics	10	5			7	10	1		6	12		
Science	13	3			15	3			10	2		
Social Science	16	4			12	4			11	6	1	

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.2

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,371.0	\$2,215.0	\$12,155.0	\$72,091.0
District	N/A	N/A	\$8936.0	\$82,955
Percent Difference - School Site and District	N/A	N/A	30.5	-14.0
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	44.3	-4.9

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

Types of Services Funded (Fiscal Year 2019-2020)

Oak Glen School received categorical funding and services from the following federal and state programs: Title I aide, Staff Development, ASSET 's After School Program, Title I – Second Language Learner Assistance, Title VI – Indian Education, Migrant Education, Special Education, and PAR.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,508	\$47,145
Mid-Range Teacher Salary	\$83,675	\$74,952
Highest Teacher Salary	\$99,917	\$96,092
Average Principal Salary (Elementary)	\$119,406	\$116,716
Average Principal Salary (Middle)	\$120,539	\$120,813
Average Principal Salary (High)	\$136,601	\$131,905
Superintendent Salary	\$198,000	\$192,565
Percent of Budget for Teacher Salaries	33.0	31.0
Percent of Budget for Administrative Salaries	6.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

The District continues to offer staff development activities for teachers and instructional aides. This year, the District focus is on standards based teaching and learning in the four core areas of language arts, mathematics, social science and science. Specifically, the focus is on using results of student assessments to guide future academic instruction. Teachers also are encouraged to attend conferences and workshops during the year in accordance to their specialty.

Pauma School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California’s new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California’s diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Pauma School
Street	33158 Cole Grade Rd.
City, State, Zip	Pauma Valley, CA 92061-9578
Phone Number	760-742-3741
Principal	Leiani Osugi
Email Address	osugi.le@vcpusd.org
Website	http://pauma.vcpusd.net/
County-District-School (CDS) Code	377-561-460-389- 62

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Valley Center-Pauma Unified
Phone Number	(760) 749-0464
Superintendent	Ron McCowan
Email Address	mccowan.ro@vcpusd.org
Website	www.vcpusd.k12.ca.us

School Description and Mission Statement (School Year 2020-2021)

About Our School

Welcome to Pauma School! Our small school of approximately 200 students in grades TK-8, serves the residents of Pauma Valley, Valley Center and Palomar Mountain and is located within the Valley Center-Pauma Unified School District. Pauma School is a unique place where all children can learn in a small, nurturing and caring environment that is committed to academic excellence. Serving the community for over 100 years, Pauma School is historic and rich in heritage. Pauma School is child centered and given our small school size, students are well known to staff members. It is our students and dedicated staff and community that make our school special. Prosocial and citizenship education is an integral part of instruction and students serve in leadership roles on campus. Staff development, as well as parent and community involvement are integral components to our school family.

For this 2020-2021 school year, Pauma School has adjusted to our societal circumstances given the COVID - 19 pandemic. During the course of history and our school's existence, Pauma School has endured many historic and societal challenges. This school year, Pauma School continues to adjust and adapt to the challenges presented by our pandemic. For this 2020-2021 school year from August through November, 2020 students received their education via a virtual platform through distance learning. Given our changing world, Pauma School recognizes that students need 21st century skills especially during these unprecedented times of the pandemic. Technology is a key factor in the future of our children, and we have recognized that our students need technology for their learning process and in their future ahead with college and career readiness skills. Therefore, all students at Pauma School have been empowered with technology by having one-to-one access to iPads at home and support tools/applications in grades TK-8 to assist with their learning process. Technology has been the primary avenue and tool that has allowed students to participate in their learning process, tap into their creativity and to become resourceful while also developing their skills to be competitive in their future. Therefore, every student in grades TK-8 received a new iPad with applications, learning tools uploaded on their iPad and a hotspot, if needed, to access their education.

Pauma School provides core instruction in math, science, language arts and social studies. As mentioned above, this school year our year began via a virtual platform five days per week with synchronous and asynchronous instruction/learning. Beginning on November 9, 2020, our hybrid program began with having students on campus for grades TK-8. In order to maintain safety measures during our COVID-19 pandemic, students are divided into two groups (blue and green) for social distancing on campus with limited occupancy in classrooms and on campus. Campus classrooms have a maximum capacity of approximately 16 students per classroom. Students re prescreens prior entry to our campus, face masks are required of students, social distancing and hand washing/hand sanitizing routines have been established. Physical education is offered to all grade levels from TK-8.

Given these unforeseen and unprecedented times, Pauma School continues to thrive and adapt to the societal challenges presented. Although Pauma School is small, our teaching staff unite with other school sites within the Valley Center-Pauma Unified School District and are actively involved in many districtwide professional development initiatives. Teachers have been trained on COVID-19 measures, Literacy First, the concepts of Professional Learning Communities and many other instructional frameworks/strategies to assist students. Further, we also offer a dual language program in grades 3-5 for students who would like to develop biliteracy skills in English and Spanish.

Breakfast at school is an important aspect to our school whereby all students at Pauma are offered a healthy choice. We are committed to providing a student-centered environment in which academic achievement and personal behavior are a priority. Our school goals are to increase academic achievement and parent involvement. It is through the cooperative and joint efforts of our school and the surrounding community that Pauma School will continue to make progress and celebrate learning for our students.

Pauma School is a unique place where children can learn in a small, nurturing, inspiring and caring environment that is committed to academic excellence. Our goals include increasing academic achievement to meet standards and increasing parent involvement. Citizenship and character education is an integral part of our instructional program and our students serve in leadership roles. The importance of continued staff development, as well as parent and community involvement, complete our educational efforts toward academic, physical and social excellence. Pauma School provides core instruction in math, science, language arts and social studies. Physical education, support services and technology instruction/integration are also provided to help meet the needs of our students.

School Description and Mission Statement

Pauma School is located in rural northeast San Diego County. There are 9 general education teachers, 3 part-time instructional aides, 1 full time special education teacher, 1 part-time speech therapist, 1 full time PE teacher, 1 full time instructional coach, 1 part-time elementary counselor, 1 part time school psychologist and 1 administrator assigned to Pauma School. The dynamic influence of the local tribes of Pauma, La Jolla, Rincon and San Pasqual, supported by the Title VI program, as well as a strong Hispanic heritage, contributes to the foundation of Pauma School making this a unique place to learn. Further, the continued partnership of the Pauma Foundation and Pauma Valley Lions Club are evidence of a strong community support.

The mission of Pauma School is to provide a safe and engaging learning environment so all students will progress academically, physically and socially to become successful adults in the future. Therefore, Pauma School maintains high standards for academic, social and physical development. Complimenting the regular day instructional program, and to continue to enrich our student's educational experiences, Pauma School offers an ASES after school virtual program, and a physical education program for grades We are proud of our school and encourage you to visit us and participate in our celebration of learning.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	44
Grade 1	36
Grade 2	34
Grade 3	28
Grade 4	34
Grade 5	31
Grade 6	14
Grade 7	10
Grade 8	7
Total Enrollment	238

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	14.7
Hispanic or Latino	75.6
White	5
Two or More Races	4.6
Socioeconomically Disadvantaged	83.6
English Learners	46.2
Students with Disabilities	10.1
Homeless	0.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	17	16	11.5	190.90
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	1
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: August 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Advanced, published by Benchmark Education (Spring, 2017) ~ grades K-6 Adelante, published by Benchmark Education (Spring, 2017) ~ grades K-6 Study Sync Language Arts, published by McGraw Hill Ed. (Spring 2018) ~ grades 7 & 8	Yes	0
Mathematics	Eureka Mathematics, published by Great Minds (Spring 2018) ~ grades K-8	Yes	0
Science	California Science, published by MacMillan-McGraw-Hill (June 2007) ~ grades K-6 Focus on Life Science, published by Glencoe McGraw-Hill (June 2007) ~ grades 7-8 Focus on Physical Science, published by Glencoe McGraw-Hill (June 2007) ~ grades 7-8	Yes	0
History-Social Science	California Vistas, published by McGraw-Hill (Spring, 2006) ~ grades K- 5 K= "We Learn Together" 1= "Family and Friends" 2= "People and Places" 3= "California Communities" 4= "Our Golden State" 5= "Making a New Nation" Middle School Social Studies Series published by McDougall Littel (Spring, 2006) 6= "Wold History: Ancient Civilizations" 7= "World History: Medieval and Early Modern Times" 8= "Creating America: Beginning Through World War I"	Yes	0

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

School Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all school sites are clean, safe and functional. To assist in this effort and in our school site Williams review, the district in conjunction with SDCOE, uses the facility inspection tool (FIT) developed by the State of California Office of Public School Construction.

Students are provided with a clean, safe and functional learning environment. This school has 15 classrooms, a multipurpose room, a computer lab, a library and a school office/administrative building. The school is not overcrowded and the campus has room to grow. The school has a main playground and also a bottom field that provides ample space for students. The school is fenced and does not allow visitors to enter the campus without checking in at the office.

Maintenance and Repair

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

Cleaning

The Principal and Director of Maintenance and Operations works with the custodial staff to ensure a clean and safe school.

Deferred Maintenance

The State Deferred Maintenance funding program has been discontinued, however the District continues to invest in maintaining and improving our facilities in support of student learning.

Updates ~ School Construction/Modernization

During the 2004-2005 school year the district upgraded the safety of the drop off road and reroofed building A. During the 2008-2009 school year, the entire school was painted and recarpeted. During the 2010-2011 school year, the lower blacktop was resurfaced. In the summer of 2012, the upper parking lot was resurfaced. During the summer of 2013, a fence was added for campus safety and security along the perimeter of the school. The bathrooms on main campus were renovated and new lunch tables were purchased. Other improvement items included: the trimming of trees on the lower field and the remodel and renovation of the Pauma kitchen was completed. For the summer of 2014, the following projects were completed: the Primary area bathrooms were renovated; the Primary area was fenced; the inside of room 3 was painted; the eaves of the lunch shade on the upper blacktop were painted; a new bell system was installed; and the exterior of buildings C and D with rooms 11, 12, 13, 14 15 and 16 were painted. Additionally, new white boards were put in rooms 1, 2, and 3. In 2015 the following projects were completed: trees were cut down in the Primary area; buildings C and D exterior were painted; the MPR and the interior of rooms 8, 9 and 10 were painted; the blacktop playground was redone; repairs were made to the upper playground asphalt; and roof repairs as well as gutters were placed on classrooms 4, 6 and 7; a fence was installed behind rooms 11 and 12, and the skirting around the MPR was repaired. During the 2016 school year, the bottom play area had cracks filled and new asphalt put on; the bus lane was asphalted and lined; the eaves on building B were fixed; the eaves on portable 9 were fixed; portable 7 received a new roof; the exterior of portables 9 and 10 were repainted; and the HVAC system was replaced in room 16. For the 2017 school year, the upper play area had cracks filled and was resealed and lined; an area by the MPR was asphalted; rooms 14 and 16 received new laminate flooring; rooms 13 and 14 received a new HVAC system; the kitchen area/cabinets in the lounge area were replaced; and trees were trimmed and cut down depending on their condition. During the 2018 school year, rooms 11 and 12 received laminate flooring; areas to the upper blacktop playground had cracks filled, reasphalted, sealed and lined; and the fire alarm system/panel was upgraded. For the 2019 school year, room 15 received laminate flooring, new blinds were purchased for rooms 11, 12, 13, 14, 15, 16 and the MPR. The fire alarm and data systems were repaired. During the 2020 school year, the school classrooms were painted, cleaned and disinfected. Buildings C, D and the exterior of the portable buildings were repainted. New blinds were purchased for some of the portable classrooms. An annual fire inspection service was conducted. Further the portable bathrooms received new flooring in both the boy's and girl's bathrooms.

Last Facilities/Williams Inspection conducted 9/10/2020 with a Williams Visit Consultant (Ken Fine) and overall rating of 98.96%

Overall School Rating: Good

System Inspected Repair Status Repair Needed and Action Taken or Planned ~ Rating/Ranking Scale: Good - Fair - Poor

Below represents the ranking received in the 8 categories indicated below:

Area 1 ~ Systems: Gas Leaks, Mechanical/HVAC, Sewer = Rating: Good

Area 2 ~ Interior: Interior Surfaces = Rating: Good

Area 3 ~ Cleanliness: Overall Cleanliness = Rating: Good

Area 4 ~ Electrical: Electrical = Rating: Good

Area 5 ~ Restrooms/Fountains: Restrooms, Sinks/Fountains = Rating: Good

Area 6 ~ Safety: Fire Safety, Hazardous Materials = Rating: Good

Area 7 ~ Structural: Structural Damage, Roofs = Rating: Good

Area 8 ~ External: Playground/School Grounds, Windows/Doors/Gates/Fences = Rating: Good

Overall School Rating 9/10/20 (date of visit) = Rating: Good

Average Percentage of 8 categories = 98.96%

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 9/11/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Mechanic: Noisy exhaust fan in boys restroom. Item has been fixed
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Electrical panel blocked; fluorescent tubes not covered in bus barn. Items have been fixed.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Roofs: Rain gutters rusted through, east side of computer room.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Playground/School grounds: asphalt has many cracks
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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	40	N/A	39	N/A	50	N/A
Mathematics (grades 3-8 and 11)	13	N/A	24	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	14	N/A	22	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

Pauma School values the support of its parents and community members. The Teacher Parent Club sponsors various fundraisers that support the instructional program. The service clubs (Lions, Rotary, Optimists, Kiwanis, Assistance League) of the community provide support in numerous areas to include but not limited to: academic achievement, eye sight, assistance to families for school supplies, author's visits, etc. The district and the school sites have the following parent advisories: School Site Council, ELAC, DELAC, Title VI Indian Advisory and Title I Parent Advisory. Further the collaboration and support by local Native American tribes and Education Centers of Pauma, La Jolla, Rincon and San Pasqual support student achievement and offer school assistance. The Pauma School Foundation offers extensive support to our school with school field trips (if allowable), school projects and assistance with technology. Further our school has also coordinated lunch time activities with Valley Center High School and local agencies such as Indian Health, however these are temporarily on hold due to our restrictions with COVID-19. Additionally temporarily on hold due to COVID-19 restrictions is our volunteer program where a number of volunteers would come to campus to assist with reading, math and other activities with our students. Overall Pauma School encompass the efforts, dedication and commitment by our families, students, staff members, surrounding community members and local agencies, to make our school unique and special. If you would like more information on how to become involved with our school, please contact the Pauma School office at 760-742-3741.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate									
Graduation Rate				90	90.3	87.9	82.7	83	84.5

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.8	0.8	2.5	5.7	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0	3.9	2.5
Expulsions	0.4	0.6	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

The School Site Council committee reviews the School Safety Plan for annual updates. The primary components of the School Safety Plan focus on overall safety and welfare of students and staff in order to ensure a safe school climate and a safe physical environment. The SSC will review and approve the School Safety Plan by February 2021.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	25	2	1	1	25	1	1	1	28	1	1	1
1	26		1		19	1						
2	27		1		26		2		1	1		
3	27		2		30		2					
4	31		1	1	27		2		34			1
5	25	1	3		32		2	1	31		1	
6									21	3	4	
Other**									29		6	2

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	19	1	1		19	1			34			1
Mathematics	26		1		13	2			34			1
Science	26		1		19	1			34			1
Social Science	26		1		19	1			34			1

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	476

*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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5

Title	Number of FTE* Assigned to School
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	
Other	3.6

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13194.0	\$3211.0	\$9983.0	\$74607.0
District	N/A	N/A	\$8788.0	\$82,955
Percent Difference - School Site and District	N/A	N/A	12.7	-10.6
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	25.2	-1.5

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

Types of Services Funded (Fiscal Year 2019-2020)

Pauma School receives categorical funding and services from the following federal and state programs: Title 1, Title III, Title VII, Migrant Education, Special Education, and PAR (Peer Assistance and Review). Furthermore, Pauma School provided an after school program (ASES) for grades TK-8th grade from 2:00 p.m. to 6:00 p.m. on regular school days. This program provided after school assistance for homework, intervention and enrichment activities such as golf, sports, art, etc. The program has both certificated and classified staff who are highly qualified and meet all state and federal guidelines.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,508	\$47,145
Mid-Range Teacher Salary	\$83,675	\$74,952
Highest Teacher Salary	\$99,917	\$96,092
Average Principal Salary (Elementary)	\$119,406	\$116,716
Average Principal Salary (Middle)	\$120,539	\$120,813
Average Principal Salary (High)	\$136,601	\$131,905
Superintendent Salary	\$198,000	\$192,565
Percent of Budget for Teacher Salaries	33.0	31.0
Percent of Budget for Administrative Salaries	6.0	6.0

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	19

The school site and district offers professional development training with an emphasis on curricular development, literacy development, student achievement, professional learning communities and cultural awareness. Additionally, Valley Center-Pauma Unified School District and San Diego County Office of Education offer professional development opportunities to staff throughout the year. Further, Pauma School has a full time instructional coach for in-class coaching, teacher student support and modeling of instructional framework/strategies to foster student learning and achievement.

Valley Center Elementary

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

DataQuest

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California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California’s new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California’s diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Valley Center Elementary
Street	28751 Cole Grade Rd.
City, State, Zip	Valley Center, Ca, 92082-6575
Phone Number	760-749-1631
Principal	Stephanie McEntire, Administrator
Email Address	mcentire.st@vcpusd.org
Website	http://vceus.vcpusd.net/
County-District-School (CDS) Code	37756146112494

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Valley Center-Pauma Unified
Phone Number	760-749-0464
Superintendent	Ron McCowan
Email Address	mccowan.ro@vcpusd.org
Website	www.vcpusd.k12.ca.us

School Description and Mission Statement (School Year 2020-2021)

At Valley Center Elementary School we believe in putting students first and that kindness matters for all. With this philosophy, we strive to maintain a student-centered culture by developing connections with our students, families, and community partners. We serve just over 500 students in grades third through fifth and offer both English Only and Dual Language classes. We offer Special Education classes ranging from mild-moderate to moderate-severe. Community within our school walls and beyond is the heart of our school. The strength of our community and our wholehearted passion to make our school a wonderful place for learning makes Valley Center Elementary School truly a special place. It is our goal to ensure our students are meeting academic standards, are engaged in learning, and developing the social emotional skills that will help them to become successful adults.

Community of Kindness is a hallmark of our campus. Student ambassadors work together to create monthly school wide character education lessons for our students. These lessons focus on empathy, being an upstander, anti-bullying messages, and more. Our school wide Kindness club meets during lunch to plan activities to spread kindness around campus. They focus primarily on the "Power of One" and random acts of kindness. Our Teacher Parent Club also supports these clubs in various ways, including providing opportunities for student assemblies, such as Ned's Mindset Mission which teaches students to Never give up, Encourage others, and to Do their best.

We have a number of community partnerships to support our school and students. Our local high schools sends leadership students to our school to model for our students inclusion and good sportsmanship. For the past two years, our school has partnered with our community to create a thriving volunteer reading program. The program kicks off every September and provides reading buddies to students who need additional support to reach grade-level reading standards. This program offers the community an opportunity to give back to our students and the students love reading with their assigned buddy. In addition to our reading volunteers, our staff works closely with our American Indian Education Centers to develop programs that support the individual learning needs of our students. This reciprocal relationship supports our students and helps to build cultural awareness and understanding for our staff. Parental involvement is key to our students' success and volunteers are welcome on campus. Our staff works diligently to communicate and partner with our parents with continual progress updates and suggestions on how they can support their child at home.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 3	176
Grade 4	169
Grade 5	159
Total Enrollment	504

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	8.1
Asian	1
Hispanic or Latino	55.2
Native Hawaiian or Pacific Islander	0.2
White	27.2
Two or More Races	7.7
Socioeconomically Disadvantaged	57.3
English Learners	30.2
Students with Disabilities	19.2
Foster Youth	0.4
Homeless	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	25	25	23.5	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	1	1	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	1	
Total Teacher Misassignments*	0	1	
Vacant Teacher Positions	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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2018

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Advanced, Published by Benchmark Education, Spring 2017 Adelante, Published by Benchmark Education, Spring 2017	Yes	0.0 %
Mathematics	Eureka Mathematics, Published by Great Minds, Spring 2018	Yes	0.0 %
Science	California Science, Published by Mac Millian-Mc Graw Hill Jue 2007	Yes	0.0 %
History-Social Science	California Vistas, Published by Mc Graw Hill Spring 2006 "California Communities" 3rd grade "Our Golden State" 4th grade "Making a New Nation" 5th grade	Yes	0.0 %

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

School Facility Conditions and Planned Improvements

Our most recent inspection resulted in a rating of Exemplary with a score of 99.67%.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 8/21/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Band Room Room 16 Upper:
Electrical: Electrical	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	MPR: Supply & Maintenance:
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	40	N/A	39	N/A	50	N/A
Mathematics (grades 3-8 and 11)	31	N/A	24	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	21	N/A	22	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

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 2020-2021)

Parents are welcome on campus as partners in their child's education. School volunteers go through an annual screening process to ensure the safety of all our students. Parents help around school in a variety of ways. They help with projects, read with students, volunteer in our FAVE art program, chaperone on field trips, help run school events, and more. We encourage parents to attend School Site Council and ELAC advisory groups, as well as join our Teacher Parent Club(TPC). Annually we offer a parent survey to collect parent input about our school and programs. Parent input is desired and welcome.

*Note: During COVID-19, we are limiting the number of non-essential adults on campus. We continue to host SSC and ELAC parent advisory meetings virtually to collect community input on our school programs. We strive to communicate frequently with our parents and have held town hall meetings to discuss our reopening safety plans with the community. Our limited TPC board is allowed on campus following our strict safety protocols. They continue to provide activities to support our students such as our welcome back and our annual fall fundraiser to start with. Our TPC will continue to look for ways to strengthen our school climate and support student engagement as we look for safe ways to support students.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate									
Graduation Rate				90	90.3	87.9	82.7	83	84.5

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	2.5	2.5	5.7	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0	3.9	2.5
Expulsions	1.8	0.6	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Our safety plan was revised, updated, and approved by our School Site Council on February 4, 2020. We are in the process of updating and submitting the safety plan for the 20-21 school year, to be approved by February of 2021. Our site safety plan indicates the roles staff will take in the event of an emergency (Incident Command). It details our evacuation routes, student gathering areas, and resources. Various scenarios are reviewed by emergency type. Our staff had the opportunity to be trained by a San Diego County Sheriff deputy on Armed Intruder responses in December of 2018 and we continued to train our staff with the Options-Based method during the 19-20 school year. The 20-21 school year began virtually. Now that we have returned to on campus learning, we will resume our emergency t=drill and staff training. The staff runs regular drills to ensure we improve our process and always learn how to be more efficient with each exercise.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+
3	20	2	6		23	1	6		19	2	7	
4	30		5		27	1	2	3	36	1	2	3
5	64	2	7	2	81	1	3	4	35	1	5	3
Other**					11	1			12	2	1	

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

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	1008

*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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	

Title	Number of FTE* Assigned to School
Other	2

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11377.0	\$3035.0	\$8342.0	\$76312.0
District	N/A	N/A	\$8788.00	\$82,955
Percent Difference - School Site and District	N/A	N/A	-5.2	-8.3
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	7.4	0.8

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

Types of Services Funded (Fiscal Year 2019-2020)

Valley Center Elementary School received categorical funding and services from the following federal and state programs: Title 1 Supplemental Reading Program, Title II Staff Development, Title III Second Language Learner Assistance, Title VI Indian Education, Migrant Education, Special Education, PAR (Peer Assistance Review).

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,508	\$47,145
Mid-Range Teacher Salary	\$83,675	\$74,952
Highest Teacher Salary	\$99,917	\$96,092
Average Principal Salary (Elementary)	\$119,406	\$116,716
Average Principal Salary (Middle)	\$120,539	\$120,813
Average Principal Salary (High)	\$136,601	\$131,905
Superintendent Salary	\$198,000	\$192,565
Percent of Budget for Teacher Salaries	33.0	31.0
Percent of Budget for Administrative Salaries	6.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	19

The district provides annually to all teachers professional development in core subject areas and standards-based instruction. Teachers attend conferences and workshops throughout the year in accordance with their grade level or specialty. Recently, staff have been trained in our new curriculums (both math and ELA), math mindset, growth mindset, oracy, ELD, and more. Professional development focuses on improving instructional practices, understanding our curriculum, and creating balanced literacy programs. The district is in its second year of iPD, individualized professional development offered on topics such as Integrated ELD, Social Emotional Learning, RTI, Empower Mathematical Intuition, and more.

Valley Center High School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Valley Center High School
Street	31322 Cole Grade Road
City, State, Zip	Valley Center, CA 92082-3867
Phone Number	(760) 751-5500
Principal	Mark Hailwood
Email Address	hailwood.ma@vcpusd.org
Website	http://vchs.vcpusd.org/
County-District-School (CDS) Code	37756143731114

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Valley Center-Pauma Unified
Phone Number	(760) 749-0464
Superintendent	Ron McCowan
Email Address	mccowan.ro@vcpusd.org
Website	http://vcpusd.org

School Description and Mission Statement (School Year 2020-2021)

Valley Center High School (VCHS) has a tradition of success that has resulted in us being recognized as one of the top schools in the nation with a consistently high graduation rate among the highest in San Diego County. Our mission is to teach students to become strong, confident individuals who take pride in contributing to their community and are able to demonstrate achievement of our Schoolwide Learning Outcomes. Every student at Valley Center High School is on a path to graduate prepared for college and careers by developing as community participants, critical thinkers, effective communicators, and goal setters.

It is our belief that a student who is connected to our school campus will be successful academically while also developing socially. With the incredible support of our community, our staff, and our students, we have built successful programs on campus in the areas of academics, performing and visual arts, athletics, and career and technical education. These programs provide a shared experience for every student to connect and contribute to the school community. Our school prides itself on a positive and welcoming environment where all students can be included. This is supported by our Associated Student Body and the many events they provide for our students and from the many clubs we have on campus that unite students with similar interests. Every 9th grade student experiences a true welcome through our Nine Time program where they can learn about the building blocks of success and how to apply them at high school. Our goal is to prepare students for all areas of life after high school and therefore our students work on developing knowledge of personal finance to make informed decisions after graduation and learn about digital citizenship to better navigate the online world. We present our students with many opportunities to prepare for entrance into the workforce and students are able to receive industry certifications in many of our career and technical education offerings. Our many programs, events, and clubs allow students to work side by side, learn from one another, and become active participants in the positive development of the culture on their campus uniting Valley Center High School as a welcoming and safe place where all students can learn and grow.

SCHOOL DESCRIPTION

VCHS continues to develop and implement programs to enhance a comprehensive high school's offerings. VCHS is staffed by a well-trained and highly qualified group of professionals who are committed to promoting the cognitive and affective growth of the VCHS student body. Strong academics, competitive athletics, student leadership opportunities such as ASB and FFA, visual and performing arts programs, and a strong Career Technical Education program afford VCHS students the opportunities to develop their own special talents and interests in preparation for future college and career choices.

In order to be successful at teaching all students and to prepare for teaching a standards-based curriculum, the staff is committed to continuous school improvement. This process requires us to consistently study our curriculum and instruction, reflect on its effectiveness, plan for success, and act on those plans. Valley Center High School is accredited by the Western Association of Schools and Colleges (WASC) and currently has a six-year term of accreditation. The accreditation process is an ongoing one and involves continual assessment of where we are as a school community in terms of services and opportunities we provide for students. This self-study process through our Professional Learning Communities (PLC) has led the school to develop action plans that will help the school continue to grow and serve our students. Valley Center High School has consistently received long term accreditation and the process has pointed our staff towards continuous improvement and self-study. Our mission is to teach students to become strong, confident individuals who take pride in contributing to their community and are able to demonstrate achievement of the Schoolwide Learning Outcomes.

VCHS is a standards -based high school where all students participate in a variety of challenging experiences designed to develop critical- thinking and problem- solving skills. As a Professional Learning Community (PLC), our stakeholders have worked collaboratively to ensure that courses are aligned with standards and that our teachers analyze data from common assessments to make sure that students have learned the curriculum. Students who struggle, particularly those who are in danger of failing courses they are taking are offered quality intervention programs. VCHS has high expectations for those students who are successful, and we have continually expanded our Advanced Placement offerings since the school’s inception. Highly qualified, and credential compliant teachers regularly attend conferences that fit within our PLC framework of professional development. The school’s Mission and Student Learning Outcomes (SLOs) drive many of our efforts.

Schoolwide Learning Outcomes (SLOs)

Students at Valley Center High School will develop into:

- Community participants who contribute time, energy, and talents to improve their school and community.
- Critical thinkers who integrate all academic disciplines to meet or exceed the California State Standards.
- Effective communicators who read, write, speak, and listen critically and reflectively.
- Goal setters who complete all graduation requirements and develop a plan to meet their goals beyond high school.

These SLO’s drive student engagement at our school and state clearly defined outcomes of how we prepare our graduates to be college and career ready while also be prepared socially for their future after high school.

Mission Statement

Valley Center High School is committed to providing outstanding educational programs and developing a positive attitude toward lifelong learning for all individuals. Valley Center High School reflects a collaborative effort by students, staff, parents, community, and local partners as we prepare our diverse population for the future.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	336
Grade 10	319
Grade 11	269
Grade 12	246
Total Enrollment	1,170

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	9.3
Asian	0.6
Filipino	0.5
Hispanic or Latino	53.1
Native Hawaiian or Pacific Islander	0.1
White	32.3
Two or More Races	3.7
Socioeconomically Disadvantaged	54.8
English Learners	15.1
Students with Disabilities	15.2
Foster Youth	0.3
Homeless	0.7

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

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	53	53	53	191
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	1	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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 9-12 "Language of Literature", published by McDougal Littel (Spring 2001) Grades 9-12 Intervention "Edge: Reading, Writing, & Language" (multi-leveled), published by National Geographic Cengage Learning (2014)	Yes	0
Mathematics	Grades 9-12 "Algebra 1", published by Glencoe/McGraw-Hill (Spring 2008) "Geometry", published by McDougal Littel (Spring 2008) "Algebra II", published by McDougal Littel (Spring 2008) "Precalculus", published by McDougal Littel (Spring 2007) "Calculus", published by McDougal Littel (Spring 2007) AP Statistics", published by Thompson Learning (Spring 2008) WH Freeman Company "Business Math", published by Southwestern (Spring 2003) Thompson Learning "Honors Pre Calc – Functions Modeling Change" Wiley (Spring 2007)	Yes	0
Science	Grade 9-12 "Glencoe Biology, California", published by Glencoe McGraw-Hill - (June 2007) "Glencoe Chemistry: Matter", published by Glencoe McGraw-Hill - (June 2007) "Chemistry", published by Houghton Mifflin (June 2007) "California Physics", published by Holt, Reinhart, and Wilson (June 2007) "Essentials of Human Anatomy and Physiology", published by Pearson, Benjamin Cummings (June 2007) "Principl of Anatomy and Physiology", published by Tortora and Wiley (June 2007) "Biology, AP Edition", published by Campbell and Pearson (June 2007)	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>“Oceanography, An invitation to Marine Science”, published by Thomson (June 2007)</p> <p>“College Physics”, published by Prentice Hall (June 2015)</p>		
History-Social Science	<p>Grades 9-12</p> <p>World History (CA) Modern World History published by McDougal-Littel</p> <p>“Patterns of Interaction” (Spring 2006)</p> <p>US History (CA) The Americans published by McDougal Littel</p> <p>“Reconstruction to the 21st Century” (Spring 2006)</p> <p>Civics (CA) Magruder’s American Government published by Prentice Hall (Spring 2006)</p> <p>Economics The Study of Economics published by McGraw-Hill (Spring 2005)</p> <p>AP Euro Western Heritage Prentice Hall (Spring 2002)</p> <p>AP US History Inventing America published by Norton (Spring 2006)</p> <p>AP US History Inventing America published by Norton (Spring 2006)</p> <p>AP Government Government by the People published by Prentice Hall</p> <p>“National, State, and Local” (Spring 2006)</p>	Yes	0
Foreign Language	<p>Grades 9-12</p> <p>“Paso A Paso”, published by Prentice Hall (Spring 2000)</p>	Yes	0
Health	<p>Grade 9-12</p> <p>“Health”, published by Glencoe (Spring 2006)</p>	Yes	0
Science Laboratory Equipment (grades 9-12)	<p>All students have a textbook and access to science laboratory material, as required by the state of California. Computer software generated science activities at times replaces laboratory materials and equipment. Appropriate materials and textbooks are available for each student to use in class and to take home to complete required homework assignments. These materials include science laboratory equipment for grades 9 to 12. All textbooks are from the most recent adoption and approved for use by the local school board.</p>	Yes	0

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

School Facility Conditions and Planned Improvements

School Facility and Conditions

Valley Center High School provides a safe and clean setting for student learning. The facility was designed to ensure safe ingress and egress for all who access the campus. The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office, the district office or from our Director of Maintenance and Operations.

Students are provided with a clean, safe and functional learning environment. This school has 60 classrooms, a gym, a computer lab within the media center, and a library. There is school supervision for students before and after school provided by campus security. The facility also allows for ease in campus supervision to ensure the safety of students. The campus does not allow visitors to enter the campus without checking into the office and supplied a visitors pass by school staff. The school is secured entirely after school begins and all students, parents and visitors must go through the front admin office to enter the campus.

Maintenance, Repair, and Cleaning

The school's 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. There are no emergency facilities needs at the school. Maintenance is an ongoing process and the school site and district continues to invest in maintaining and improving our facilities in support of student achievement. The principal and administration works daily with the custodial staff to ensure a clean and safe school and to monitor the cleaning schedules.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 9/8/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	309: Interior paint needed 507: Interior paint needed 707: Interior paint needed. Door hardware to be replaced
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	800 RR: toilets need repair Boys Locker Room: Girls Locker Room: toilets need repair
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	403: Roof leak 411: Roof Leak
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	400 RR: Door hardware should be replaced 604: Blind needs to be replaced 707: Interior paint needed. Door hardware to be replaced
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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	57	N/A	39	N/A	50	N/A
Mathematics (grades 3-8 and 11)	22	N/A	24	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	29	N/A	22	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

The Valley Center High School CTE Vision is for all students to become college and career ready with support from family, educators, community and industry partners. We recognize the key to educational and career success is to provide students with comprehensive challenging courses and programs. Our mission is to provide industry-linked programs and services that enable all individuals to reach their career goals and be competitive in a global economy. Our current CTE program and industry offerings include: Arts Media and Entertainment (Graphic Arts, Photography, and Video Production), Agriculture and Natural Resources (Agricultural Sciences, Agricultural Mechanics), Construction (Woodworking), Hospitality (Culinary Arts), and Transportation (Automotive Technology). Career Technical Education in Valley Center High School includes:

- Comprehensive career guidance
- Student leadership, career management, and entrepreneurial expertise
- Multiple pathways accessible to college and career bound students, students learning English, and students facing diverse challenges
- Integrated career and academic skills
- Students engaged in educational and career options through training, awareness and exploration
- Links to the world of work through partnerships and mentorships
- Promote continuous improvement through alignment of the standards, curriculum, assessments, and professional development
- Support through ongoing state, federal and local investments based on local workforce and marketplace needs

Valley Center High School follows the Career Technical Education (CTE) Model Curriculum Standards that are designed to assist in developing high-quality curriculum and instruction to help ensure that students are career and college ready. The standards are rigorous, evidence-based, relevant, and reasonable in scope. They offer clear guidelines for course content development and expectations for student achievement. Teachers and Administrators annually use the state-approved “11 Elements for a High-Quality CTE Program” rubric to evaluate their work along with the outcomes of their programs for students and use this information to develop their pathway and improve their practice. All CTE courses are aligned with CTE model curriculum outlines and state standards and taught by teachers with an industry-aligned designated subjects credential. Courses within a CTE pathway are sequenced to build on prior knowledge and skills and earn students credit towards their graduation requirements. Students who complete 300 hours of instructional time within a CTE pathway are deemed to be CTE Pathway Completers, and depending on the CTE pathway, measurable outcomes may include the mastery of specific skills for that specific career area, the acquisition of certifications within their career area, and internship opportunities.

The district CTE advisory committee meets twice each year to review course outcomes, industry alignment, review needs for new equipment and tools, and help determine how target funds can be allocated. The committee includes at least one teacher from each industry pathway, teachers from middle school feeder programs, the counselor who supports CTE programs, and the VCHS administrator who oversees the programs. Community and industry representatives either join the meeting in person or information is shared from smaller advisory meetings that take place for each industry sector. Several reports from local partnerships such as Palomar Community College and the San Diego Workforce Partnership are shared and a yearly overview of outcomes is part of the larger review of all CTE programs for the school district.

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	620
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	10.3

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	98.37
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	61.45

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

Valley Center High School recognizes the importance of the partnership between home and school. Progress has been made in developing systems for improving parent and community involvement. Information on the Valley Center High School website, systematic email updates, and the school parent newsletter provides information and updates on all of our programs. Teachers and departments also create newsletters and send information home to keep parents up-to-date and informed. The Infinite Campus student information system provides parents with instantaneous access to grades and attendance. Additional means for facilitating communication between school and home include use of the marquee in the front of the school, school website, e-mail, Parent Link, and the school wide use of Google Classroom to provide content from classes directly to students and their parents. Among many opportunities for parent involvement in committees are: School Site Council (SSC), the VCHS Foundation, and parent advisories (i.e. Migrant ELAC, Title VII Parent Advisory, CTE Advisory). Finally, while parents are involved in many areas, there are also ongoing opportunities for parents and the community to participate in yearly events such as our College and Career Day and Health Fair.

The Valley Center High School administration, teachers, and key stakeholder groups as represented in various committees including the School Site Council that has analyzed academic performance of all students groups and has considered the effectiveness of key elements of the instructional program for students through a variety of measures and determined targets. A 2020-2021 school plan which aligned to the district's goals and incorporated strategies specific to the school was developed based on many goals and many strategies and actions from our 2019-2020 school plan. The original plan was discussed by the school's School Site Council during the 2019-2020 school year meetings, has continued to be updated and reviewed with goals and strategies approved by the school state council for the 2020-2021 school year and is pending board approval.

The school leadership team analyzed student performance data and WASC Improvement Goals in order to develop aligned SPSA goals. The School Site Council reviewed CAASPP student performance data from the 2018-2019 school year (most recent year available) and has noted student achievement needs that will be the focus of the 2020-2021 school year. As a result, the following school goals, related actions, and expenditures has been adopted to raise academic performance and support students in meeting state determined standards and goals. During the 2020 Covid-19 quarantine, virtual opportunities were also offered for participation and to provide feedback.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	0.4	0.4	3	1.2	3.9	7.5	9.1	9.6	9
Graduation Rate	96.3	95.5	93.3	90	90.3	87.9	82.7	83	84.5

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	3.4	6.1	2.5	5.7	3.5	3.5
Expulsions	0.0	0.1	0.0	0.1	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0	3.9	2.5
Expulsions	6.7	0.6	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

The Valley Center High School Safety Plan is annually reviewed and updated and provides a comprehensive report prepared with input from the district, the site, parents, and local emergency services (law enforcement and fire department). Each year, the principal presents the updated plans to the School Site Council prior to the end of the calendar year. The school site council includes school faculty, parent representatives, and a student representative. The primary components of the School Safety Plan focus on the health, safety, and welfare of all students in order to ensure a safe school climate and a safe physical environment. For more information on the School Safety Plan, contact the site principal. In addition to the site's Safety Plan, teachers are provided at the beginning of each school year with Disaster Preparedness information, an evacuation plan that includes a current map of the school.

The VCHS School Safety Plan was updated for the 2020-2021 school year during the summer months with final edits made at the beginning of the school year in August 2020. The plan has been reviewed and finalized by the VCHS SSC at the December meeting of 2020. The key elements of the VCHS safety plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and goals to support a positive school climate, social/emotional needs, and a safe physical environment.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	21	25	24	9	23	20	21	12	26	13	20	14
Mathematics	24	16	23	9	29	8	10	21	30	10	22	13
Science	24	6	15	3	26	7	8	7	29	5	7	15
Social Science	17	26	19	7	24	12	10	14	24	12	9	15

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	585

*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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	

Title	Number of FTE* Assigned to School
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.2

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12522.0	\$2340.0	\$9282.0	\$78833.0
District	N/A	N/A	\$8936.0	\$82,955
Percent Difference - School Site and District	N/A	N/A	3.8	-5.1
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	18.0	4.0

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

Types of Services Funded (Fiscal Year 2019-2020)

Valley Center High School offers programs that support students in accessing their education while also ensuring the socio-emotional wellbeing. Supplemental education services are funded such as Palomar Family Counseling, additional support staff in supporting CTE and career exploration, our 9th grade orientation program 9-Time, programs for students requiring health and wellbeing interventions, staffing for support in Special Education classrooms, and course offerings to support student needs outside of the school day. Students have the opportunity to participate in online credit recovery programs through the Edgenuity online learning platform and take classes beyond the schools offerings using the UC Scout online learning platform. Valley Center High School has been fortunate to work closely with our district staff to support our teachers in providing curriculum support, support goals for writing, and work with special populations like English Learners while supporting teachers in accessing new strategies and interventions that can be applied in their classrooms. Technology such as Chromebooks, laptops, and workstations are provided to students to access the internet, create media rich presentations and use online resources that are embedded in the classroom learning environment.

Valley Center High School has a strong counseling department that provides direct assistance to all students when needed through our Mutli-Tiered Systems of Supports (MTSS). Students can work directly with our guidance technicians to access scholarships, recieve help with college applications, maintaining progress on four year graduation plans, and participate in community programs. Our counselors work closely with our administration staff to ensure that students who are in need of specialized services and supports recieve them. This is done through a structure referral process for socio-emotional needs and through team meetings to work with teachers and ensure students recieve interventions to make progress academically.

At VCHS we work to provide a clear path for all students to graduate from high school while preparing students to be both college and career ready. Valley Center High School has a rich offering of college preparatory and Advanced Placement classes while also providing career technical education pathways with industry certifications leading students to entry level employment or continued advanced training in community colleges or technical institutions. Additional funds are spend on classroom supplies and materials for student use, supplemental curriculum and education tools, and equipment for CTE and VAPA course offerings.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,508	\$47,145
Mid-Range Teacher Salary	\$83,675	\$74,952
Highest Teacher Salary	\$99,917	\$96,092
Average Principal Salary (Elementary)	\$119,406	\$116,716
Average Principal Salary (Middle)	\$120,539	\$120,813
Average Principal Salary (High)	\$136,601	\$131,905
Superintendent Salary	\$198,000	\$192,565
Percent of Budget for Teacher Salaries	33.0	31.0
Percent of Budget for Administrative Salaries	6.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	N/A
English	3	N/A
Fine and Performing Arts		N/A
Foreign Language	3	N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	8	N/A
All courses	19	21.7

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

With the support of the district, Valley Center High School participates in staff development training workshop days every year. Principals support and work closely with PLC groups to review available student achievement data and analyze and focus on areas of improvement. The primary areas of focus are in all core subjects and student progress on state standards. The staff is also provided training through workshops and individual conferences throughout the year. Teachers are supported by the support staff, department chairs, and through teacher-principal meetings. An ongoing area of growth has been in literacy, specifically, writing application across the curriculum. Target support and professional development time has been used to build teachers knowledge on how to increase the amount of writing in their subject areas as a way for students to demonstrate mastery and understanding. Teachers share-out successful approaches and strategies with their PLC teams and with the school staff on the whole. Through PLC teams, teachers look at student achievement on assignments, assessments, and other measures and engage in cycles of improvement where they can work together to take steps to address learning loss and help students meet the standards of their classes. Teachers receive annual training on socio-emotional supports for students along with required trainings to be aware of the requirements for mandated reporters, abuse, and suicidal awareness. For the 2020-2021 school year with the effects of COVID-19 and school closures teachers have focused on the implementation of online tools to support student engagement in a virtual/distance learning setting. Teachers received summer workshops to learn how to transition to Google Classroom and additional days of training through teacher-led workshops at the beginning of the school year to prepare them to support their students and for the challenges of teaching courses remotely outside of the physical classroom.

Valley Center Middle School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California’s new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California’s diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Valley Center Middle School
Street	28102 North Lake Wohlford Rd
City, State, Zip	Valley Center CA 92082
Phone Number	760-751-4295
Principal	Dr. Miguel Carrillo, Principal
Email Address	carrillo.mi@vcpusd.org
Website	http://vcms.vcpusd.net/
County-District-School (CDS) Code	37756146093272

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Valley Center-Pauma Unified (VCPUSD)
Phone Number	(760) 749-0464
Superintendent	Ron McCowan
Email Address	mccowan.ro@vcpusd.org
Website	www.vcpusd.k12.ca.us

School Description and Mission Statement (School Year 2020-2021)

Valley Center Middle School is one of eight schools in the Valley Center-Pauma Unified School District. We enjoy a position of great respect in our community. A sense of tradition and pride in education, strong community involvement, and parental support are the hallmarks of this relationship. A rich cultural heritage, including five Native American tribes and a diverse Latino population, is also part of this relationship. Music and drama productions, along with after-school athletic and academic competitions, contribute to a stimulating environment.

Valley Center Middle School currently has 941 students in grades 6-8 who enjoy a wide variety of instructional programs. Core subjects include: general mathematics, algebra, geometry, language arts (honors and general), social science, science, and physical education. The schedule includes sections of electives, such as theater arts, computer programming, robotics, leadership, agriculture, chorus, art, FOCUS (college readiness), study skills, English Language Development, a sixth-grade elective wheel, and several levels of concert band. Students serve in their own student government (ASB), are active in on- and off-campus organizations, such as the California Junior Scholarship Federation, that provide service to the community. Even though VCPUSD is a small, geographically remote district, we are actively involved in many professional-development initiatives. Most of our teachers have been trained in Professional Learning Community concepts and have put them into practice with their teams. We are particularly proud of our dual-language program in which 25 percent of our students are developing bi-literacy by learning their core academic subjects in both Spanish and English.

The faculty and administration at VCMS envision a school where all students have an opportunity to learn and achieve academic success. Academic rigor will be provided to all students in an environment that promotes school wide unity and respect. We are committed to providing a student-centered environment in which high standards of academic achievement and personal behavior are priorities. Both formal and informal organizational structures are in place in order to initiate, implement, and evaluate our progress in meeting this goal.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 6	280
Grade 7	312
Grade 8	319
Total Enrollment	911

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	7.5
Asian	0.7
Filipino	0.5
Hispanic or Latino	60.4
White	25.8
Two or More Races	4
Socioeconomically Disadvantaged	59.6
English Learners	27.3
Students with Disabilities	14.8
Foster Youth	0.4
Homeless	1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	42	41	46	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	1	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: October 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Grades K-6 Advanced, published by Benchmark Education, (Spring 2017) Adelante, published by Benchmark Education, (Spring 2017)</p> <p>Grades 7-8 Study Sync Language Arts, published by McGraw Hill Ed. (Spring 2018)</p> <p>Grades 4-12 Intervention “Language!” published by Glencoe McGraw-Hill (Spring 2001) “High Point”, published by Hampton-Brown (Spring 2001)</p>	Yes	0.0%
Mathematics	<p>Grades K-8 “Eureka Mathematics”, published by Great Minds, (Spring 2018)</p> <p>Grades 7-8 “Concepts and Skills, Course 2”, published by McDougal Littell (March 2009) “Pre-Algebra”, published by Glencoe (March 2009) “Algebra 1”, published by Glencoe (March 2009)</p>	Yes	0.0%
Science	<p>Grades K-6 “California Science”, published by MacMillan-McGraw-Hill - (June 2007)</p> <p>Grades 7-8 “Focus on Life Science”, published by Glencoe McGraw-Hill - (June 2007) “Focus on Physical Science”, published by Glencoe McGraw-Hill - (June 2007)</p>	Yes	0.0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Grades 6-8 Middle School Social Studies Series published by McDougall Littel (Spring 2006) 6 "World History: Ancient Civilizations" 7 "World History: Medieval and Early Modern Times" 8 "Creating America: Beginnings Through World War 1"	Yes	0.0%
Health	Grades 7 & 8 "Teen Health Course 2," and "Teen Health Course 3", published by Glencoe (Spring 2006)	Yes	0.0%

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

School Facility Conditions and Planned Improvements

General

The district takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office, the district office or from our Director of Maintenance and Operations. Students are provided with a clean, safe and functional learning environment. Valley Center Middle School is an 25- year old facility that is well maintained and utilized by the community for numerous events. The school has a current population of 942. The facility is designed to house 1,200 students. This school has 37 classrooms, a multipurpose room, one computer lab, a library as well as an administrative building. There is before-school supervision for students arriving at 7:20a.m. and until school is out at 2:50 p.m. The playground/fields are ample and there is a covered lunch area where students eat. The campus does not allow visitors to enter without checking into the office and providing proper ID. Upon returning to a Hybrid Instructional Model on November 9, 2020, our students arrived at 7:45 a.m. and were directed to their first class of the day for supervision until class began at 8:15 a.m. The release time for students was also adjusted to release small groups of students beginning at 2:13 p.m. and ending at 2:16 p.m. to allow for safe distancing.

Maintenance and Repair

The school's maintenance staff ensures that the repairs necessary to keep the school in good working order and are completed in a timely manner. A work order process is used to ensure efficient service and that repairs are given the highest priority. There are no emergency facilities needs at the school. The Principal works daily with the custodial staff to ensure a clean and safe school environment.

Deferred Maintenance

The State Deferred Maintenance funding program has been discontinued. However, the District continues to invest in maintaining and improving our facilities in support of student achievement.

Facility Inspection Tool

According to the state's Facility Inspection Tool (FIT), Valley Center Middle School has an overall rating 98.79 percent, which places it in the "Good status.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 9/10/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	400 RR: Walls need paint ASB: carpet stains Boys RR: Interior walls need paint Girls RR: Interior walls need paint Gym: Walls need paint
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	400 Workroom: Needs to be organized
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	MPR: Water fountain is leaking.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	504: Windows need new hinges 505: Windows need new hinges
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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	35	N/A	39	N/A	50	N/A
Mathematics (grades 3-8 and 11)	21	N/A	24	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	18	N/A	22	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

Valley Center Middle School enjoys the strong support and involvement of our parents and the community at large. Many parents serve as volunteers at our school and support school wide activities throughout the year. For example, parents and local residents visit our agricultural farm, attend choral and band concerts, theater productions, and various other educational events. Our Teacher Parent Club (TPC) actively supports our school and educational programs. Our school also has two parent booster organizations which support our music and drama programs. Within the community, various service clubs also support our school by regularly sponsoring special activities, contests, assemblies, and staff recognition. The district and the school sites also have the following parent advisories: School Site Council, Migrant Education, ELAC, DELAC, Title VI Indian Advisory and Title I Parent Advisory.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate									
Graduation Rate				90	90.3	87.9	82.7	83	84.5

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	6.1	13.0	2.5	5.7	3.5	3.5
Expulsions	0.0	0.2	0.0	0.1	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.1	3.9	2.5
Expulsions	5.2	0.6	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Valley Center Middle School places a high priority on ensuring the safety and well-being of all our students. The principal, two assistant principals and staff members work together to provide a safe learning environment for students by having clearly stated student behavior expectations, strong parental involvement, and a well maintained closed campus. Adult supervision is present in hallways, grounds, washrooms and other areas where students congregate. VCMS maintains a close working relationship with local sheriff and fire departments. We have an appreciation for student diversity which is promoted through a variety of extracurricular activities that include after-school sports. We maintain a strong student-centered curriculum and provide safety education for both teachers and staff. The staff is always informed about issues that may arise affecting the safety of students and staff. The TPC provides a strong component to our parent program, and many parents are now volunteering in various capacities on campus. The Safety Plan was reviewed October 2020.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
6	26	24	30	22	29	15	23	26	21	54	27	20

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	23	24	24	10	25	18	24	15	24	23	28	9
Mathematics	21	19	7	3	28	6	9	9	27	7	10	6
Science	28	4	10	8	31	3	6	12	28	5	9	11
Social Science	29	5	6	10	29	4	7	11	26	6	12	6

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	911

*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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.5

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10,706	23,460	8,360	77,498
District	N/A	N/A	8,788	\$82,955
Percent Difference - School Site and District	N/A	N/A	-5.0	-6.8
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	7.6	2.3

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

Types of Services Funded (Fiscal Year 2019-2020)

Valley Center Middle School received categorical funding and services from the following federal and state programs: Title II Staff Development, Title III LEP Second Language Learner Assistance, Migrant Education, Title VI Indian Ed., Special Education.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,508	\$47,145
Mid-Range Teacher Salary	\$83,675	\$74,952
Highest Teacher Salary	\$99,917	\$96,092
Average Principal Salary (Elementary)	\$119,406	\$116,716
Average Principal Salary (Middle)	\$120,539	\$120,813
Average Principal Salary (High)	\$136,601	\$131,905
Superintendent Salary	\$198,000	\$192,565
Percent of Budget for Teacher Salaries	33.0	31.0
Percent of Budget for Administrative Salaries	6.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

The district continues to offer staff development activities for all teachers and instructional aides. This year the district and our school site will continue to focus on the implementation of our new mathematics and english language arts curriculum. To support this process, teachers receive six staff development days throughout the year as well as weekly common collaboration time. Additionally VCMS students, staff and school community are working together to implement a positive behavior intervention system (PBIS). A focus on Cultural Proficiency, Culturally Relevant Instruction, and Restorative Practices will be a highlight of our Early Release Days and our Professional Time Wednesdays.

Valley Center Independent Study

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California’s new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California’s diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Valley Center Independent Study
Street	28751-U Cole Grade Road
City, State, Zip	Valley Center, CA, 92082
Phone Number	(760)751-0455
Principal	John O'Donnell
Email Address	odonnell.jo@vcpusd.org
Website	www.vcpusd.net/modules/cms/pages.phtml? pageid1049
County-District-School (CDS) Code	37756143731601

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Valley Center-Pauma Unified School District
Phone Number	(760) 749-0464
Superintendent	Ron McCowan
Email Address	mccowan.ro@vcpusd.org
Website	www.vcpusd.k12.ca.us

School Description and Mission Statement (School Year 2020-2021)

Valley Center Prep School is a K-12 WASC accredited independent study school designed to meet the unique personal and academic needs of our students. For various reasons, students and their parents have chosen to continue their education in an independent learning model. Our individualized approach helps our students attain success. Our students in grades 9-12 are required to complete 230 credits of academic coursework to graduate with a high school diploma. We are physically and operationally independent of the district's traditional schools. Our staff is committed to providing a safe learning environment where each student has a sense of self-worth and self-respect. High standards and individualized instruction will ensure that each student has every opportunity to reach their unique potential.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 3	2
Grade 5	2
Grade 6	2
Grade 7	5
Grade 8	9
Grade 9	4
Grade 10	8
Grade 11	12
Grade 12	13
Total Enrollment	57

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	26.3
Asian	3.5
Hispanic or Latino	38.6
White	24.6
Two or More Races	5.3
Socioeconomically Disadvantaged	50.9
English Learners	5.3
Students with Disabilities	10.5
Homeless	

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	2	2		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: October 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-6. Advanced, published by Benchmark Education, (Spring 2017) Adelante, published by Benchmark Education, (Spring 2017) Grades 7-8 Study Sync Language Arts, published by McGraw Hill Ed. (Spring 2018) Grades 9-12 “Language of Literature”, published by McDougal Littel (Spring 2001) Grades 4-12 Intervention “Language!” published by Glencoe McGraw-Hill (Spring 2001) “High Point”, published by Hampton-Brown (Spring 2001)	Yes	0%
Mathematics	Grades K-8 “Eureka Mathematics”, published by Great Minds, (Spring 2018) Grades 7-8 “Concepts and Skills, Course 2”, published by McDougal Littel (March 2009) “Pre-Algebra”, published by Glencoe (March 2009) “Algebra 1”, published by Glencoe (March 2009) Grades 9-12 “Algebra 1”, published by Glencoe/McGraw-Hill (Spring 2008) “Geometry”, published by McDougal Littel (Spring 2008) “Algebra II”, published by McDougal Littel (Spring 2008) “Precalculus”, published by McDougal Littel (Spring 2007) “Calculus”, published by McDougal Littel (Spring 2007) “AP Statistics”, published by Thompson Learning (Spring 2008) WH Freeman Company “Business Math”, published by Southwestern (Spring 2003) Thompson Learning	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	"Honors Pre Calc – Functions Modeling Change" Wiley (Spring 2007)		
Science	<p>Grades K-6 "California Science", published by MacMillan-McGraw-Hill - (June 2007)</p> <p>Grades 7-8 "Focus on Life Science", published by Glencoe McGraw-Hill - (June 2007) "Focus on Physical Science", published by Glencoe McGraw-Hill - (June 2007)</p> <p>Grade 9-12 "Glencoe Biology, California", published by Glencoe McGraw-Hill - (June 2007) "Glencoe Chemistry: Matter", published by Glencoe McGraw-Hill - (June 2007) "Chemistry", published by Houghton Mifflin (June 2007) "California Physics", published by Holt, Reinhart, and Wilson (June 2007) "Essentials of Human Anatomy and Physiology", published by Pearson, Benjamin Cummings (June 2007) "Principles of Anatomy and Physiology", published by Tortora and Wiley (June 2007) "Biology, AP Edition", published by Campbell and Pearson (June 2007) "Oceanography, An invitation to Marine Science", published by Thomson (June 2007) "College Physics", published by Prentice Hall (June 2015)</p>	Yes	0%
History-Social Science	<p>Grades 1-5 California Vistas published by McGraw-Hill (Spring 2006) K "We Learn Together"</p> <p>1 "Family and Friends" 2 "People and Places" 3 "California Communities" 4 "Our Golden State" 5 "Making a New Nation"</p> <p>Grades 6-8 Middle School Social Studies Series published by McDougall Littell (Spring 2006) 6 "World History: Ancient Civilizations" 7 "World History: Medieval and Early Modern Times"</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	8 "Creating America: Beginnings Through World War 1" Grades 9-12 World History (CA) Modern World History published by McDougal-Littel "Patterns of Interaction" (Spring 2006) US History (CA) The Americans published by McDougal Littel "Reconstruction to the 21st Century" (Spring 2006) Civics (CA) Magruder's American Government published by Prentice Hall (Spring 2006) Economics The Study of Economics published by McGraw-Hill (Spring 2005) AP Euro Western Heritage Prentice Hall (Spring 2002) AP US History Inventing America published by Norton (Spring 2006) AP US History Inventing America published by Norton (Spring 2006) AP Government Government by the People published by Prentice Hall "National, State, and Local" (Spring 2006)		
Health	Grade 4 "Health and Wellness: California", published by Macmillan/McGraw Hill (Spring 2006) Grades 7 & 8 "Teen Health Course 2," and "Teen Health Course 3", published by Glencoe (Spring 2006) Grade 9-12 "Health", published by Glencoe (Spring 2006)	Yes	0%

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

School Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office, the district office or from our Director of Maintenance and Operations. Students are provided with a clean, safe and functional learning environment. VC Prep is well maintained and utilized by the community for numerous events. The campus does not allow visitors to enter the campus without checking credentials in the office.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: August 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	N/A
Interior: Interior Surfaces	Good	N/A
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	N/A
Electrical: Electrical	Good	N/A
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	N/A
Safety: Fire Safety, Hazardous Materials	Good	N/A
Structural: Structural Damage, Roofs	Good	N/A
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	N/A
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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	31	N/A	39	N/A	50	N/A
Mathematics (grades 3-8 and 11)	10	N/A	24	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	4	N/A	22	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	89.19
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

VC Prep invites parents to be involved in School Site Council. The School Site Council is an advisory group of teachers, parents, classified employees, and students who work with the principal to develop, review and evaluate school improvement programs and school budgets. The members of the site council are elected by their peers. For example, parents elect the parent representatives and teachers elect teachers.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	6.7	38.5	36.4	1.2	3.9	7.5	9.1	9.6	9
Graduation Rate	40	23.1	40.9	90	90.3	87.9	82.7	83	84.5

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.0	2.5	5.7	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0	3.9	2.5
Expulsions	0.0	0.6	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

VC Prep recognizes that proper attention must be paid to the safety of all students. The principal and all staff members work together to provide a safe learning environment for students. We have simple and clearly stated behavior expectations through our PBIS program and strong parental involvement. We maintain an attractive and hazard-free, closed campus. Adult supervision is present in hallways, grounds, washrooms and other areas where students congregate. Surveillance cameras monitor the hallways and parking lot. VC Prep maintains a close working relationship with local sheriff and fire departments. We maintain a strong student-centered curriculum and provide safety education for both teachers and staff. The staff is always informed about issues that may arise affecting the safety of students and staff. The Safety Plan was revised and approved by the School Site Council NOVEMBER 2019.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
3									1	2		
5									1	2		
6									2	5		

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	3	10			4	8			3	13		
Mathematics	3	6			3	7			4	9		
Science	2	6			3	5			4	7		
Social Science	3	8			5	9			4	13		

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	

Title	Number of FTE* Assigned to School
Resource Specialist (non-teaching)	
Other	0.2

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12966.0	\$1784.0	\$11182.0	\$73448.0
District	N/A	N/A	\$8936.0	\$82,955
Percent Difference - School Site and District	N/A	N/A	22.3	-12.2
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	36.3	-3.0

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

Types of Services Funded (Fiscal Year 2019-2020)

Oak Glen School received categorical funding and services from the following federal and state programs: Staff Development, Special Education, and PAR.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,508	\$47,145
Mid-Range Teacher Salary	\$83,675	\$74,952
Highest Teacher Salary	\$99,917	\$96,092
Average Principal Salary (Elementary)	\$119,406	\$116,716
Average Principal Salary (Middle)	\$120,539	\$120,813
Average Principal Salary (High)	\$136,601	\$131,905
Superintendent Salary	\$198,000	\$192,565
Percent of Budget for Teacher Salaries	33.0	31.0
Percent of Budget for Administrative Salaries	6.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

The district continues to offer staff development activities for all teachers and instructional aides. In the past, our focus for professional development has been based on Literacy First, an initiative to help teachers improve their instructional delivery and on literacy development. Outside consultants provide staff development and coaching, and the district offers summertime training days. Teachers also receive professional development through the mentorship of full time instructional coaches dedicated to the district. Furthermore, teachers receive staff development through their common collaborative time. Our teachers have also received training in the precepts of Positive Behavior Interventions and Support. Most of our teachers were trained in Professional Learning Community concepts and have put them into practice in their classrooms.

Valley Center Primary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California’s new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California’s diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Valley Center Primary School
Street	14249 Fruitvale Rd
City, State, Zip	Valley Center, CA 92082
Phone Number	760-749-8282
Principal	Jameson Rienick
Email Address	rienick.ja@vcpusd.org
Website	https://vcps.vcpusd.org/
County-District-School (CDS) Code	3228032289

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Valley Center-Pauma Unified School District
Phone Number	(760) 749-0464
Superintendent	Mr. Ron McCowan
Email Address	mccowan.ro@vcpusd.org
Website	www.vcpusd.k12.ca.us

School Description and Mission Statement (School Year 2020-2021)

Valley Center Primary School is a special place where young children learn and flourish in a caring, supportive atmosphere. A deeply committed, highly qualified staff works together to provide the best education possible for all children during their first years of school. The mission of our learning community is to promote academic achievement, physical and social well being, and personal responsibility. Valley Center Primary School is one of eight schools in Valley Center Pauma Unified School District that first opened in the fall of 1986. Student enrollment is approximately 500 students. With only Transitional Kindergarten through second grade levels at this site, we have been able to concentrate our staff development in the area of early childhood education and literacy.

We value our diverse population of 465 students (7.96% American Indian, 56.56% Hispanic/Latino, 27.53% White, 1.29% Asian, 0.43% Black/African Am.) 152 or 32.7% of 465 students are English Language Learners. Our school offers a range of instructional programs such as our dual language program that allows students to learn English and Spanish starting in Kindergarten. Presently assigned to the Primary School are 21 regular education classroom teachers, a English speech therapist, a Spanish speech therapist, a resource class teacher, a school psychologist, a part time school counselor, an instructional coach, three special day class teachers, one LVN, a school secretary, instructional aides, and one administrator.

Valley Center Primary maintains high standards for academic, citizenship, and physical development. We provide our students with character education that focuses on the six pillars of character development and Social Emotional Learning lessons that are taught by our school counselor. We are proud of Valley Center Primary School and we encourage you to visit us and participate in our celebration of learning. As a staff we are committed to working together to do our Best Effort Every Single Day to help all of our students achieve academic success!

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	175
Grade 1	176
Grade 2	165
Total Enrollment	516

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	8.5
Asian	0.8
Hispanic or Latino	56.2
Native Hawaiian or Pacific Islander	0.2
White	28.1
Two or More Races	6
Socioeconomically Disadvantaged	56.8
English Learners	32.4
Students with Disabilities	14.5
Foster Youth	0.2
Homeless	

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	26	27	24.25	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: August 2020

All textbooks and instructional materials used at the Primary School in core subjects are SUFFICIENT for all students and staff.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Advanced, published by Benchmark Education, (Spring 2017) Adelante, published by Benchmark Education, (Spring 2017)	Yes	0.0%
Mathematics	"Eureka Mathematics", published by Great Minds, (Spring 2018)	Yes	0.0%
Science	"California Science", published by MacMillan-McGraw-Hill (June 2007)	Yes	0.0%
History-Social Science	Grades 1-5 California Vistas published by McGraw-Hill (Spring 2006) K "We Learn Together" 1 "Family and Friends" 2 "People and Places"	Yes	0.0%

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

School Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office, the district office. Students are provided with a clean, safe, and functional learning environment. This school has 26 classrooms, a multipurpose room and a library. This school is not overcrowded and the campus has room to grow. There is school supervision from 7:30 a.m. - 2:30 pm regular school hours. The Primary School has a before school program that is operated in the morning from 6:30-7:30 a.m. This is a fee based program. The playground is ample and there is new equipment. The campus does not allow visitors to enter the campus without checking into the office.

Maintenance and Repair: The school's maintenance staff ensures that the repairs necessary to keep the school in good repair and good working order. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. There are no emergency facilities needs at the school. The principal works daily with the custodial staff to ensure a clean and safe school and to monitor the cleaning schedules

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 9/15/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	K1 RR Boys: Interior paint needed K1 RR Girls: Interior paint needed K2 RR Boys: Interior paint needed K2 RR Girls: Interior paint needed K3 RR Boys: Interior paint needed K3 RR Girls: Interior paint needed K4 RR Boys: Interior paint needed K4 RR Girls: Interior paint needed R1: Interior paint needed R2: Interior paint needed
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	D1: rodent infestation D2: rodent infestation
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Library: Roof leak by HVAC unit R10: roof leak
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	MPR: Panic bar needs to be replaced R7: door hardware needs to be replaced
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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)		N/A		N/A	50	N/A
Mathematics (grades 3-8 and 11)		N/A		N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

- The Primary School enjoys the active support of its parents/guardians and community members and the Teacher Parent Club sponsors various fundraisers that support the instructional program. This will resume when families are allowed back on campus following the COVID-19 pandemic.
- The service clubs (Rotary, Optimists, Lions and Kiwanis) of the Valley Center community provide support in numerous areas.
- The VCPUSD and the Primary School has the following parent advisories: School Site Council, Migrant Education, ELAC, DELAC, Title VII Indian Advisory, and Title 1 Advisory.
- In addition, the principal provides a monthly newsletter and hosts a monthly Coffee with the Principal for the Valley Center families and community members when able to have visitors on campus.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate									
Graduation Rate				90	90.3	87.9	82.7	83	84.5

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.2	2.5	5.7	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0	3.9	2.5
Expulsions	0.0	0.6	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Valley Center Primary School recognizes that student safety is an important priority. The Valley Center Primary School Safety Plan is a comprehensive report prepared with input of the district, the site, parents, and local law enforcement. Each year, the principal presents the updated plans to the School Site Council. The principal presents the School Safety Plan to the Valley Center Primary School Site Council each year. The primary components of the School Safety Plan focus on the health, safety and welfare of all students in order to ensure a safe school climate and a safe physical environment.

During our virtual distance learning phase during the COVID-19 pandemic all certificated and classified staff ARE allowed to work on campus. Every staff member must check into the Health Office for their health screening immediately when they arrive, stay home if they are not feeling well, wear a mask unless in a room by themselves, and must practice physical distancing at all times. No parents, guardians, or visitors are allowed on campus during the COVID-19 pandemic. For more information on the School Safety plan, contact the principal.

In addition to the site's Safety Plan, teachers are provided at the beginning of each year with Disaster Preparedness information, an evacuation plan, and a current map of the school. Staff will be continue learning in 2020-21 about Options Based Response through professional development. Emergency drills are conducted monthly and every staff member knows their specific role in the event of a disaster. All visitors must check into the office and are issued a visitor's badge. Adult supervision is present throughout the school—in classrooms, hallways, on the playground, at the bus unloading/loading areas, and at the parent drop-off/pickup areas before and after school. The principal and all staff members work together to provide a safe learning environment for students. A hazard-free, closed campus is maintained.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size			2018-19 # of Classes*			2019-20 Average Class Size	2019-20 # of Classes*		
		1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+				
K	22	2	7		22	2	8		24		7			
1	24		6		22	2	4		22	2	5			
2	23		7		24		7		25		6			
Other**	15	1			18	1			15	2	1			

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

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	1032

*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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	
Other	2

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11,501.00	2,647.00	8,854.00	91,312.0
District	N/A	N/A	8,788.00	\$82,955
Percent Difference - School Site and District	N/A	N/A	0.7	9.6
State	N/A	N/A	\$7,750	\$75,706

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and State	N/A	N/A	13.3	18.7

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

Types of Services Funded (Fiscal Year 2019-2020)

At the Primary School our number one instructional focus is on reading. In addition, to an academic resource teacher, with an instructional assistant, who supports students with an Individual Educational Plan (IEP) we have 2 part-time retired teachers and 10 volunteer adults who will return to work following the COVID-19 pandemic to support all our most struggling students in the area of reading on a daily basis.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,508	\$47,145
Mid-Range Teacher Salary	\$83,675	\$74,952
Highest Teacher Salary	\$99,917	\$96,092
Average Principal Salary (Elementary)	\$119,406	\$116,716
Average Principal Salary (Middle)	\$120,539	\$120,813
Average Principal Salary (High)	\$136,601	\$131,905
Superintendent Salary	\$198,000	\$192,565
Percent of Budget for Teacher Salaries	33.0	31.0
Percent of Budget for Administrative Salaries	6.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	19

The district provides annually to all teachers professional development in core subject areas of English Language Arts, Mathematics, and standards based instruction. Teachers attend Early Release Days, conferences and workshops throughout the year in accordance to their grade level or specialty. The focus of the 2020-21 school year is on virtual teaching and learning and using a variety of online teaching tools with students and parents/guardians.